

1909

## Bryn Mawr Alumnae Quarterly, 1911-1913

Bryn Mawr College, Alumnae Association

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# THE BRYN MAWR ALUMNAE QUARTERLY

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VOL. V

APRIL, 1911

No. 1

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## SHOULD THE SAME SALARY BE PAID TO MEN BEARING THE SAME TITLES?

As the following correspondence between President David S. Jordan and Professor Guido H. Marx of Stanford University throws much light on the question of Academic Salaries, the QUARTERLY has asked and received permission to print it.—THE EDITOR.

*Stanford University, October 3, 1906.*

PROFESSOR GUIDO H. MARX,

*Dear Sir:*

At the next meeting of the Association of American Universities, Stanford University is asked to discuss this phase of the salary problem in universities: "Should the same salary be paid to men bearing the same title?" If not, what should be the nature and purpose of variations?

I should appreciate a brief statement of your views on this question, and as the meeting occurs on November 23, an early reply would also be appreciated.

Very truly yours,  
DAVID S. JORDAN.

*Stanford University, October 18, 1906.*

PRESIDENT D. S. JORDAN,

Stanford University, Cal.

*Dear Sir:*

I would respectfully submit the following reply to your circular letter of October 3.



It is undesirable and impossible for universities to attempt to compete with the salaries which professional men can and do obtain in active practice. On the other hand they should be the last to ignore the market value of trained men. These are two distinct facts which should not be confused.

The average collegiate and graduate study of our Instructors before receiving university appointments I have, upon investigation, found to be seven years. Our university is no exception in this, the doctor's degree or its equivalent in other training being generally demanded of a candidate for a position. Considering this long period of arduous preparation, the expenses involved in it, the earnings foregone during the time, and the fact that the men selecting teaching are among the hardest workers and those of highest mental ability,—the beginner's salary should not be much lower than that of an artisan whose school work stops in the grammar grades, who, at most, spends three or four years as a paid apprentice, and at the end of that period earns journeyman wages, being then little, if any, older than the college freshman.

The teacher's ability and training should rather put him on a level with the trained doctor, lawyer, architect, or engineer—and this, whatever his field of work; for university teaching should be conducted on such a plane that it should be considered a profession, irrespective of the subject taught. Moreover the *successful* teacher has a right to be compared with the *successful* professional man in other lines.

University finances, however, could not stand the drain of such salaries as these same men might earn with equal exercise of effort and ability in other professions than teaching. Furthermore, it would be a calamity to have introduced into our simple and democratic university communities the standard of extravagant and wasteful living which necessarily accompanies these large salaries. Nor is it necessary to pay such salaries in order to tempt men of the highest ability and character to enter and remain in the teaching field. It is universally recognized that the rewards of the academic life sufficiently counterbalance the attraction of exceptional financial gain.

I do not believe that it would be necessary or desirable to make any noticeable general exception in favor of larger salaries for men teaching in professional lines if the regular salaries throughout the university were proper and adequate.

I believe that the following method of compensation would work out with much success.

The minimum instructor's salary to be \$1200, advancing automatically \$200 each year, if his services are retained at all, until he reaches \$1800. When he reaches this point his case, *at once and automatically*, should come up for consideration by the President for promotion and be carefully weighed—not judged solely upon the biased view (whether good or bad) of the individual who chances to be the executive head of a man's department (a method which introduces the most serious evil of as many different standards for promotion as there are executive heads), but carefully judged by the President, whose business this is, after investigating all sides of the case including a hearing of the person most concerned. As a result of this investigation he should be told whether he is to be promoted, retained without hope of promotion, or released.

If promoted to an Assistant-Professorship, he should at once receive the minimum salary of \$2000—with automatic yearly increments as before of \$200 each until he reaches \$2800. At this time his case should once more automatically come up for promotion and the results of the President's careful consideration told him.

If promoted, he begins as an Associate Professor at a salary of \$3000 and receives an increase of \$200 each year until he reaches \$3800, when his case automatically comes up for consideration for promotion to Full Professorship. He will then be approximately forty years of age, with seven years of training and fifteen years of teaching experience behind him and may well be considered sufficiently mature and experienced for such promotion.

The minimum Full Professor's salary should be \$4000. At this point the salaries cease to increase automatically, further increase being based upon services of a peculiar and exceptional character rendered the university, and not at all upon the subject taught—a necessary precaution in order to keep men of approximately the same strength in all fields of work.

Such a scheme, with the minimum salaries never lower than these here set, since they are as low as present cost of living and a normally developing life permit, would be sufficiently attractive to draw and hold first-class men in all lines of work—professional as well as others.

The automatic increase and the compulsory consideration of each man's case by the President at stated intervals are the points in which conditions are lamentably defective.

With these modifications I should answer the question "should the same salary be paid to men bearing the same title" in the affirmative. I am,

Very truly yours,  
GUIDO H. MARX.

### TABULAR STATEMENT

TABLE SHOWING RELATION BETWEEN SALARIES, AND PROBABLE MINIMUM AGES, WITH NORMAL PROMOTION.

INSTRUCTOR					ASST. PROF.					ASSOC. PROF.					PROFESSOR	
Probable Minimum Age	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42, etc.
Salary.....	\$1200	\$1400	\$1600	\$1800	\$2000	\$2200	\$2400	\$2600	\$2800	\$3000	\$3200	\$3400	\$3600	\$3800	\$4000	\$4000 to \$6000
	STOP POINT				STOP POINT					STOP POINT					STOP POINT	

Reappointment, without promotion, at the end of the term carries with it the maximum salary of the rank in which the reappointment is made.

GUIDO H. MARX.

### IMPRESSIONS OF BRYN MAWR

As I had the thrilling experience of making a first acquaintance with America and with Bryn Mawr College at one and the same time, I must be excused if perhaps I put down to Bryn Mawr some impressions that belong rather to all this part of the world than to any particular corner of it, however characteristic.

Not that Bryn Mawr impresses me as being characteristically American; indeed, from the moment my English eye first lighted on the campus, with its charmed circle of baronial halls and hoary towers, with all its possibilities of bats, owls, ghosts, and games of hockey, the college has always seemed to me very un-foreign and familiar. And it was especially comforting to find that I could make myself understood without having to learn the English tongue all over again, as discouraging friends had threatened. Even after



these many months at Bryn Mawr, there are times when I still find it hard to believe that this really is not home, and that the other hemisphere is *not* just round the corner.

However, there are so many points of difference between this and my Alma Mater, Newnham College, that I had a strenuous time when I first arrived, trying to account for them all. What seemed to me most queer of all was that you could almost never go through Rockefeller gateway without meeting a hurrying figure with a suitcase firmly grasped in her hand: evidently, I used to think, some unfortunate freshman acting on first impulses, and giving up college life in disgust. When I discovered that these little odd holidays were a regular part of everyday life, my idea of American "Liberty" began to be definite. At my own college our names are registered night and morning and the attractions of university life off the campus are locked out at eight-thirty nightly. The necessity for faculty chaperonage and a vice-principal's permission (though not refused) for all evening expeditions—disadvantages of living in the midst of a grand old university town which still eyes a women's college with something of distrust—made me rejoice especially in the freedom of Bryn Mawr, untrammelled by this atmosphere of watchful criticism from without. And I was charmed with the picturesqueness of dress that contrasted so strongly with our sober tweeds and decently-gloved hands: it seemed like one long party to spend one's days among people so wonderfully clothed and taking such an evident interest in outward as well as intellectual graces. With us it is only the men students who habitually brighten their lives with anything so frivolous as a colour-scheme.

The whole question of self-government interested me very much, but it was sometime before I came to believe that there really is such a thing. That hundreds of girls could be satisfactorily controlled by the "rule of a simple majority" and a sense of honour would have sounded too Utopian to me a few months ago; and I should have objected strongly to the position of being more or less "my brother's keeper" which it would seem to involve; besides the danger that such a constant appeal to their moral backbone might make students almost inhumanly good and self-critical—overclouding the *froh und ungebunden* frame of mind that they need to have outside of work hours. But it is a fascinating experiment and certainly Bryn Mawr is equal to it. The strong

'public spirit' in the college must be one of the good results of this government by public opinion. And I was interested to notice the importance of class spirit and the public feeling against any tendency to divide up into Halls, whereas in my own college the classes have not even names to distinguish them, but the Halls vie with one another in every possible way—in work and games, brains and beauty, even speed and efficiency of fire brigades and strenuous keeping of quiet hours each having its own essential character and traditions, so that you would no more think of leaving one Hall for another than of going into voluntary exile. I can see here the many advantages of a strong class spirit—it seems to break down the barriers between the classes rather than to set them up; for certainly there is here less stiffness on the whole between one class and another than we have at college, where classes are not separated at meals and where every upper-class-man entertains every freshman to tea or cocoa—though only to pass her by, very likely with a cold unseeing eye whenever they meet in the street. Our freshmen soon learn not to smile promiscuously at their elders and betters, faculty or otherwise. But Bryn Mawr seems to have a certain tolerant good-fellowship—the spirit of democracy, I should call it—that makes a newcomer soon feel like a part of the whole, and must absorb even the shy and retiring people who may otherwise not get much good out of college.

And I have been strongly impressed by the general air of jollity and well-being: most especially, too, by the keen appreciation of the Joke—as such—an end in itself, not a mere accident in the day's work. So far, in spite of the harassment of continual quizzes and required reading, and in spite of all one hears about the extreme nervous tension of the American student of today, Bryn Mawr students have not impressed me as being in a state of worry or anxiety or intense mental strain. I feel certain there is more of this unrest among the students of our university, where not one hour of the course (usually lasting three years) is counted to one's credit—or discredit—except only the last six days of the last year. This final examination can never be put off or taken again, so that if the student fails of honours (a mere pass does not satisfy!), the whole three years' work goes for nothing: and small wonder if dread of this disgrace hangs like an ever-dar ening cloud over those of us who, in spite of the orthodox devil-may-



care attitude, still cherish a sneaking desire to stand well at the end. It is this harrowing uncertainty that seems to me to be most successfully avoided by the Bryn Mawr system, which keeps up the interest of the students in their work all along and does not risk letting good work pass unrecognized after all. I should like to know whether the plan of sharing studies has any effect on the amount of work done; it seems to me, as an outsider, a splendid arrangement, and I do not see that room-mates tend to be hopelessly inseparable or to interfere with each other's work-time. I cannot believe that the most persuasive companion would lure you away from your work or your bed so insistently as do the flickering fires that we have in our rooms at my college. The hours that we waste there in coaxing the unwilling flames in the morning, and sitting dreaming over the embers at night, and cowering round the hearth at all times, would I think be a shock to the well-regulated, central-heated Bryn Mawr student. And here Bryn Mawr has a great advantage. A place without draughts and with every kind of provision for comfort—even down to rocking chairs, and "thermostatic regulation"—has, to my mind, some of the first essentials of good hard work: for there are not many things so distracting to an ordinary student as persistent physical discomfort.

I am much impressed by the delightfulness of Sunday here at Bryn Mawr; it is one of the pleasantest places to spend Sunday that I know of. At my college, some of the Halls are positively a-quiver with music the whole day long: which may be welcome or not, according as it happens to be your own piano which is charming the air, or your neighbor's that is breaking the Sabbath stillness! But there is one element here that seems to belong to college Sundays everywhere. Said one of our Newnham college maids, when asked by a visitor what the students did with themselves on Sunday: "Sure, ma'am, the young ladies mostly eats—with intervals for meals;" and here again Bryn Mawr is not behindhand.

And in general it seems to me that it is hard to put down "impressions" of any one college that would not apply to most of the others. When I promised to write all this too presumptuous criticism I had in mind those many things fascinatingly peculiar to Bryn Mawr that could not fail to strike one fresh from a distant college. But the more I think over the question, the more strongly I realize that the differences are superficial, and that of real and vital distinctions

between one college and another I have little to say. It seems to me that, wonderfully as nation differs from nation in its ideals and tendencies and habits of thought, the student spirit is one and the same the world over.

MARGARET STEWART DISMORR,  
*British Graduate Scholar*  
*Bryn Mawr College.*

## The Bryn Mawr Alumnae Quarterly

VOL. V

APRIL, 1911

No. 1

### THE NEEDS OF THE LIBRARY

It is to be hoped that the hearts of many Bryn Mawrtys will be so deeply touched by the entreaties for help from the Bryn Mawr Faculty that they will at once send money in any amounts, large or small, to swell the Fund for books that the *QUARTERLY* is undertaking to raise. The subscription list is well begun by the gifts from Mrs. Alba Johnson and Miss Gertrude Ely, and by June we hope to have raised an amount sufficient to relieve somewhat, at least, the most immediate needs. When departments are receiving only about a hundred and fifty dollars a year as a regular allowance for books, even a dollar counts tremendously, and every little subscribed now will go a long way towards building up departmental libraries.

It is encouraging to know the memorial for Miss Chamberlain is to take the form of books for the department of German. More such gifts would be acceptable, and classes celebrating reunions can at the moment be of greatest service to the College by offering their gifts for books. Bryn Mawr is still young, and in spite of her general appearance of prosperity and the money that has been given her in recent years, is really wanting some of the necessities of life—the wherewithal to pay adequate salaries to her teaching staff, and adequate funds for the library. Carved seats, sun-dials, leaded windows, graceful fountains, elaborate decorations for the ceiling of the new library and elaborate carvings for the cloister—all such things, charming and suitable as they are, are luxuries that can well be spared until the College has been furnished with the necessities of life, with adequate equipment in the way of books and apparatus. Colleges maintaining a graduate school have to shoulder heavy expenses, for the very existence of such a school implies advanced courses in almost any subject a student may wish; and how can graduate work be done properly without a well stocked library? The plan of de-

pending upon the professor for special books in his line works, only fairly well for the professor, who must lend, and badly for the library as a whole. As the personnel of the Bryn Mawr Faculty changes frequently, great gaps are left in the library whenever a professor departs, and the graduate student is more or less limited in choice of subject by the material which can be found in the College Library or a professor's private library at any given moment.

The letters from various members of the Faculty, printed in this number under "News from the Campus," tell their own story and need no explanation. What Bryn Mawr really wishes she always gets; and eventually she must have a large endowment for her library. Now that she is urgently asking for books, let us tide over the time by responding promptly and generously, and giving her immediately relief.

### FUND FOR BOOKS FOR BRYN MAWR COLLEGE

Anyone wishing to subscribe to this Fund will kindly send their cheques to Mrs. Charles B. Dudley, Montgomery Avenue, Bryn Mawr, Pa., indicating for which department they wish their money used. If no preference is expressed, the money will go into the general fund to be divided equally among the departments most needing help. The *QUARTERLY* will report in each number the progress and the distribution of the Fund.

#### RECEIVED

Mrs. Alba Johnson,	
Preferably for Biology.....	\$50.00
Miss Gertrude Ely,	
For Department of Art.....	5.00
Mrs. Charles M. Andrews,	
General Fund.....	5.00
	<hr/>
	\$60.00

### CLASS HISTORIES

In an attempt to collect accurate news of individuals and classes, the *QUARTERLY* has enlisted the help of class secretaries, but in many instances the secretaries write that they know as little about the members of their classes as we do, because there is no organized method of collecting and filing such information. The following letter from one of the most interested and enthusiastic of them expresses the dilemma perfectly.



"Ever since the new order of affairs was inaugurated and the old Alumnae Report ceased giving 'Class Reports,' I have felt that I have been neglecting my duty as Class Secretary, but I really have not known how to do it. Since the secretaries are no longer supplied with forms containing printed questions and authorized to send them out, it seems to leave a collection of news so much in the air. Every secretary hears informally, of course, more about her own set of friends; in my own case, for instance, I never hear of any news of several of the girls in my class except through the *QUARTERLY* or some college publication.

Another difficulty I find is that very often I hear a piece of news about a girl, but hesitate to report it because it has been reported to me in a vague way, or because I may know the source from which it comes is not accurate.

No doubt all these difficulties have been presented to you very often, but I hope you can set my mind at rest. Of course, I can see that the alternative for the present state of things would be to go back to the old plan, and have the forms sent out again, which involves a good deal of work and expense.

I don't want to seem to be finding fault at all; I have only felt dissatisfied with myself. I've always enjoyed my little secretary's work and hate to feel that I have rather let it slide lately." (The writer then gives two news items.) "So far as I know there are no births or deaths or marriages. You see the above is not much of a report from all the members of my class. I shall be very thankful for any suggestions as to how to do better."

It would seem to us a wise plan for the Class secretaries to become also Class Historians and for the Alumnae Association to furnish them every year with an exhaustive questionnaire to be sent by them to every member of the Class. The College is now twenty-five years old, and if this history of the early classes is not quickly compiled and printed, the details will have vanished for ever. The Class secretaries can gather information much more quickly and accurately than the College itself or the Alumnae Association, and the *QUARTERLY* will gladly print the histories as quickly as they are compiled. Having once brought the histories of the Classes up to date, the secretaries could then collect their information every year, and publish it every five years, whether their classes were having reunions at these periods or not. If reunions were being held, the Class History of the past five years, presented in detail by the Class secretary, would become a distinctive and interesting feature of the function.

The *QUARTERLY* has had in mind for some time the plan of sending out such a questionnaire, but the present state of finances will not permit of such an expenditure.

But either the Alumnae Association or the Classes themselves should take up the matter and avail themselves of the opportunity they have of getting this material printed. The *QUARTERLY* is delighted to co-operate in the matter and to work out some plan whereby information regarding the Classes is accurately collected and edited and put into definite form for the benefit both of the present generations and of generations to come.

## NEWS FROM THE CAMPUS

### THE NEED OF BOOKS AT BRYN MAWR COLLEGE

The *QUARTERLY* wishes to call attention to the urgent needs of the Bryn Mawr College Library.

EXTRACTS FROM MINUTES OF THE ANNUAL MEETING OF THE LIBRARY COMMITTEE, JUNE 9, 1910

The following subdivisions of the regular appropriation of \$3000.00 annually to the library was made:

Biology.....	\$150.00
Chemistry.....	150.00
Economics.....	150.00

English.....	\$150.00	
French.....	150.00	
Geology.....	110.00	
German.....	150.00	
Greek.....	150.00	
History.....	150.00	
Latin.....	150.00	
Mathematics.....	150.00	
Philosophy.....	150.00	
Physics.....	150.00	
Psychology.....	150.00	
Reference Books.....	50.00	
Religious Books.....	25.00	
General Literature.....	75.00	
Library Expenses.....	790.00	
		\$3000.00

The following appropriation from fees derived from examinations for conditions and advanced standing, for course books, late registration and non-registration was made:

*Regular*

Art.....	\$100.00	
Botany.....	50.00	
Comparative Literature.....	150.00	
Comparative Philology.....	30.00	
Italian.....	75.00	
International catalogue.....	100.00	
Education.....	50.00	\$555.00

*Special*

International catalogue.....	\$100.00	
English continuations.....	150.00	
French (Dr. Schinz).....	100.00	
Geology.....	50.00	
English (Dr. Brown).....	200.00	
Comparative literature.....	150.00	
(Dr. Hatcher and Dr. Upham)		
Biology.....	200.00	
History.....	200.00	
Reference books or history.....	100.00	
Refund on Hall Libraries to Dr. Holbrook.....	5.10	
Art books to be purchased from Miss Ransom.....	300.00	\$1405.10
Total appropriation from fees for conditioned examinations, etc.....		\$1960.10

LETTERS FROM MEMBERS OF THE BRYN MAWR FACULTY

TO THE EDITOR OF THE BRYN MAWR ALUMNAE QUARTERLY.

DEAR MADAM:

It may be assumed that readers of the ALUMNAE QUARTERLY fully appreciate the vital necessity of adequate funds for the purchase of books in any college which, like

Bryn Mawr, is engaged in advanced work. But the various ways in which our present meagre appropriations affect the different departments may not be so evident, and as the classics are better provided for than any other departments because of the Sauppe Collection, it may melt some capitalist's heart if I can show how urgent is the need of more money even for one of our best equipped departments. The mere statistics of the situation, exact details of which have kindly been furnished to me by Miss Jones, are easy to state. The Latin department has an annual appropriation of \$150. About half of this sum is eaten up every year by payments for current periodicals, bindings, and continuations of sets of books which appear at irregular intervals. The last item alone has been known to require more than half of the total appropriation. We are left, therefore, with about \$75. for the purchase of other books—a sum so small that it would be ridiculous if the question were not so serious. To this must be added appropriations from the Condition Fund and occasional special gifts. From the former source we have received an average of \$55 annually for the last ten years, from the latter about \$40 for the same period. Thus we have had all told about \$170 a year to spend on books outside of the periodicals. This sum is, of course, much less than many a college professor devotes annually to his own private library, and yet it must serve for an entire college department.

Now this poverty pinches the Latin department especially in restricting to the vanishing point purchases of books. The new and important work in language and literature appears not only in the numerous periodicals for which we subscribe, but also in a perfect flood of new books, and we are wholly unable to purchase the new books which are essential if we are even approximately to keep abreast of the work in our field or to fill serious gaps in the Sauppe Collection. We can merely add a book here and a book there according as our limited means allow. Thus we are constantly falling behind and the gaps in our part of the library grow more numerous year by year. It would be easy to specify, if there were space, many books and sets of books that we ought to have. But the worst feature of the situation is not that we cannot own the books that we need, but that the work of our numerous advanced students in Latin is seriously retarded and hampered. When a necessary book is not in the library of the college or in that of a professor, it must be borrowed from another library. Such books, even if we are able to borrow them, can be kept only for a limited period. If we need books that cannot be borrowed, the students and professors are forced to travel in order to consult them. This situation arises many times every year and it is a nuisance. A certain amount of it will always be necessary in the case of rare books, but I am speaking now of books which we could buy if we had the money. In short an inadequate library appropriation impairs the efficiency of our advanced work.

The cry of the Latin department has not always fallen on deaf ears. One of the alumnae, Miss Helen Lee Stevens of the class of 1903, has for a number of years been donating to the department \$25—a very welcome help—and she now has a nice little collection of books to her credit. Another alumna, whose name I do not feel at liberty to disclose, has by the terms of her will bequeathed to the college \$5000, the income of which is to be used to purchase books for the Latin department. The latter in her full appreciation of our condition will not, I am sure, accuse me of undue levity when I say that her bequest fills me with conflicting emotions—a fervent wish of long life for one who has been actuated by so generous a thought, and yet a strong conviction that we need \$5000 at once!

ARTHUR LESLIE WHEELER.



## TO THE EDITOR OF THE BRYN MAWR ALUMNAE QUARTERLY.

In reply to your request for a brief statement with reference to appropriations for the purchase of books, I would say, that in my opinion there is no more urgent problem confronting those who are endeavoring to maintain the standards for which Bryn Mawr College has always stood. Unless regular and adequate provision is made for the expansion of the Library, the work of the College in all its departments must suffer.

It is not my desire to urge any special plea for the department with which I am connected. The need is general, and should be met by an enlargement of the general fund which is the common source from which flow the appropriations to the several Departments. If, then, I speak particularly of the English Department it is merely because concerning its needs I have more definite knowledge.

Of the regular annual library appropriation the English Department receives equal share with the others. This appropriation, however, is sub-divided into five portions—one-fifth being assigned to each of the four Faculty members of the Department, and the remaining fifth to the English Essay work. It is clear, therefore, that the sum placed at the disposal of the individual instructor is not large—in fact, it is so small that I should blush to state it in print. Moreover, even this fractional appropriation exists only on paper, for the reason that the total amount granted to the Department is required to pay for the Journals (subscription price and binding) and the “continuations” (that is, series like *Bonner Beiträge*, *Yale Studies in English*, *Harvard Studies and Notes*, etc.) for which standing orders are placed in advance in order that they may be forwarded promptly upon publication.

For the purchase of any other books whatever we must seek a special appropriation—drawn usually from the Condition Examination Fund. In the distribution of these special appropriations the English Department very possibly has fared as well as any other—certainly our needs have been met as fully as the limited resources available gave us right to expect. But these special appropriations, though necessary in some cases to meet unusual emergencies, are much less satisfactory than a regular income. One has no assurance from one year to the next as to the amount which will be available. And even the one who receives is made uncomfortable by the thought that, in a certain sense, his needs have been supplied at the expense of the needs of others.

Finally, by thus granting relief in turn to this department and then to that, the burden is merely shifted without being lightened in the least. For the department which this year fails to secure any special appropriation will require next year twice as much in order to recover its lost ground. The problem, in a word, is a radical one, and it will not be solved so long as the regular funds available for the building up of the library continue to be as inadequate as they are at the present time.

CARLETON F. BROWN.

## TO THE EDITOR OF THE ALUMNAE QUARTERLY.

MY DEAR MRS. ANDREWS:

I have long wanted to draw the attention of the members of the Alumnae Association to the need of the Department of Economics and Politics for books. May I take the opportunity of doing so through the columns of the QUARTERLY?

The amount appropriated annually by the College to our department for books is \$150.00. From \$85.00 to \$90.00 of this sum is paid out for journals, periodicals, and binding, leaving about \$30.00 to each member of the department for new publications. In addition to this annual amount a special grant of \$100.00 was made in 1903-09; and the income of the 1902 Class Fund amounting to \$25.000 was given to the depart-

ment in 1907-08. Since the year 1906-07 we have spent for new books \$382.57. These figures are significant when we consider the field that must be covered. With \$60.00 a year we are attempting to keep the Bryn Mawr Library supplied with all the latest publications in Economic history, theory, and economic geography; Political science, government and administration; Municipal problems and civics; Labor problems and organization; Statistics, economic, political, and social; Money, credit, and banking; Public finance, taxation, and tariff; Socialism and coöperative enterprise; Sociology; Charities, and corrections, and a list of allied subjects!

The result is that we can never equip the Library thoroughly along any one line. We can only buy the indispensable book for a class or a report. We must go without many desirable new publications. We can never buy sets of books or collections of documents costing more than \$60.00. We can never buy new editions of books already in the Library. We can practically never buy books of merely historic interest, owing to the quantities of current publications that must be added to keep the undergraduate work up to date as far as possible. We cannot attempt to buy foreign books other than a few French and German texts. It is true that we receive a number of Government publications free, and they are very valuable, especially for advanced students; but they in no way take the place of the reference books and standard works with which a department covering as many subjects as ours, should be equipped.

Another point to consider is that this state of affairs has persisted so many years that the present departmental library is very unequal in value. Certain lines have been perforce neglected for years, when there was no professor or advanced student working in those subjects. Other subjects will be fairly well represented up to a certain date, when a change in the department meant a shifting of courses, and a change in the topics covered by the new literature. We are put to desperate shifts for material for report and thesis work for advanced students. Often they have to go to libraries in Philadelphia to read up these subjects, and to borrow books for a short time from the Library of Congress, and the few libraries with which we have exchange privileges.

Also the difficulty of providing books for the large senior classes is harder to meet every year. The wise rule that none of the scanty funds of a department may be used to buy duplicate copies of books already in the Library is apt to make the life of the librarians and instructors a burden before all set quizzes and examinations. When a class of eighty persons is assigned reading in a book of which there is but a single copy—as must sometimes be done—the wear and tear on the instructor is apt to be as great as on the book. Our need for duplicate copies of certain standard works is second only to our general need for more books.

May I add that though I am wholly in sympathy with the policy of the Alumnae Association in devoting all financial activities for the next few years to raising academic salaries, yet I feel that in an association of more than twelve hundred members, individuals and classes may have wider, and at the same time, more special interests than the whole Association. No class gift, reunion gift, or memorial can benefit the college more immediately and more permanently than general library funds, or the endowment of departmental libraries. I am convinced that the most urgent need of the college at present is for books. We cannot maintain a standard of scholarship without the materials for scholarship. To attempt to do so, is to attempt the classic impossibility of making bricks without straw.

Yours very sincerely,

MARION PARRIS.

*Extract from a letter to President Thomas.*

MY DEAR MISS THOMAS:

Mr. Brown has just told me of the interview this morning at which it was arranged that I should offer graduate courses in the History of Criticism in place of the Comparative literature I am now giving. . . .

As you are leaving so soon may I mention another matter? I do not know when the library appropriations for next year are fixed, but am very desirous that my field shall be carefully considered whenever they are. There are so many serious needs in the way of actual literary material of the rarer sort from 1600 on, that the list already submitted to you only begins to represent it. Now the approach to Literary Criticism from the graduate point of view opens a new difficulty, for I find that only the most obvious hand-books on the subject are at present on our shelves.

I am well aware that you have been very generous to the English Department for a number of years, but my trouble lies in opening graduate courses in fields where this library money has not been expended. . . .

Very truly,

A. H. UPHAM.

DEAR MRS. ANDREWS:

Some time ago I was asking one of my friends in the profession how much time he had for social activity and private research. I learned, as I suspected, that his hours were largely occupied with a task which he had virtually made his own; "But," he concluded sadly, "I spend a great deal of time in buying books. I have so much money to spend, that it is difficult for me to find enough desirable books to exhaust my appropriation." Alas, how different are the causes of our perplexity. In the Department of History at Bryn Mawr the time is taken up with vain endeavors to select the very small number of necessary books which our very limited appropriation will allow us to purchase.

The regular allotment to the department is \$150.00 a year. Since 1894-5, largely owing to the munificence of one contributor, there have been gifts amounting to \$3632.53. These have been unevenly distributed, but they would average \$164.53 a year. In other words, during the past sixteen years the entire department has had at its disposal something more than \$300.00 annually. The result of this is that the Department of European History, for example, has about \$150.00 a year, as has the Department of American History. But this is gross, and cannot all be used to buy books. First the cost of the periodicals must be taken out, and then sundry other items. In lean years, when there is no special appropriation, the remainder is very meager indeed. This year, owing to an overdraft from 1909-10, the Department of American History has for books \$33—enough to purchase Polk's *Diary*, and an odd volume or so. Of course this is an extreme case, but the departments of History at Bryn Mawr under the most favorable circumstances and counting extra gifts have less than half the amount regularly appropriated in a great university nearby.

The results of all this are lamentable in the extreme. Bryn Mawr is one of the most important colleges in the land. It is really a university for women, since its work is of the highest standard, real university work. Yet it has a library about as large as the circulating library in a prosperous town of the middle west. In some respects this library is indeed remarkable. Among its 70,000 volumes there is about as little useless material as it would be possible to find. In quality it is excellent, and for what it does contain it is worthy of the highest praise. Because of what it does not contain, it is wretched.



In doing seminary work, I am confronted by difficulties at every point. So little money do I have, that I cannot buy far ahead, but only for the present. By the time the books arrive the need for them has partly passed. Next year I hope to conduct a seminary in the Reformation. Shall I confess that I have not an edition of the works of Luther, Calvin, Melancthon, or Knox and no prospect of getting them? We have not even Janssen with notes. Yet I should be about as badly off in any other period. We have about one-third of the *Rolls Series*, a few volumes of the *Monumenta Germaniae Historica*, and a fragment of Migne's *Patrologia*.

I am giving a course in English constitutional history; only recently have I obtained Chadwick's volumes, McKechnie's *Magna Carta*, Maitland's *Constitutional History*, and Pike's *Constitutional History of the House of Lords*. Of the *Statutes of the Realm* I have the index volume; of the *Statutes at Large*, nothing at all.

It may be said that after all, while this lack of funds is unfortunate, it affects only a few students who are doing advanced work; but is this so? "Why do you give us this hard, dull reading" my undergraduate students have asked me many times this year; and I have been forced to answer, "Because there is nothing else in the library." Of source books, contemporary accounts, etc., for some periods we have next to nothing.

I have said little about the Department of American History because I have not much to do with it. A description of it would reveal conditions even worse. A seminar in slavery is being given, but it was necessary to go to another institution to get Siebert's *Underground Railroad*.

Such is the situation. The consequences I need not outline. Much excellent work has been done in the Department of History, but you cannot expect either teachers or students always to do first rate work with a third rate library. Surely Bryn Mawr, because of what it is doing and because of what it will do, deserves something better than this.

EDWARD RAYMOND TURNER.

TO THE EDITOR OF THE BRYN MAWR QUARTERLY,

DEAR MADAM:

I was told some time ago by our librarian that the Romance Department had obtained probably fewer special funds to buy books than any other department in college. As I asked why it was so, the reply was to the effect that the Romance Department had practised more than others the Tolstoian virtue of non-resistance to evil treatment. The humiliation of being found too good has weighed on my conscience ever since, and I do not know whether I can ever make good for so many years of improper behaviour, but surely I am glad of this occasion to try. There is at least one redeeming feature in the situation, namely that I see, from a list of special library appropriations very kindly put at my disposal by Miss Jones, that I never let one year pass without heavily overdrawing. I further notice, on Miss Jones's list, that since 1905 we had an average *extra* appropriation of one hundred dollars (the regular appropriation being \$150). This gives an idea of the serious increase that would be necessary to do at least the indispensable; and since it is has to be done anyway, would it not be to the advantage of all, if it was done as a matter of course, regularly?

Moreover this only about keeps us afloat. The gaps in the collection of books on hand are at times really too great. A few examples will suffice.

Let us speak first of the question of PERIODICALS. We are running a Romance Department that claims to do scientific work; yet we are obliged to "dispense" with such "indispensable" reviews as: *Revue des Langues Romanes*, *Revue de Philologie*

*française, Revue de Philologie, littérature et histoire, Bibliothèque de l'Ecole des Chartes, Journal des savants, Revue de métrique et de versification, Revue celtique, Revue des Cours et Conférences, Entremetteur des chercheurs, Revue de la Renaissance, Revue latine, Revue des bibliothèques*, not to speak of such important periodicals of a more general character as *Nouvelle Revue, Grande Revue, Revue Contemporaine, La Revue, Vie littéraire, Revue hebdomadaire, Revue hebdomadaire des Débuts*, etc., etc.

With regard to REFERENCE BOOKS: We are covering all periods of literature and we have not even such standard works as *Histoire littéraire de la France, ouvrage commencé par les Bénédictins, et continué par les membres de l'Institut* (32 volumes out now, folios) Camille Zullian's *Histoire de la Gaule* (3rd out) Ampère: *Histoire littéraire de la France avant Charlemagne*. Migne's *Patrologia* (a few volumes we have) The various editions of the *Dictionnaire de l'Académie* (we have only the first and last); the small *Godefroy* of Bernard et Salmon.

So as not to go into a tedious enumeration of books, I will give only one more illustration here of a collective character. Out of more than fifty volumes now out in the splendid *Collection des grand écrivains français* (published under the general editorship of Mr. J. J. Jusserand, French ambassador in Washington) we have only a very limited number. As they cost two francs a piece, it shows how rarely we have forty cents to spare. I may add that it has become a sort of unwritten law that whenever a professor has a book, the library need not have it. But this plan works very badly for the library; for as a professor will naturally own himself most "indispensable" books, the result will be that the library will generally not have the "indispensable" books. Such classics as *Lawson, Faguet*, and *Pellisner's* Histories of French literature were bought only very recently because Mr. Blossom wanted to assign collateral reading in them.

In the LECTURE WORK we are often very much hampered too. For this protestant country it is a remarkable fact that a college library like ours should be without one single book by *Calvin*. Our largest literature course (Minor) deals with the 18th century, and the professor is obliged to dispense with the momentous work of Diderot and *D'Alembert*, the famous *Encyclopédie*. In the standard editions of *Les Grand Ecrivains de la France*, we miss all the *Pascal* volumes, all the *Retz* volumes, and all the *Saint Simon* volumes. Professor Foulet gave his Molière Graduate Course several times with an incomplete set of the *Molière* of the same collection. And this reminds me of another sad circumstance: to own various editions of a writer is one of the most important things in scholarly work to-day. I have been obliged, however, to give a graduate seminary in Rousseau for years, with only one cheap edition (13 volumes for less than 6 dollars) just as good as the Bible for ruining the eyes of its students. We have a very good Rousseau collection besides, but what ought to be the basis of the work, we have never been able to afford.

I stop here and only beg now to call attention to two (out of many) drawbacks created by this situation. The first is that we are obliged to give much more time to our researches than if we could work under normal circumstances; it develops no doubt to an unusual degree our ingenuity for getting information in some round about fashion; but in the meantime others, better provided with books, get ahead of us in producing, and our efforts fail to be duly rewarded—which is often very disheartening. Sometimes I feel that we are about in the position of a man who in our 20th century, for some reason or other could not procure matches, but would have to rub together two pieces of wood each time he wants to smoke his pipe; surely you cannot blame him if, at times, he finds that he pays a rather high price for his moments of bliss. Another great difficulty brought about by these conditions is that of suggest-

ing subjects for Doctor's Dissertation; it is no easy matter to find such that can be treated with the books at hand; and it is no secret, I suppose, that graduate students are not always in a position to go to very great expenses for books. We depend mostly on European fellowships, and as there are only two awarded each year, the problem remains almost entire.

This is a true picture. I do not wish however, to convey an impression of prevailing discouragement. None of the members of the Romance Department proposes, as yet, to commit suicide. They will to their work cheerfully as well as they can under the circumstances. Provided only it be understood that they feel a terrific thirst at times when they hear of a colleague in some other institution who gets 2000 dollars appropriation for the mere asking, or of another who calmly tells that he has 300 dollars a year for seminary books only (periodicals not included); and that they could do their work better and with a considerably smaller expenditure of time in case some means could be found to relieve the situation, the aim of this letter would be reached.

I beg to remain, Madam Editor, with only the best feelings for Bryn Mawr College and with deep sympathy for its library,

Very truly yours,

A. SCHINZ.

#### THE ALUMNAE MEETING

Inasmuch as the QUARTERLY no longer prints the Annual Report of the Alumnae Association, and as there are therefore many subscribers to the QUARTERLY who do not receive it, it may not be undesirable to quote from the minutes of the meeting.

"The annual meeting of the Alumnae Association of Bryn Mawr College was held in the Chapel, Taylor Hall, February 4, 1911, the President, Susan Fowler, in the chair.

"After the very interesting reports of the Board of Directors and the standing committees were read and accepted, a special request was made that the Treasurer give a general outline of the finances of the Association. This the Treasurer did, answering questions as to the condition of the general exchequer and the different funds. The meeting was so impressed by the tremendous amount of work the Treasurer had given the Association that it was moved and seconded "that a vote of thanks be given Jane B. Haines, in recognition of her able and untiring services as Treasurer of the Alumnae Association of Bryn Mawr College for twenty years."

"According to the desire of the Association as expressed at the special meeting held May 7, 1910, Elizabeth B. Kirkbride, Alumnae Director of the College, read a statement of the present condition of the Alumnae Academic Endowment Fund, its "income, expenditures and investments," and also a general outline of the finances of the College.<sup>1</sup>

"The special committee consisting of Evangeline W. Andrews, Chairman, Pauline Goldmark, Frances Finck Hand, Julia Langdon Loomis, and Martha G. Thomas, appointed in May, 1910, to report on the terms of a future deed of gift for alumnae gifts to the College was represented by Pauline Goldmark, who reported on the terms of the future deed of gift approved by the Committee. The deed as read was accepted by the meeting section by section as follows:

1. *Resolved*, That the name of the Fund to which the alumnae have already given \$250,000 shall be the Alumnae Academic Endowment Fund.

<sup>1</sup>Any one not a member of The Alumnae Association can secure a copy of the Annual Report by applying to the Corresponding Secretary.



2. *Resolved*, That future gifts to the Alumnae Academic Endowment Fund be added to the principal of the Fund, and that the income of the Fund be used for the continued *increase* of academic salaries (starting with the salary scale for similar positions in force January 1, 1909) beginning preferably with heads of departments, until such salaries reach a standard approved by both the Directors of Bryn Mawr College and the Alumnae Association of Bryn Mawr College.

3. *Resolved*, That the term "academic salaries" shall be interpreted to mean salaries of the teaching staff.

4. *Resolved*, That the Directors of Bryn Mawr College shall have full power to invest the Fund at their discretion, provided that no part of it shall be invested in halls of residence for students.

5. *Resolved*, That the money to be raised by the Alumnae Association may be used as a pledge to secure conditional gifts to the College, provided that the conditions of the Alumnae Academic Endowment Fund are not altered by the conditions imposed on such other gifts.

6. *Resolved*, That the Trustees of Bryn Mawr College be asked to make, through one of the Alumnae Directors, an annual statement to the Alumnae Association of Bryn Mawr College showing the income, expenditures, and investments of the Alumnae Academic Endowment Fund, and that an annual statement embodying the financial reports of the Treasurer and President of Bryn Mawr College be obtainable on request by any member of the Alumnae Association.

7. *Resolved*, That when the next addition is made to the Fund, the Directors of Bryn Mawr College be asked to accept a new deed of gift for the entire Alumnae Academic Endowment Fund embodying these resolutions in place of the deeds of gift of 1909 and 1910.

8. *Resolved*, That for each \$100,000 added to the principal of the Fund, the Bryn Mawr Alumnae Association accept the offer of the Trustees of Bryn Mawr College to name a Chair in the College as having been endowed by the Alumnae Association.

9. *Resolved*, That if any of the terms of the deed of gift are not carried out, the Fund thereby granted shall revert to the donor and its successors, provided, however, that the terms of the deed may be changed upon request of the Board of Directors of Bryn Mawr College, if the new terms are agreed to by a three-fourths vote of all the alumnae of Bryn Mawr College who vote on the question, an opportunity having been given all alumnae to vote.

The Deed of Gift Committee through Pauline Goldmark further suggested that the Board of Directors of the Alumnae Association be empowered to appoint a special committee, or be themselves empowered to confer with the Directors of Bryn Mawr College and to draw up the legal articles of the final Deed of Gift embodying these resolutions before the next addition is made to the Alumnae Academic Endowment Fund.

The report of the Deed of Gift Committee as a whole was accepted.

Proposed amendments to the by-laws were then read as follows:

Article II, Section I, omit the words "in February" and after the words "Board of Directors" add "preferably the Saturday, of the Mid-year recess."

The subject of a more systematic organization of the Association into branches or chapters at various points in the United States was brought to the consideration of the meeting by the following motion: Moved that the Board of Directors of the Alumnae Association appoint a committee of seven to consist, as far as possible, of members of the executive boards of existing Bryn Mawr Clubs and local organizations, who

shall hold office for one year and shall present to the Association at the next annual meeting a plan for forming local organizations in various parts of the United States.

The motion was carried with a recommendation that such committee consider particularly: (1) the geographical distribution of the alumnae and former students of Bryn Mawr in order to determine where the main centers should be and what radius they should include; (2) the desirability of these local organizations including not only alumnae but all who might be associate members of the Alumnae Association, and the undesirability, therefore, of connecting these organizations by any system of voting with the central organization; (3) the existence, at present, of Bryn Mawr Clubs and local organizations and the desirability of consulting with these in order not to duplicate organizations and to make one organization in a given town meet all needs; (4) the necessity, if anything like effective work is to be done, of inducing all clubs and organizations to agree upon the same date for their annual meetings in order that they may receive the business of the annual meeting of the central organization, discuss it, offer nominations for the Academic Committee and members of the Board of Directors of the College and keep in touch with the affairs of the central organization; (5) the preparation of a by-law that will contain their final recommendations and the rewording of the present by-laws to make them conform to the requirements of the new by-laws.

Marion Parris then told of the formation of the Philadelphia Branch of the Alumnae Association at a meeting called by a few members at the Students Inn, Bryn Mawr, January 6, 1911. Investigation showed that there were three hundred and ninety regular members of the Association and about fifty associate members near Philadelphia. The meeting was very successful and it was hoped that a precedent for the formation of other branches had been established.

Katrina Ely Tiffany asked the privilege of speaking to the meeting on behalf of a project about to be started in New York for college women who must earn their living. Several branches of Alumnae Associations of other women's colleges wished to support a bureau of employment for women where occupations other than teaching might be made attractive. A large field was open for women in many departments of business but there had been no organized effort made to show them the way. An informal discussion of this plan took place which showed that the sense of the meeting was against using funds of the general Association for such a project.

The subject of the past and future usefulness of the Academic Committee was brought to the attention of the meeting by a communication from Evangeline W. Andrews in the form of a proposed amendment to the by-laws. Many of the alumnae felt with Mrs. Andrews that a change in the duties of the Committee might prove to the advantage of the Association, but at the meeting they felt that a new by-law would not bring the desired results. The by-law as written by Mrs. Andrews was read merely as a communication to the meeting.

"The members of the Academic Committee shall be chosen for their special fitness to discuss matters pertaining to education and administration. This committee shall hold a series of meetings each academic year during the week preceding and including the date of the annual meeting of the Alumnae Association to confer with the authorities of Bryn Mawr College on matters of interest connected with the College and with education in general. It shall have power to arrange for other meetings at its discretion. Each member of the Academic Committee shall be appointed by the chairman of this committee, chairman of a sub-committee of her own choosing; she shall be instructed to report in full upon the subject assigned her at the regular meeting held at Bryn Mawr, and if she cannot attend this meeting herself, she shall send a member

of her sub-committee who is familiar with the work. The duties of the Academic Committee shall be social as well as academic. It shall undertake to know personally the various authorities of the College, shall familiarize itself with student life, and the better to accomplish these objects shall reside in the halls of residence during its stay in Bryn Mawr preceding the annual meeting. It shall make to the Association at its annual meeting a full report of its own work during the year and shall place in the hands of the Recording Secretary of the Alumnae Association not later than two weeks after the annual meeting a full account of the meetings held at Bryn Mawr, the subjects discussed and the results reached. It shall see that the unfinished business of one year is carried over to the next and that the Association is kept informed of progress.

After a discussion of this subject the following resolution was adopted:

*Resolved*, That the Board of Directors appoint a committee of five to consider the possible re-organization of the Academic Committee and to report to the Association at the next annual meeting, and that Mrs. Andrews' letter on the subject of the re-organization of the Academic Committee be placed in the hands of the Committee of five, for their consideration.

The President reported that the elections for the Academic Committee just held were incomplete. There should have been nominations for two more members to succeed Frances Finck Hand and Elizabeth Winsor Pearson, who were to serve only until this election. These two members were appointed to succeed Ruth Furness Porter and Evelyn Walker, resigned, whose terms of office would end 1912, but the by-laws provide that substitutes shall serve only until the next general election. To relieve this situation the following resolution was passed:

*Resolved*, That the two appointments to the Academic Committee made last spring by the Board of Directors to fill places made vacant by resignations be allowed to continue to the end of the terms of the members resigned.

The following resolutions were passed:

*Resolved*, That a vote of thanks be sent to the President and Board of Directors of the College for the luncheon to which the alumnae were invited after the meeting.

*Resolved*, That a cablegram of greeting to President Thomas be sent from the meeting.

The President read the names of the alumnae who had died during the year.

Ruth Emerson Fletcher, '93; Estelle Reid, '94; Anna Clapp Radiguet, '95; Mary James Hoffman, '95; Juliet Baldwin, '98; Constance Robinson, '98; Charlotte B. Mitchell, '99; Jane C. Shoemaker, '95; Frances Simpson Pfahler, '06; and the following resolution was adopted by a silent rising vote:

WHEREAS, in the deaths of these members, the Alumnae Association of Bryn Mawr College has suffered great loss, be it

*Resolved*, That we desire formally to express our deep grief and to record our sense of bereavement and to express our sympathy to their families,

And be it further resolved that copies of these resolutions be sent to the families of these members and be inserted in the records of the Alumnae Association.

On motion the meeting adjourned.

ELIZABETH NIELDS BANCROFT,  
*Recording Secretary.*



## CAMPUS NOTES

## AN ENFORCED HOLIDAY

The sudden appearance of three cases of scarlet fever among the students caused the authorities to take quick action. The cases were isolated and the college was closed on March 14 for two weeks. Nearly all the students went home, a few only remaining in quarantine; and as up to date the three cases have proved light ones and no new cases have appeared, it is believed there will be no further outbreak. In consequence of this enforced holiday, there was no regular Easter vacation.

## PHILOSOPHICAL CLUB

The first formal meeting of the Philosophical Club was held in Taylor Hall on the evening of January thirteenth. Professor Watson of Johns Hopkins University lectured on the "Experimental Evidence for a Homing Sense in Birds." Professor Watson has been studying two species of birds that spend the nesting season at Bird Key, a small island out in the Gulf of Mexico. His experiments in sending birds over an all-water pathway of often 1100 miles seemed absolutely to refute the different theories—visual, olfactory, or magnetic—that have heretofore been held of the homing sense. The lecture was followed by a reception in Rockefeller Hall at which the members of the Philosophical Club and their guests were given an opportunity to meet the lecturer of the evening and to ask questions as to what might be his own theory of the homing sense.

## PRESS CUTTINGS

BY BERNARD SHAW

The Bryn Mawr Equal Suffrage League have the honor of first presenting a play of Bernard Shaw's at College. On the evening of February seventeenth they played *Press Cuttings*, never before given in America, and censored in England for its pointed political allusions—allusions that proved, on the whole far too pointed for our audience, although it was practically unanimous in thinking *Press Cuttings* one of the cleverest and funniest of Shaw's plays.

According to the custom of this writer, the situations and characters are merely used as a means of promulgating penetrating and startling comments on life, in this case, political life.

General Mitchener, trained in German ways, has succeeded in getting compulsory military service, but is quite unable to quell violent suffragettes. When the play opens the General is seen sitting before his desk, shuddering at the cries of "Votes for Women" outside; his discontented orderly, who serves as sarcastic comment on the blustering General, brings in a woman who has padlocked herself to the door scraper. When unlocked she proves to be Balsquith, the prime minister, who has secured access to the General by this suffragette disguise. The discussions between these two statesmen, although mainly concerned with the suppression of the feminine revolt, also touch so satirically upon modern political problems that one quite understands why the British government found the play unseemly.

General Mitchener who has been brought up "not to use his brains," has one solution for every difficulty, "Shoot them down." Balsquith, however, who feels the value of public opinion, cannot agree that if "you shoot down the matter, you kill the mind." He also does not believe that Germany can be made to consider the "interests of the British government as paramount." Both, however, seem to agree that real government is that of the "masses by the classes."

While they thrash out these high matters, two anti-suffragettes are admitted. Mrs. Banger has led a charge at Kassassin, and thinks little of the vote. "Do not the men have it?" She wishes to oppose women by women and lays her plans before the General. She is speedily dismissed by the terrified officer. Her companion, Mrs. Corinthia Fanshawe, is an "aesthete," and founds her dislike to woman suffrage on a novel interpretation of the Salic law—when men are all on the throne, women rule. The General, utterly confused by the "weather cock" movements of her brain, at length induces her to leave. He and Balsquith both decide that enfranchising women will not make much difference anyway, and Mitchener puts seal to his submission by proposing for the hand of his able charwoman, Mrs. Farrell. She ungraciously consents, and women have won the day.

As a brief for woman suffrage, *Press Cuttings* is not especially convincing. We are, however, grateful to the Suffrage League for giving it, in that it necessitated a caste chosen from the college at large, rather than from any particular class. Miss Prussing 1911, who coached the play, carried off the difficult part of Mitchener excellently well, by skilful use of her voice and complete absorption in the part. Balsquith, the cautious cultured diplomat, was convincingly given by Miss Egan, 1911, who was unusually successful in the difficult matter of acting the middle-aged man. Miss Cabot, 1914, made her first appearance on the Bryn Mawr stage as Lady Corinthia Fanshawe, winning much applause by her interpretation of the woman with temperament. Miss Chase, 1912, as the militant Mrs. Banger, delighted the audience. Perhaps the most flawless acting was that of Miss Morrow, 1912, as the brisk charwoman. It would be hard to imagine any improvement in the part. Miss Scott, 1911, as the winning young orderly, won the most applause, whether because of her finished acting or that mysterious thing they call "stage charm," one cannot well determine.

By way of conclusion we would remark that the great pleasure of seeing a new play of Shaw's presented in so satisfactory a fashion more than justified the Suffrage League in its temporary excursion into the province of dramatics.

#### A GRADUATE COTILLION

On the evening of February 18, the graduate students invited the seniors to a cotillion in the gymnasium. Miss Mary Eleanor Bartholomew, 1909, was mistress of ceremonies and planned all the figures which were very original and pretty. The music was excellent, and we of the gallery suppose the refreshments were, too.

#### MR. HADFIELD'S READING OF KIPLING

The Bryn Mawr Chapel which has witnessed at various times religious services, concerts, political rallies, and college plays, had a new experience on February 25, when Mr. Henry J. Hadfield gave within its walls a "costumed interpretation of Kipling." Mr. Hadfield, whom some of us may remember as the messenger in *A Message from Mars*, found in the poems of Kipling many subjects well suited to his dramatic powers. His performance was one which demanded no small degree of versatility, involving as it did the assumption of six or seven different rôles, which ranged from that of the cockney, Tommy Atkins, to that of the stately Rajah of Dacca, in gorgeous East India robes. Notwithstanding the rather tawdry character which these lightning changes and the primitive stage arrangements gave to the performance, the audience derived a very considerable enjoyment from Mr. Hadfield's rendering of the poems themselves.

Many of those which he gave were old favorites with most of us, made doubly interesting by the vividness of their interpretation. We were harrowed again by *Gentle-*

*men Rankers* with its bitterly tragic refrain, and again thrilled to the swift rhythmical lines of the *Ballad of East and West*. Several of the poems were quite new to us, such as *The Door of Dacca* and *Army Headquarters*, the one tragic, the other deliciously humorous. But perhaps the part in which we liked Mr. Hadfield best was that of McAndrews, the "Dour Scotch Engineer," in *McAndrews Hymn*. Altogether, the evening was a most interesting one, and the audience felt that the English Club had been justified in standing sponsor for Mr. Hadfield.

#### A GIFT TO THE GYMNASIUM

On the afternoon of March 6, 1911, in the gymnasium the Athletic Association presented the class of 1912 with a brass plate in appreciation of the class gift of leaded windows to the "gym" last year. The inscription on the plate reads "Leaded Glass Window Presented by the Class of 1912." Miss Applebee made an appropriate and witty speech "just to 1912," in which she recalled the beginnings of the new gymnasium, and the laying of the corner stone when 1912 as freshmen marched in white dresses and blue ribbons at the end of a long line of upper classmen in cap and gown—"like a molly cotton-tail!" As 1912 drew near, said Miss Applebee, Miss Thomas leaned over to one of the trustees and apologised that these were the freshmen, in white dresses, whose caps and gowns had not come yet. Mary Pierce in the name of 1912 received the plate from Helen Emerson, '11, in the name of the Athletic Association, and it was screwed in place on the upstairs landing below the big front window.

#### DR. SHOREY'S LECTURE

On Friday evening, March third, Dr. Paul Shorey addressed the Graduate Club. "The study of the classics is on the wane" is a complaint we hear on every side, said Dr. Shorey. Anxious educators, discouraged professors, and scorned classical students raise a hue and cry at pedagogical conferences and in the correspondence sections of our periodicals, and then return to their deserted class-rooms to parse Homer and Euripides and analyse the syntax of Plato. This, however, as a writer in a recent number of the *Nation* suggested, is not the way to remedy the ill. To humanise the Greek and Latin races, to vivify the Greek and Latin languages, and to apply Greek and Latin thought, is the only method by which a universal interest in the classics can be aroused again in the intellectual world. This is a method approved and pursued by our Bryn Mawr classical department, and it is a method which was most brilliantly exemplified by our former professor of Greek in his lecture to the Graduate Club.

Dr. Shorey has no impossible ideals to which his Hellenes must conform; he believes that the descendants of the Olympians were a race as human and as vulgar as the adopted heirs of the Pilgrim Fathers, and he finds in Athens the prototype, not of Oxford or of Heaven, but of Paris. His lecture dealt with the transition from the martial to the mercantile Athens, and from the lofty to the colloquial literature. He began with the death of Pericles and the overthrow of the Athenian empire and showed how Athens exchanged political for intellectual supremacy, aristocracy for plutocracy; and individuality for cosmopolitanism. Except for the idealism of Plato, he told us, there was a general lack of high enthusiasms, and the town was devoted to "wine, women, and fish." The dilettantes of Athens found "well educated ladies with musical names" as charming as the dilettantes of Paris have found them, a condition which Dr. Shorey told us was quite overlooked by the German who translated the line, "Trust a woman not to drink water," as "Trust your wife and drink no water." The comedies which were quoted throughout the smart world "whether after the



school of the *Alliance Française* or of *Stratford-le-Bowe*" discussed the dress and the food, the cooks and the coquettes of the day. Nor did this ancestor of the yellow journal confine its attention to the love-making of the youth of Athens. It made all manner of fun of the University, of the University extension lectures with Gorgias at their head, and of the school of

"Professor Plato,"  
and his "elongated, green potato,"

as they disrespectfully called the cucumber which seems to have been a favorite subject for dialectic.

This, then, was the age that bridged the gap between classical Athens and Alexandrian Athens—"for even the Greeks could not always be classical." Æschylus escaped the ridiculous because he just attained the sublime. Euphuism and turgidity were bound to follow. So we have Aristophanes parodying the old tragedy and Euripedes, "the Ibsen of the Periclean Age," laying the foundation stones for the new comedy. Menander lost the glorious exuberance of Aristophanean Billingsgate, but he found a vital source of interest in his realistic depiction of contemporary life and manners.

This, in brief, is a summary of Dr. Shorey's admirable lecture. The best part, however, is left unsaid. Without a raid upon his manuscript, one cannot reproduce his inimitable translations, and he had chapter and verse to prove each one of his assertions, all done into colloquial English and interspersed with irresistible English tags in such a fashion that the rafters of Taylor Hall shook with the ceaseless laughter of the audience. The very rhythms of the Greek were caught and reproduced by the translator. Such gems as this were immediately inculcated into current college repartee: "A wise man just invented salted almonds to fill the interstices of conversation and give the silent jaw some work to do."

One may venture to assert that the Greek race and Greek ideas have become more vital to the members of our community than some of us believed possible, and that no one of us again will dare call Greek a dead language.

#### SCHEDULE OF EVENTS

- March 27 College reopens at 9 a.m.
- 28 Announcement of European Fellowships.
- 31 Gymnasium Contest in Gymnasium at 4 p.m.
- April 1 Freshman Play.
- 2 Sunday Evening Service, Sermon by the Reverend George W. Knox, D.D., Vice President of Union Theological Seminary, in chapel at 7 p.m.
- 3 Faculty Tea for graduate students in Radnor Hall, 4 to 6 p.m.
- 7 Reserved for the College Equal Suffrage League.
- 8 Week-end conference of the Christian Association.
- 9 Week-end conference of the Christian Association continued.
- Sunday Evening Service, Sermon by the Right Reverend Arthur Selden Lloyd, D.D., Bishop Coadjutor of Virginia.
- 16 Sunday Evening Service, Sermon by the Reverend James Moffatt, D.D., of Scotland.
- 21 Last concert of Mr. Arthur Whiting's series; Kneisel Quartette and Mr. Arthur Whiting, in the chapel at 8 p.m.
- 22 Meeting of the English Club; address by Professor Santayana of Harvard University.
- 23 Sunday Evening Service, Sermon by the Reverend Robert Davis of Englewood, N. J.

- April 24 Lecture on Peace under the auspices of the Department of History, by Mrs. Lucia Ames Mead, in the chapel at 3 p.m.  
 24 President Thomas At Home to the Senior Class.  
 25 President Thomas At Home to the Graduate Students.  
 26 Founder's Lecture by Professor Edward Caldwell Moore of Harvard University, in the chapel at 8 p.m. Subject: Religion and Discovery.  
 28 1911 to 1912.  
 29 Meeting of the Graduate Club, address by Dr. Marion Parris.  
 30 Sunday Evening Service, Sermon.
- May 1 May-day Celebration.  
 2 Faculty Tea for Graduate Students in Merion Hall, 4 to 6 p.m.  
 5 Meeting of the Science Club, address by Dr. Simon Flexner.  
 6 Glee Club Concert in the Gymnasium at 8 p.m.  
 7 Sunday Evening Service, Sermon by the Reverend Anson Phelps Stokes, Jr., Secretary of Yale University, in the chapel at 7 p.m.  
 12 Junior-Senior Supper.  
 1914 Class Supper.  
 13 Senior Oral Examinations in French and German.  
 Junior-Senior Supper Play.  
 14 Sunday Evening Service, Sermon by Mr. Robert Elliott Speer, Secretary of the Presbyterian Board of Foreign Missions, in chapel at 7 p.m.  
 19 1913 Class Supper.  
 21 Sunday Evening Service, Sermon by the Reverend Father Hutchinson of St. Clements Church, Philadelphia, in the chapel at 7 p.m.  
 23 Vacation.  
 24 Final Collegiate Examinations begin.  
 28 Sunday Evening Service, Sermon.
- June 1 Matriculation Examinations begin.  
 3 Collegiate Examinations end.  
 4 Baccalaureate Sermon by the Reverend William Wallace Fenn, Dean of the Harvard Divinity School.  
 7 College Breakfast, 12 m.  
 Senior Garden Party.  
 8 Conferring of Degrees, Address by President Le Baron Russell Briggs, President of Radcliffe College and Dean of the Faculty of Arts and Sciences of Harvard University.

### AWARD OF EUROPEAN FELLOWSHIPS

#### THE BRYN MAWR EUROPEAN FELLOWSHIP

Helen Tredway of Dubuque, Iowa. Prepared by the High School, Dubuque, Iowa. Holder of the Second Bryn Mawr Matriculation Scholarship for the Western States, 1907-08; holder of the Brooke Hall Memorial Scholarship, 1910-11. Group, Physics and Chemistry.

#### THE PRESIDENT'S EUROPEAN FELLOW

Mary Edith Pinney of Wilson, Kansas. A.B., Kansas State University, 1908, and A.M., 1910. Teacher in High School, Alma, Kan., 1908-09; Teaching Fellow in Zoölogy, Kansas State University, 1909-10; Fellow in Biology, Bryn Mawr College, 1910-11.

## THE MARY E. GARRETT FELLOW

Margaret Elizabeth Brusstar of Philadelphia. A.B., Bryn Mawr College, 1903. Teacher of Latin and Mathematics, Miss Gleim's School, Pittsburg, Pa., 1903-04; Teacher of Mathematics in the Misses Shipley's School, Bryn Mawr, Pa., 1904-10; Graduate Scholar in Mathematics, Bryn Mawr College, 1907-08, and Graduate Student, 1908-10; Fellow in Mathematics, Bryn Mawr College, 1910-11.

## THE ANNA OTTENDORFER MEMORIAL RESEARCH FELLOW

Miss Adah Blanche Roe of Omaha, Nebraska. A.B., Woman's College of Baltimore, 1909. Scholar in German, Bryn Mawr College, 1909-10 and 1910-11.

## FINAL REPORT OF TREASURER OF BRYN MAWR MAY-DAY COMMITTEE

JANUARY 10, 1911

Total Balance October 3, 1910 .....	\$134.33
Additional Receipts.....	1.04
	<hr/>
	\$135.37
Additional Expenses.....	26.00
	<hr/>
Total Balance, January 3, 1911.....	\$109.37
Amount Remitted on January 3, 1911, to Trustees of Bryn Mawr College for Endowment Fund .....	109.37
	SUE AVIS BLAKE, Treasurer.

## AUDITOR'S CERTIFICATE

PHILADELPHIA LAND TITLE BUILDING,  
22d March, 1911.

MISS M. CAREY THOMAS, *President*,  
Bryn Mawr College,  
Bryn Mawr, Penna.

Dear Madam:

We have the honor to report that we have audited the Cash and Bank accounts of the Treasurer of the May Day Celebration Committee, 1910, for the period 31st July, 1910, to date, and found that proper vouchers were submitted for the disbursements and that the accounts were correctly kept.

Very truly yours,  
(Signed) LYBRAND, ROSS BROS. & MONTGOMERY.

## ALUMNAE ATHLETIC NOTICE

ALUMNAE VARSITY TENNIS MATCH

Tuesday, June 6

ALUMNAE VARSITY BASKET BALL GAME

Wednesday, June 7

Alumnae wishing to try for the team will please notify C. Elizabeth Harrington, Pembroke Hall, stating on what day they expect to arrive in Bryn Mawr and at which Hall they will stay. Practice games will be held every afternoon from June 2 to June 7.

ALUMNAE TENNIS TOURNAMENT

Beginning Monday, June 5, a cup has been offered for the winner of the tournament. All entries must be sent before June 5 to C. Elizabeth Harrington, Pembroke Hall.

## NEWS FROM THE CLUBS AND FROM BRANCH ALUMNAE ASSOCIATIONS

### CHICAGO

At the annual meeting of the Chicago Bryn Mawr Club, held the end of January, the following officers were elected: President, Eunice Follansbee; Secretary and Treasurer, Margaret Copeland; Chairman of Finance Committee, Isabel Lynde Dammann; Finance Committee; Eunice Follansbee, Margaret Copeland, Marion Reams Stephens, Grace Douglas Johnston, Louise Altherton Dickey, Grace Meigs, Gertrude Congdon, Dorothy North, Alta Stevens

On the evening of March 13, under the auspices of the Bryn Mawr Alumnae of Winnetka, Illinois, Mr. Joseph Lindon Smith of Boston gave a lecture on Experiences in Egypt and China. The lecture was given at the residence of Ruth Furness Porter (Mrs. James F. Porter), and the proceeds of the entertainment are to be devoted to the Fund that is being raised to build a new infirmary at Bryn Mawr.

### PHILADELPHIA

By invitation of a group of alumnae in Bryn Mawr a luncheon was given at the Students Inn on Saturday, Jan. 7, 1911, and a meeting was held to consider forming an organization of the alumnae of Eastern Pennsylvania, Southern New Jersey, and Delaware. Ninety-one were present. After discussion it was *resolved* "that an organization of the alumnae near Philadelphia be formed," and the following by-laws were adopted:

#### BY-LAWS

##### ARTICLE I

###### *Name*

The name of this organization shall be the Philadelphia Branch of the Alumnae Association of Bryn Mawr College.

##### ARTICLE II

###### *Object*

The object of the branch shall be to organize the alumnae of the neighborhood of Philadelphia for the purpose of keeping them in closer touch with the work of the Bryn Mawr Alumnae Association and the interests of the college.

##### ARTICLE III

###### *Members*

All members of the Alumnae Association of Bryn Mawr College resident in Eastern Pennsylvania, Southern New Jersey and Delaware shall be *ipso facto* members of the branch.

##### ARTICLE IV

###### *Dues*

There shall be no regular dues but any necessary funds shall be secured by voluntary subscription.

##### ARTICLE V

###### *Meetings*

1. There shall be one regular meeting each year to be held on the Saturday before Thanksgiving Day in Philadelphia unless otherwise directed by the Executive Committee.

2. Special meetings may be called at any time by the chairman on request of the members.

3. Twenty-five members shall constitute a quorum.

##### ARTICLE VI

###### *Officers*

The officers of the Branch shall be a Chairman, a Vice Chairman and a Secretary-Treasurer who shall each hold office for two years or until others are appointed in their places.



## ARTICLE VII

*Committees*

1. There shall be an Executive Committee consisting of the officers and two other members who shall each hold office for two years or until others are appointed in their places.

2. There shall be a Nominating Committee of three members.

## ARTICLE VIII

*Elections and Appointments*

1. The officers and two members of the Executive Committee shall be elected biennially at an annual meeting.

2. The nominating Committee and such other committees as may be necessary shall be appointed by the Executive Committee.

## ARTICLE IX

*Duties*

1. The duties of the Chairman, Vice Chairman, and Secretary-Treasurer shall be those which usually appertain to such offices.

2. The Executive Committee shall carry on the business of the Branch in the interval of its meetings and shall fill any vacancies in its own number.

3. The Executive Committee shall have power to invite to any meeting of the Branch any persons eligible to membership in the Alumnae Association of Bryn Mawr College.

4. The Nominating Committee shall present biennially at an annual meeting nominations for officers and two members of the Executive Committee.

## ARTICLE X

*Amendments*

These by-laws may be amended by a majority vote of those present at any annual meeting of the Branch, provided that notice of such amendment has been sent to all members of the Branch.

The following officers were then elected: Chairman, Elizabeth B. Kirkbride, '96; Vice Chairman, Katharine M. Shipley '90; Secretary-Treasurer, Vir-

ginia T. Stoddard, '03; Members of Executive Committee, Helen E. Williams, '98; Myra Elliot, '08.

It was on motion resolved "That the secretary inform the Board of Directors of the Alumnae Association of Bryn Mawr College of the formation of the Branch, and send a copy of the by-laws."

After discussion it was further resolved "that it be recorded as the sense of this meeting that as branches of the Alumnae Association are formed, each branch shall have a representative who shall be a member of the Board of Directors of the Alumnae Association.

## NEW YORK

THE FOLLOWING NOTICE WAS SENT TO ALL  
INTERESTED IN AND NEAR NEW  
YORK CITY

Acting on the suggestion made at the annual meeting of the Bryn Mawr College Alumnae Association, held on February 4, to the effect that there is now a need for *local branch* associations, we, the undersigned, met at the Bryn Mawr Club, on Wednesday, February 15, and agreed to act as a committee to organize a New York Branch of the said Association, such a branch to include northern New Jersey, western Connecticut and southeastern New York.

A meeting for the consideration of the plans of this Committee, the adoption of suitable by-laws, and the election of officers, will be held at the Bryn Mawr Club, 137 East 40th Street, on March 8, at 3 o'clock. It is proposed that all alumnae and former students residing in this territory shall be considered members without any further formalities. There will be no dues; any slight expenses which may be incurred will be met by private contribution.

SUSAN FOWLER, '95, Chairman

FRANCES ARNOLD, '97.

MARY SOUTHGATE BREWSTER, '01.

KATHERINE ECOB, '09.

EDITH ROCKWELL HALL, '93.

MARY HOPKINS, '96.



ELMA LOINES, '05.

HELEN STURGIS, '05.

KATRINA ELY TIFFANY, '97.

EMMA STANSBURY WINES, '94."

On March 8, as arranged, at a well attended and interested meeting at the Bryn Mawr Club, a New York Branch of the Alumnae Association was formed. The preliminary work for the meeting had been done by the Committee of Ten mentioned above, and the following officers were elected.

President, Frances Finck Hand, '97; Vice-President, Helen Sturgis, '05; Treasurer, Helen Howell Moorhead, '04; Corresponding Secretary, Elsie Gegnoux, '02; Recording Secretary, Evelyn Holt, '09.

By-laws were adopted and one matter of business was discussed, that of co-operating with committees of New York branches of Alumnae Associations of other colleges to establish a Bureau of Occupations for College women, a work that has been taken up by college women this winter with much interest and some success. The New York Branch of the Bryn Mawr Association voted to coöperate and to make itself responsible for the amount of money that it would have to contribute toward the expenses incident to organizing the bureau.

The meeting was an enthusiastic one and promises well for the success of the new organization.

## NEWS FROM THE CLASSES

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr students everywhere would constitute themselves regular contributors to it.

1892

Helen J. Robins is teaching at Miss Shipley's School, Bryn Mawr. She spent much time while in Siena in helping her teacher of Italian with a new Italian Grammar in English, which has just been published and which is being sold for the benefit of the Boys' Playground in Siena, for which she has done much good work.

Elizabeth Winsor Pearson (Mrs. Henry G. Pearson) Dudley Road, Newton Centre, Massachusetts, will serve as Acting Editor of the *QUARTERLY* during the absence abroad of Evangeline Walker Andrews (Mrs. Charles M. Andrews).

1893

Margaret Hilles Johnson (Mrs. Joseph E. Johnson, Jr.) is now living in Ashland, Wisconsin, where her husband is manager of the Furnace and Chemical plant. Mrs. Johnson writes that Ashland, which is on Lake Superior, and the neighboring Islands are delightful in the summer, and have much historic interest owing to their associations with Pere Marquette.

Evangeline Walker Andrews (Mrs.

Charles M. Andrews) sails May 20, with her husband and children for Genoa to be gone until the autumn of 1912. Professor Andrews will spend the summer in London doing special research work; in September he will represent Yale University officially at the Centenary of the University of Christiania, and in October will deliver a course of lectures at the University of Helsingfors in Finland. All official communications should be addressed to the Office of the *QUARTERLY*, 53 Edgehill Road, New Haven, Connecticut, or to Mrs. Henry G. Pearson, Dudley Road, Newton Centre, Massachusetts. Mrs. Andrews's address abroad is in care of Brown, Shipley and Company, 123 Pall Mall, London, England, and she hopes very much that any Bryn Mawrtys who may be abroad will keep in touch with her. Her headquarters for the year will be in Lausanne, Switzerland, where her children will be in school, and letters addressed in care of Brown, Shipley, will be promptly forwarded to her.

Gertrude Taylor Slaughter (Mrs. Moses L. Slaughter) is still in Paris with her two children, but plans to return to America toward the end of May. Last winter in Rome she gave much time to the study of Italian, and had two notices accepted by the *Nuova Antologia*, one short article in the January number, 1910 on *Greek Lands and Letters*, by Francis Greenleaf Allinson and Anne C. E. Allinson, and a longer one in the April number 1910 on the New Theatre, entitled *Il Teatro Americano*.

1896

Ruth Furness Porter (Mrs. James F. Porter) has a fourth son, John Foster Porter, born November 2, 1910.

The following extract from a letter to the Editor of the *QUARTERLY* from Anna Scattergood Hoag (Mrs. Clarence G. Hoag) will interest the class of 1896 and other friends of Mrs. Hoag.

"We are keeping house here (Lausanne), and expect to stay until next November at any rate, perhaps longer. Will you be so kind as to mention my address, 4th Floor, 33 Route d'Ouchy, Lausaune, Switzerland, and the fact that I shall be very glad to see any Bryn Mawrtys, whether previous acquaintances or not, who will come there? My letter address is care of Dubois Frères, Lausanne. I do hope some one will come.

Very sincerely yours.

ANNA SCATTERGOOD HOAG."

1897

Lydia Foulke Hughes, ex '97, with her husband, Rev. Stanley C. Hughes, was among those present at the consecration of Rt. Rev. James DeWolf Perry, Bishop of Rhode Island, and at the luncheon given in his honor. Mr. and Mrs. Hughes live at Newport.

1898

Members of the class of '98 will be interested to learn that little Sara Malcolm Klebs, the only daughter of the late

Margaret Forbes Klebs, is an unusually attractive child. She now lives at Lausanne, Switzerland, with her father and stepmother, Dr. and Mrs. Arnold C. Klebs.

Evelyn Hunt has been spending the winter in Florence.

The settlement, formerly known as The Normal College Alumnae Settlement, 446 East 72d Street, New York City, has been incorporated under the name of Lenox Hill House. Of this settlement Alice P. Gannett is head worker.

1899

Sibyl Hubbard Darlington (Mrs. Herbert S. Darlington) has a daughter born at Philadelphia, December, 1910.

Margaret W. Gage, ex-'99, visited in New York during February.

Jeanette G. Studdiford, ex-'99, is president of the Montclair (New Jersey) Equal Suffrage League.

1900

Dorothea Farquhar Cross (Mrs. Fred-eric Cross) has a daughter, Mary Farquhar Cross, born November 25, 1910, at Fitchburg, Massachusetts.

Louise Norcross has announced her engagement to M. Francois Lucas, of Tours, France.

Alleta Von Reyepen Korff (Baroness Senge Alexander Korff) has a daughter, Barbara, born in Helsingfors, Finland, January 31, 1911.

The following extract from a letter to the editor of the *QUARTERLY* will interest both the class of 1900 and those of 1889.

"We have just had six weeks in Honolulu where I saw Mrs. Cox, (Catherine Bean ex-'89), Ethelinda Schaeffer Castle, '08, Catherine W. Goodale '10, and Anna M. Dunham, '08. The last named I chaperoned on the steamer back to the United States.

As the last *QUARTERLY* spoke of Anna Dunham's being with Linda Castle, perhaps it would interest some of the

older alumnae if you put under either '89 or '00 that I had breakfast with Mrs. Cox on the piazza of her charming home overlooking Honolulu Harbor.

The Bryn Mawrtys in Honolulu are certainly most cordial and hospitable. In fact all the people we met were; but it was particularly delightful for one to be with such attractive Bryn Mawr women.

Very sincerely yours,  
GRACE CAMPBELL BABSON."

## 1901

Mary Ayer Rousmaniere (Mrs. John E. Rousmaniere) has a daughter, Mary Farwell Rousmaniere, born on February 25, 1911, at Roxbury, Massachusetts.

Edith Edwards is now state secretary of the Daughters of the American Revolution, for Rhode Island.

## 1902

Marianna Buffum Hill (Mrs. Perry C. Hill) has a son, Perry Childs Hill, Jr., born December 15, 1910. Mrs. Hill's address is 749 West Washington Street, Jackson, Michigan.

Sara Montenegro was married January 14, 1911, at Louisville, Kentucky, to Mr. Clayton Becker Blakey.

Lucile Porter Weaver (Mrs. Benjamin P. Weaver) has a son, Richard, born in January, 1911.

May Yeatts Howson (Mrs. Charles H. Howson) ex-'02, has a son, James, born in December, 1910.

Harriet Wolcott Vaille, ex-'02, has been east this winter visiting in New York and Washington.

## 1903

Louise Atherton Dickey (Mrs. Samuel Dickey) has a son, John Didsey Dickey) born January 9, 1911.

Constance D. Lupp has resigned her position on The Survey, and after a trip to California will take up her residence in Washington, D. C.

## 1905

Margaret Nichols Hardenbergh (Mrs. Clarence Morgan Hardenbergh) has a

daughter, Alice, born in Minneapolis, January 9, 1911.

Caroline Morrow Collins (Mrs. Chadwick Collins) has returned to her home in England after a visit of several months in America.

Alice Meigs Orr (Mrs. Arthur Orr) sailed on March 18 for Rio Janeiro, where Mr. Orr will be in the American consulate.

Florence Waterbury is taking a trip in the West Indies.

Helen Griffith has been spending the winter at the University of Chicago, doing graduate work in English and also teaching as an assistant instructor in English.

Gertrude Hartman has accepted a position in Miss Winsor's School, Boston, for the coming year 1911-12.

Rachel Brewer, Emily Blodgett, Anna Clark, Leslie Farwell Hill, and Eleanor Little Aldrich gave a fair on March 28, at Mrs. Aldrich's house, 34 Fairfield Street, Boston, to raise money for the new Infirmary which 1905 intends giving the College. The fair included a cake table, candy table, baby table, table for useful articles and all the usual attractions, and was deservedly successful.

## 1906

Ethel De Koven, ex-'06, was married on January 18, 1911, at Grace Church, New York, to Mr. Hans Kierstede Hudson, of New York.

Elizabeth Harrington spent the month of March in the West Indies, traveling with her mother, father, and sister.

Anna MacClanahan Grenfell returned to America early in March, after a three month's visit to England, with her husband and six months old boy, who has travelled thousands of miles in his short life. Dr. and Mrs. Grenfell will continue their travels as the doctor is now making a lecturing tour, and will return to Labrador in May.

Kitty Stone Grant (Mrs. George Grant, Jr.) ex-'06, has a daughter, Mary Elizabeth, born January 8, 1911, in Saginaw, Michigan.



Grace Neilson La Coste (Mrs. Charles I. C. La Coste) has a son, Charles La Coste, Jr., born in England October 29, 1910. Mrs. La Coste expects to come to America this spring to spend a few months with her family in the Adirondacks.

Amelia Montgomery gives up her position as private secretary to Dr. Janeway, of New York, on May 1. She has announced her engagement to a civil engineer and after her marriage will live in the West.

## 1907

Grace Kellen, ex-'07, was married to Mr. Paul Hermann Creel of Louisville, Kentucky, in Trinity Church, Boston, on January 25, 1911. Mr. and Mrs. Creel, will live in Louisville.

Mary Tudor Gray, ex-'07, has a daughter, Mary, born in Boston, in December, 1910.

Helen Roche Tobin (Mrs. Arthur C. Tobin) ex-'07, has a daughter born January 13, 1911.

Augusta G. French was married at Rosemont, Pennsylvania, on February 23, to Mr. Thomas Wallace of Louisville, Kentucky.

Helen Pugh Smitheman has announced her engagement to Mr. Allen T. Baldwin of Cleveland, Ohio. She will be married in the autumn of 1911.

Margaret Putnam is to be married in May to Mr. Max Winthrop Morse, Professor of Biology at Trinity College, Hartford.

## 1908

Frances Passmore and Margaret Washburn are visiting in the East. While in Chicago they visited Louise Congdon Balener (Mrs. Julius Balener), Hazel McLane Clark (Mrs. John Clark), and Margaret Copeland.

Josephine V. Proudfit was married to Dudley Montgomery on February 14. The wedding was in the afternoon at the Proudfit's house. Margaret Vilas (ex-'08) was a bridesmaid. The other

Bryn Mawr Alumnae present were Dorothy Congdon ('06), Caroline Schock Jones (Mrs. Chester Lloyd Jones), Frances Passmore, Margaret Washburn, Margaret Copeland, and Janet Van Hise (ex-'09). Mr. and Mrs. Montgomery sailed for Europe for a wedding trip of two months. On their return they will live in an apartment in Madison, Wisconsin.

Adda Eldridge is teaching French and German at the Agnes Scott College, Decatur, Georgia.

Helen R. Greeley is completing her second term of work in the short agricultural course offered at the University of Wisconsin.

Hazel McLane Clark (Mrs. John A. Clark), ex-'08, has a son, John McLane Clark, born December 13, 1910. Mrs. Clark has moved from Evanston and will live in one of the suburbs of New York.

Elizabeth Long Crawford is studying vocal music under Miss Helen Mocrames in Philadelphia.

Marguerite Jacobs Horn (Mrs. William M. Horn), ex-'08, has a daughter, Ruth Marguerite, born in the early autumn of 1910.

Mildred R. Bishop has been spending the winter in Paris.

Martha Plaisted has resigned her position as Reader in English at Bryn Mawr and is doing literary work for THE WORLD'S WORK in New York. Elizabeth T. Daly, 1901, is finishing Miss Plaisted's unexpired term at Bryn Mawr.

## 1909

Margaret Ames, ex-'09, has been visiting in Washington, D. C.

Margaret E. Hudson is teaching French in the Normal School in Trenton, New Jersey. Miss Hudson is also the President of the College Equal Suffrage League in Philadelphia.

## 1910

Elizabeth L. Tenney has sailed for England, and will spend two months abroad.



## NEWS FROM THE FACULTY AND STAFF

## FORMER MEMBERS

Professor Dickinson Sergeant Miller, instructor in philosophy at Columbia University, formerly professor of philosophy at Bryn Mawr College, was recently elected Professor of Apologetics at the General Theological Seminary. Professor Miller is a deacon in the Epis-

copal Church, and will be ordained before he takes the chair at the seminary, which he is expected to do at the beginning of the next term in October, 1911.

Katherine Fullerton Gerould (Mrs. Gordon H. Gerould), formerly Reader in English at Bryn Mawr, has a son, Christopher, born in Princeton, N. J., in April, 1911.

## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed or reviewed as far as possible. The Editor begs that copies of books or pamphlets by the Bryn Mawr Faculty and Bryn Mawr students may be sent to the QUARTERLY for review.

### BOOK REVIEWS

**THE HEART OF THE CHRISTIAN MESSAGE.** By George Aaron Barton, M.A., Ph.D. London: West, Newman and Company. Hatton Garden. Copies may be ordered from Mrs. Henry N. Hoxie, 5205 Wayne Avenue, Germantown, Pa.

Those who have taken Dr. Barton's course in Christian Doctrine will be much pleased to have the lectures in book form, and to them therefore will this book be of special interest; but it will also be found exceedingly helpful to all "busy men and women who have no access to the extensive literature upon these subjects," but who will find suggestively indicated in these lectures "the heart of the Christian Message and the tendencies of Christian history."

Dr. Barton sets forth the heart of the Christian Message under all its varying forms as follows: the Message of Christ, the Christian message according to Paul, the Johannine writings, the Eastern and the Western Churches, the Early Friends, and the Message for the Twentieth Century.

Dr. Barton's conception of the message is at the same time broadly comprehensive and deeply intelligent—a conception of the highest Christian ideals as applied to our daily lives and expressed in terms of character. In each of the varying forms in which the message is considered he finds an expression of the same eternal truth, the same spiritual idea. "The Message of Christ," he says, "is unique in the way in which it combines the loftiest spiritual experiences with the homeliest human duties." And John is stated to have "caught the true point of view of his Master in the thought: glory is service; true exaltation is found in living nobly the common life; the glory of God is manifested in character, healing strength, self-sacrifice, and love."

Dr. Barton's treatment of this message which glorifies our daily duties, which teaches us the spiritual blessings of a life of love and service, is broadly sympathetic, beautiful, and simple. It should prove a help and inspiration to all its readers.

### DOGMATISM AND EVOLUTION: STUDIES IN MODERN PHILOSOPHY.

By Theodore De Laguna and Grace Andrus De Laguna. New York: The Macmillan Company, 1910; pp. iv, 259.

Most of us who have been tantalized by the bold promises of pragmatism to provide a new and practical test for truth, which would short-cut and supplant the older speculative systems, have ardently wished that some good pragmatist would write a careful history of these fated systems from his own point of view, showing in turn how each

has missed the mark,—and showing incidentally that he has really understood them. Something like this has actually been carried out by the authors of the book before us. It is not an exhaustive history; but it is an adequate account of the modern theories of human knowledge from Descartes and Bacon to “the pragmatist revolt,” ending with a well-reasoned positive conclusion, offered in solution of the points at issue. It is not wholly certain that the authors are to be classified as pragmatists, though they hold that in “departing from the letter of the pragmatist doctrine, they have remained true to its deeper spirit” (p. 211): but it is a conspicuous merit of the book that verbal controversies of this sort have been avoided; a well-defined type of pragmatism plays an important rôle in the discussion, but in the end it is not specifically pragmatism, but the principle of evolution in knowledge that appears as the successful critic of the older dogmatism. The result is a book which better than any other book now in the field puts pragmatism historically and judiciously into its place.

As to the authors' own position, one offers a brief summary at some risk of misunderstanding. To the present reviewer its essential points appear to be these.

The meaning of an idea is a two-fold affair. There is first the *import* of the idea, its value in terms of conduct,—on which pragmatism is prone to dwell. Secondly, there is its *content*, its logical position in relation to other concepts, as pointed out in the logical definition. Pragmatism is inclined to subordinate this second aspect of meaning, and therewith all formal logical relations among terms to the first, in such a way as to make import itself unintelligible. For a difference of import can be discriminated only by the aid of a difference of content (p. 165). For example, from the standpoint of a chicken, the difference in meaning between a hen and a cat is decidedly a difference of import; but unless there were corresponding differences of content, the chicken would be unable to achieve the separation of these two ideas. Import, therefore, must be taken together with content in making up the meaning of an idea; but on the other hand, content acquires a relative independence of import as our vocabulary of concepts develops. Even in the simple ideas of single objects there is no uniform relation between a given idea and a given type of action. An overcoat is an object which is sometimes to be put on, sometimes to be put away, sometimes to be given away. What we react to in actual experience is never the single object, but always the total situation; our ideas of single objects serve us as tools for analyzing such total situations, not as triggers determining fixed reactions. *Objectivity* means possible variety of behavior (p. 168),—a point well taken, as against an inconsiderate pragmatism. In our most highly developed concepts—those of the sciences,—the relation to practical conduct has become exceedingly indirect; and a new kind of behavior, namely mental behavior, the pursuit of interests logical and theoretical, governs the creation and selection of ideas. It is among these scientific concepts that the relations of exact inference, which the traditional formal logic was inclined exclusively to exploit, most nearly hold good. Nowhere do these relations exactly hold, for nowhere do conceptions acquire perfect fixity; plasticity of concepts is a necessary condition for their continued life and usefulness (p. 201). For this reason there can be no final table of categories; and no final philosophy of the world as idea. This is the author's fundamental criticism of absolute idealism. But instead of concluding from this criticism that formal logic and categories *a priori* are to be abandoned, a quite opposite inference is drawn. For the only way to discover definitely the error of any hypothesis is to assume it as fixed; unless the processes of inference are valid, there is no way of transferring the blame for a slip in experience to a faulty premise: in short, “without a characteristic organization of the contents of thought the practical significance of thought would itself disappear” (p. 207). Thus, with the proviso of per-

petual evolution in even the most abstract of our ideas, the methods of idealistic epistemology are justified and placed; and the work especially of the great dialectician of development, Hegel, is made available to the pragmatist, as a treasure which he "of all men, cannot afford to despise."

The style of the book is open to some criticism. It lacks emphasis, and the argument is frequently labored; but it breaks out at times into paragraphs of lucid exposition which more than compensate the reader for his efforts. It is a book of decided significance for the theory of knowledge.

**OUR SLAVIC FELLOW CITIZENS.** By Emily Greene Balch, Associate Professor of Economics, Wellesley College. New York: Charities Publication Committee, 1910.

Miss Balch, a member of the first class that graduated from Bryn Mawr College and one of its most distinguished alumnae, has long been identified with social and economic work in Boston and its neighborhood. For some time before 1905 she had been specially interested in work among the foreign immigrants, and in that year she spent many months in Austria-Hungary studying the Slavic populations in their own home. This investigation was supplemented by a year devoted to Slavic colonies in the United States, ranging from New York to Colorado and from the Upper Peninsula of Michigan to Galveston. One autumn was given to residence in the family of a Bohemian workingman in New York City.

Thus equipped with a fairly intimate knowledge of the past and present conditions of Slavic immigration and life in America, Miss Balch contributed a series of sixteen papers to *CHARITIES AND THE COMMONS* during the years 1906 and 1907. These articles she has now thoroughly revised and increased by the addition of three new chapters and by the incorporation of a large amount of statistical and bibliographical material, and a reprint of the *True Story of a Bohemian Pioneer*. The resulting volume, a handsomely bound and printed book, issued by the Charities Publication Committee, is well supplied with maps, charts and tables, and contains twenty-seven appendices, illustrating, reinforcing, and supplementing the text. No work of like value, based on such wide experience, linguistic knowledge, and scholarly training, has been published for any foreign nationality in the United States, except possibly the Germans, and even Dr. Faust's recent volumes on German immigration and settlement disclose no grasp of the economic problems involved comparable with that which Miss Balch possesses as the result of her years of experience and her training as a scientific student and investigator. A comparison of the two publications shows clearly that Miss Balch has kept her work singularly free from the academic coloring which at times characterizes that of Dr. Faust and has shown herself thoroughly fair minded and just in her presentation of the Slav in America.

Though a few men of Slavic origin came to this country in the seventeenth century, they were chiefly Bohemians and Poles and in number but a handful. By 1880 there were 220,000 here and since that date men, women, and children from Slavic countries, Austria-Hungary, Russia, Servia, Dalmatia, Bosnia, Herzegovina, Bulgaria, and Montenegro, have poured in like a tidal wave. It is estimated that since 1899 two million have entered our ports, and that the total number is now considerably more than four million, one twenty-fifth of our population. Emigration from Ireland and Germany has ceased, that from Norway and Sweden is falling off, but that from central and southern Europe is steadily on the increase. As the impression widely prevails



that the Slavic immigrant is of a low order of intelligence, and altogether undesirable as a citizen, it is something of a revelation to realize, as one must realize after reading this book, that the Slav, instead of being stupid, sullen, superstitious, and dirty, is actually capable of reaching a high level as an intelligent, courageous, and law abiding citizen, yielding to none in his prospective value as a good American. Anyone cognizant of the history of the Poles, Bohemians, Croats, and Serbs might have known that the descendants of those courageous and high minded peoples would possess to a greater or less degree the qualities of their ancestors, but the average American is not a student of eastern history and he is apt to form his estimate from the strangeness of the language, the peculiarities of dress and customs, and the unpronounceableness of the names, rather than from any real understanding of the character and efficiency of these foreigners.

It is true that the Slav is slow to adapt himself to American ways and to the American language, but the German was no less so in the first generation. Miss Balch shows conclusively that the younger Slavs, those of the second and third generation are already familiar with our ways, are speaking our language with ease, are accustoming themselves to our institutions, and are becoming proud of their new citizenship and of the history of their adopted country. That the freedom of the new world, with its boundless opportunities for intrigue, corruption, and money making should have acted as an intoxicant upon many of these people who have come from homes where there are few opportunities of advancement and little or no chance of wealth is not surprising. There has been deterioration among them, a moral and physical degeneration particularly in the cities. The position which they occupy at present, in respect of language, education, religion, and family life is raising some of the most important problems of civilization that this country is called upon to solve in the future. It is a great gain when we see the problems stated as Miss Balch has stated them, and it is a greater gain when we comprehend that she with her wise understanding and her intelligent sympathy is full of optimism as to the future meaning of Slavic immigration. She believes that in time, if the American government and people do their duty and meet the new comers in a spirit of charity and coöperation, they will become as good citizens as are any of us.

**FIRST LATIN BOOK.** By Abby Kirk and Emily Louise Bull.  
Philadelphia: Press of the J. B. Lippincott Company, 1910.  
XI+254 pp.

The name of the "first Latin book" is legion and the fact not only indicates a generally healthy interest of Latin teachers in their work, but it is also partly the result of special conditions. Latin has always been one of the subjects best taught in the schools because it has had the attention of generations of teachers who have gradually perfected methods of instruction. Nevertheless great advances have been made even within the past decade in the teaching of this old subject. No small part of this progress has been due to the reduction in the average school curriculum of the amount of time and attention devoted to Latin. Teachers of Latin have been forced to discover ways of producing the same results as of old in less time; they must prune away the non-essentials in their material, and present the essentials in a fashion that is as brief, as attractive, and as effective as possible. A comparison between one of the 'first books' of fifteen or twenty years ago and one of the present decade will reveal great differences. Every student of a foreign language must

learn certain essentials of form, syntax, and vocabulary. Latin teachers have been asking the question more insistently, I think, than other language teachers: what is really essential? The efforts to answer this question more accurately than ever before have produced highly interesting results. Careful examination of those portions of Caesar, Cicero, and Virgil which are usually read in our preparatory schools has enabled teachers to know just what forms, constructions, and—above all—what words are most important for the first-year student who is soon to study those authors. A mass of rarer words and not a few forms and constructions which used to appear in the “first Latin book” have been set aside. Thus a practical vocabulary and syntax may be presented to the student in his first year of Latin, and the work of this year is correlated more effectively with the work of the following years.

But although there has been a great advance toward agreement among Latin teachers as to what facts are essential for the beginner, the methods of presenting these facts differ widely. How to secure results in the briefest time and without dulling the interest of the student—that is the great problem—and every good teacher has ideas of his or her own on this important question. If such ideas have proved effective after some years of trial, the result is often a new “first book” in which the system is placed at the disposal of others of the guild. The numerous first books of today differ, therefore, not so much in the material presented as in the manner of its presentation, and the book which is the subject of this review is no exception to the rule. Miss Kirk and Miss Bull, both well known as efficient teachers, have published in attractive form a book which embodies the main points of the method which they have used successfully for many years.

After a brief preface the body of the book falls into two parts of which the first consists of sixty lessons (about 95 pages of actual text) beginning with the alphabet and extending through the more important principles of syntax. The second part (about 84 pages) contains a series of graded exercises intended primarily for use in connection with the preceding lessons. A list of paradigms, some concise rules of syntax, six review vocabularies, a general Latin-English vocabulary, and an index conclude the book. To this brief description of the contents it may be added that externally the book is an attractive one. It is neatly bound and is printed in large, clear type on good paper.

In the first part of the book the forms naturally precede, although principles of syntax are introduced early. The forms of the verb are considered before those of nouns, adjectives, etc., a reversal of the traditional order of things. The authors justify this arrangement by the argument that the verb is “the essential part of the Latin sentence”—a statement which they recognize later to be not without exception but “for purposes of elementary work” to be “sufficiently exact.” Throughout the lessons on the verb stress is laid on the significance of the inflectional endings. This is, in fact, the main feature of the book, and the student is taught to build up forms from given stems by means of the tense signs, personal endings, etc. This method has the advantage of emphasizing the elements of resemblance among the numerous paradigms which tend to bewilder the beginner. The four conjugations are thus correlated by resemblances rather than separated by differences, and in this book the four are taught all together. The same method is employed in the treatment of all the inflected parts of speech, and in the syntax a similar effort is made to call attention to resemblances of function. The adjective, the appositive, and the limiting genitive, for example, are considered together because all these constructions are alike in that they are ways of modifying the noun.

In the vocabularies, which are attached to most of the lessons, the words are carefully chosen, the vast majority being from Caesar so that the student whose first Latin is learned from this book is well prepared to undertake the actual reading of Caesar. A noteworthy feature of these vocabularies is the addition of English words derived directly or indirectly from the Latin.

My examination of the book has revealed to me very few misprints and not many ambiguous or misleading statements. If the book passes into a second edition, as I hope it will, perhaps it will be of service to mention some passages which are not clear to me. On p. 9 the imperfect indicative is said to express "continued action." The most important function of the tense is better expressed by the term 'progressive.' The illustration (p. 26) of the ablative of accompaniment by *Cum monstris pugnabant* is ill chosen, since even the translation given—"They were fighting with the monsters"—means *against* the monsters. *Ad* with the accusative (p. 29) means not merely "toward a place" but to (the limits of, the neighborhood of) a place. The verb *praecedo* (p. 45) is not a happy illustration of a Latin word for excel, since so many other verbs are commoner in this sense. This objection holds in spite of the fact that the sentence is taken from Caesar. The meanings of *de* (p. 53) are stated rather ambiguously as "down, from, concerning, about (*used with expressions of time*)." It should be made clear that the parenthesis qualifies only the last of the meanings given. At pp. 54-55 it is stated that *idem* is a compound of *is*. This would have been clearer if an explanation had been added. The entire statement (p. 60) concerning sentence structure seems to me far from clear. What is meant, for example, by the assertion that the clauses of a compound sentence are "of like construction" or that a "few dependent clauses are expressed by the indicative."?

Similar criticisms of several other sections might be made, but after all such criticisms are of minor importance. It is no easy task to state so many grammatical principles with absolute clearness and my remarks are indented to point out possible opportunities for improvement. On the whole the book presents with a sound method the material essential for students of first-year Latin. The knowledge resulting to the student from a use of this book will probably be no greater than that attained by the old system of attacking the paradigms group after group, but I believe that the same amount of knowledge gained from this book will be a better digested acquisition because the student will be led to use the reasoning power along with the memory and to take a more intelligent attitude in the study of foreign language than is usual under the old system. All teachers may not find this method adapted to their own peculiar needs—for teachers, despite the common belief, do not all travel in the same rut—but the book will certainly appeal to many, and its method, as has been abundantly proved by the experience of the present writer, will produce excellent results.

#### BOOKS RECEIVED.

THE LADY. By Emily James Putnam. New York: Sturgis and Walton Company, 1910. Price \$2.50 net, postpaid \$2.65.

THE PATH OF GLORY. By Paul Leland Haworth. Boston: Little, Brown and Company, 1911. Price, \$1.25 net.



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## COLLEGE TEACHERS AND COLLEGE TAUGHT

COMMENCEMENT ADDRESS BY LE BARON RUSSELL BRIGGS, LL.D.

First, let me relieve your minds of one apprehension. I am not going to talk about "woman"; not even about the education of woman as woman, nor about the relative talents and powers and privileges of the sexes. My subject, however, is no fresher than if I were. Woman I may steer clear of; education I cannot. The question what a college education can do for us will never be answered until we know what is a college, what is education, and what are we—inquiries which countless persons answer with confidence and ease, but which no two persons answer alike. I cannot profess to solve these or any other problems of the centuries. I can merely look at certain aspects of college education in America.

Some years ago a committee of the Harvard Faculty was appointed to consider how the teaching in Harvard College might be improved. It began with the simple proposition that there are two parties to teaching, the teacher and the taught; and it continued with the corollary nearly as simple: no investigation of teaching is worth much which does not take into account the effect on the taught. Accordingly it sent out two sets of questions, one to the teachers, one to the students, selecting enough good, bad, and mediocre students from each class to represent public opinion fairly. Every reply had a signature as a guarantee of good faith, but the signatures were promptly detached. They were kept by the chairman of the committee, and have never been read even by him. The seventeen hundred answers from students, answers nearly always friendly,



often enthusiastic, and at times wonderfully shrewd, are probably the truest comment ever made on instruction in Harvard College. President, then Professor, Lowell was a member of the committee. Always alert and ready for new light, not improbably the best teacher in the college, he had no sooner read the students' comments on his course than he improved his method. Some other men received such comments with contempt and the committee's report with wrath—not the only half-honest wrath of self-defenders (for the students' comments were not vicious), but the wrath of men who maintained that the whole matter was none of the committee's business, and that the committee should have known as much. Did not these very men as undergraduates express clear and vigorous opinions about their teachers, and have they changed many of those opinions since? At fifty-five I know, if I know anything, that though I have had many good teachers, I have had five born teachers, and five only—one in the grammar school, two in the high school, and two in the college. At fifty-five I know that at ten I came into contact with one of these born teachers. I doubtless exaggerated what he knew, but forty-five years have increased rather than diminished my confidence in what he taught. I do not know, I never shall know, who are the best teachers at Bryn Mawr, but you know, now and for life. There may be a hundred reasons for not keeping this or that inspiring teacher in this or that college; but I suspect that in judging the equipment of the college teacher today we overrate learning, especially the learning revealed (or concealed) in research, and underrate that personal magnetism, and that love of imparting without which no teacher can wake his pupils into intellectual enthusiasm.

The second discovery of the committee on improving instruction was the discovery that we may improve instruction by giving less of it. The time the student spent in the lecture room was, in many cases, out of all proportion to the time he spent in studying. We, who over-emphasize research into any corner of truth however remote, do not suffer our undergraduates to work out their problems by and for themselves,—perhaps I should say, do not *require* them to do so. The lecturer under the elective system is never sure that his pupils have done before his lecture what they must do if his lecture is to be understood. Therefore he is tempted to take on himself their work, and they are tempted more than ever to let

him do it. Yet no strong and fine results can come from intellectual spoon-feeding. The student of high quality and independent spirit rebels against instruction one quarter of which is enough to put his mind on the right path, and the whole of which may set it obstinately on the wrong one. An old New England watchmaker, when somebody took him a fine Swiss watch for repairs, observed: "I can take her apart, and I can put her together again, and she *may* go; but somehow it seems as if the man that made one of them fine watches put in somethin' of his own that *I* can't understand; so I most ginerally give 'em a few drops of ile and lay 'em by in a drawer for two or three weeks, and most on 'em kind o' think it out for themselves."

"Appreciation of beauty may be catching," said Mr. James Crosswell, "but you can't vaccinate with it"; and Mr. James Crosswell says many wise things. The nobly infectious teachers are few; but they are *the* teachers, and have been, since teaching and time began. Pedagogy may make almost any intelligent man a teacher of a sort, just as training will make almost any musical man a pianist of a sort. Teachers and pianists are made as well as born; but it is the born teachers, not the mere middlemen, who interpret literature—literature and life. To be inspiring you must yourself be inspired. What are the tradition and the spirit of any college but the tradition and the spirit of a few great teachers whose lives have been wrought into the very fibre of it, who have been and are the quintessence of it, till it has become the quintessence of them, the precious life-blood of those master-spirits "embalmed and treasured up on purpose to a life beyond life?" Living or dead, it is they who give each college its own meaning, who put into it something of their own that no outsider can understand. It is they also who, however varied their manifestations, reveal one and the same thing. For just as St. Francis and Luther and Wesley alike speak religion; just as Homer and Dante and Shakspeare alike speak poetry; just as Aristotle and Newton and Pasteur alike speak science, so do these men and women alike speak that mighty truth in which religion and poetry and science are blended, the truth made manifest, as nowhere else in the world, at college.

To this truth, you, if I may continue Mr. Crosswell's figure, have been exposed for four years. Now four years is a large fraction of

any life, and scarcely less than a tenth of the best years in a long life. With some of you it is a much larger fraction than this; for

"Tis some to the pinnacle, some to the deep,  
And some in the glow of their strength to sleep."

Then every one of you who thinks must have asked herself again and again why she spends four of the most glorious years of her youth at college; why she came at all, and having come why she did not—like many of her friends—merely sample college life, thus make herself a Bryn Mawr woman for all time, and "come out" into that society which is eagerly awaiting her. Christopher North asks whether there is "a book in verse or prose, in any language, in which human life is not likened to a river or a river to human life." The figure occurs, he says, "often in Hoyle on Whist . . . and once at least in every page of every volume of sermons entered at Stationers' Hall." Now a figure so prevalent, so epidemic as that, may be tiresome, but must be more or less true, and like all true figures may be revived even when worked half to death. President Hyde, of Bowdoin College, likens the college years to a damming of the stream, a check for the accumulation of power—power to turn the great wheels of life. Have you accumulated power? The pleasure of it all is plain enough—the friendships, the joy of learning, the keen delight of growth—a delight so sensitive as to be half yearning and pain, as many delights are, but a delight which she who has tasted cannot forgo. These things are in themselves a partial justification. So too is learning. Yet at the risk of disgracing myself here forever, I confess that I have my intermittent doubts as to much which passes for learning in the University world today. Every particle of truth deserves respect; every honest bit of research trains the industry, and much research trains the intellect; but I am Philistine enough to believe that the industry and the intellect deserve better training than they get in some graduate work. I was once brought suddenly from my bedroom in the evening to my front door. "Who is there?" said I. "I'm a Sophomore in Harvard College," said a voice. "I'm being initiated into the Dickey, and before tomorrow noon I must know how many girls were expelled from Radcliffe in the years 1908 and 1909, and the sum total of their ages; and before tomorrow noon I've got to count all the steps in the Touraine." Never



before had I seen so clearly the resemblance between initiation and research. To me the Philistinism seems often in the research itself—secluded concentration of the mind for years on a problem of small importance, till after long grubbing the chrysalis splits and the doctor bursts upon the world. In that world he has no seclusion and constantly broken concentration. He must mark the themes, we will say, of a hundred crude and riotous Freshmen and hold their attention in the class. They have no use for his specialty, and he through force of habit yearns for it, and in fear of losing it would teach it at once. He is a misfit except at the top, and the top is occupied by a perfectly healthy gentleman who means to stay there. Whether even at the top he would keep his balance is extremely doubtful; for he has built high on a narrow base and is heavily loaded on one side. I speak of the men and women who have dulled rather than sharpened their powers; of some investigators, not of all. A man whose doctor's thesis concerns the influence of Spenser or of Milton is not unfitting himself for the society of his young pupils to be; but your thorough-going modern scholar, as I perceive him from my position outside of the paling, respects one truth about as much as another. Germany knew a time when scholars who believed that Athene in the Eumenides of Aeschylus appeared in a chariot would not speak to those who believed that she did not. The question whether it was Langland, or Langley, or somebody else, who wrote what we commonly call "*Piers Plowman*," the question whether it was or was not Richard Rolle who wrote the "*Prick of Conscience*"—questions to which one of the most brilliant professors in this country and one of the ablest graduates of this college have given their best powers—are to the American literary scholar of today exciting, even burning questions. Would they have been burning questions to Emerson or to Charles Eliot Norton or to Benjamin Jowett?

Harvard and Chicago are justly proud of Professor Manly's work; Bryn Mawr and Radcliffe are justly proud of Miss Allen's. The question of utility is not the only question for a scholar; there may be a noble disregard of utility in the self-rewarding exercise of the mind. Severe training, too, is the best antidote to the vague and the sloppy. In the same college class with Charles Eliot Norton was Francis James Child, who held himself and his pupils to close and detailed study as their salvation. I shall never forget

his disgust when a student proposed as a subject for an honor thesis "Was Hamlet Mad?" or the slight value he put on undergraduate writing, which no doubt is often pretentious and shallow. Yet, though he arrived after twenty years of theme-marking at the apparent belief that creative work is a thing of the past, and that we should hold students to a close study of the past rather than encourage them in chasing ideas of their own, I think he was half wrong. "I desire in this life," said Browning, "to live and just write out certain things which are in me, and so save my soul." The glory of a college is in its creative scholars (whether the creation be scientific or imaginative, chemistry or poetry). To the creative scholars the University should offer every aid of generous and searching criticism and of whole-souled encouragement. They will be few, and beside their successes we count many partial failures.

"Ah, but a man's reach should exceed his grasp,  
Or what's a heaven for?"

One of our dangers is in subsidizing uninspired graduate work, in constructing what Dr. Crothers has called intellectual Dreadnaughts—that cannot be got out of the dock—in keeping at the University men who have eaten of the lotus and forget return. For these men the years of study have not dammed the stream; they have stagnated it.

When Mr. Roosevelt declared that the University should encourage a few productive—not annotative—scholars, he declared also that the great body of students it should train not as scholars but as citizens. One might express the same idea differently by saying that its scholarship should maintain a human side. The best kind of scholar is *ipso facto* a good citizen, diffusing culture and taste without conscious effort. College training should visibly polish the mind. I say "should" rather than "does," because now and then it does not: that is, the gain in polish is small for the time it covers. Possibly Professor Shaler was right in saying that we have more "peasant-minded students" than of old; at all events, whether through decay of classical learning or not, some men's taste shows about as little of their college training as their memories disclose of their Greek or their Algebra. "They come," as Mrs. Browning would say, "and eat their bread and cheese on the high altar." "Evelyn Hope," wrote a student in the Harvard graduate

school at an examination in Browning, "Evelyn Hope is the monologue of a mature man in the presence of a young lady's corpse." The worst of it is, he was right. Evelyn Hope is a monologue, and the "remains," as he might have said, are not absent. As a matter of fact he knew a great deal about Browning—and knew it (literally) as a matter of fact. The puzzle is that a man could come through any college (what his college was I do not remember), and love any poetry, and show so little of either poetry or college. The queer thing about taste, you know, is that at any one point in our ascent we look on those below us as crude, though just where we were a year ago; and on those above us as finical, though just where we shall be a year hence. Still we do recognize a natural progress in the taste of any educated man—until such a sentence as I have quoted strikes us like a blow. When could the author's taste have been worse? When can it be better? How has he justified by culture his college years?

Again we have a right to look to college men and women for leaders in thought and action, for executive heads, whether in the learned professions, or in business, or in philanthropy. Here, on the whole, the college does better than one who knows its methods would expect. In every city, and in many a town, are persons who justify their college years by leadership. What must you do to be leaders?

There are two kinds of executive: the one who stimulates and the one who accomplishes. A clever woman once said of the Reverend Edward Everett Hale: "I know he doesn't finish much, but he has cut and basted more things than anybody living." His was the leadership of what President Eliot calls "the fertile and adventurous thinker." But his leadership was incomplete: to adopt his method you need his magnetism, his touch of genius. Otherwise you will become a mere inaccurate disturber of society. We hear a great deal about "initiative" and "constructive" imagination. Dr. Hale had them both, and probably never stopped to consider whether he had either. He, like the other great teachers of whom I have spoken, could inspire because himself inspired; but for one such divine cutter and baster there are several hundred who, with no inspiration and with no knowledge that they have no inspiration, unsteady their associates by an irrepressible initiative without wisdom. I have seen them in colleges vehemently



urging half-baked plans, squandering their own energy and that of their colleagues—well-intentioned, often high-minded nuisances. This is but pseudo-leadership. Still more trying is that other pseudo-leadership which with great stir involves neighbors and friends in a big complicated scheme, and then stands from under, leaving the hard work and probable failure to a lower order of mind. This is one danger of academic self-satisfaction. The true leader not merely plans, but executes, nor does he as a rule make a noise. Rather, as Mrs. Browning said of her husband: "He works as the cedars grow, upward, and without noise, and without turning to look on the darkness" he causes upon the ground. I have known men and women who thought they were executive when they were simply cross,—as if browbeating were efficiency. Sometimes they frightened people into neglecting other people in their behalf, and got things in which they were interested done first. Thus, looked at narrowly, they seemed more efficient than they were; looked at in relation to their surroundings they put back as many good things as they advanced. The efficient man is not the man who grabs another man's clerk for his own statistics, but the man who uses his own clerk and himself to the best advantage. He gets the best yield out of mind and body with the least wear and tear, as Mr. Frederick Taylor does in the business world. Nagging women (I hasten to say that this applies also to men) are never executive, though they commonly think they are, and succeed in making many others think so. Some of the best executives I have ever seen moved in a mysterious way their wonders to perform, never hurrying, rarely impatient, not too proud to associate with detail, yet able, courteously as it were, to make detail know its place. Efficiency rendered fertile by education is a great need of our time and of every time. As heads of families, as workers in the unending fight against the filth and the vice of our cities, as antidotes to the well-meaning headlessness of those good men and women who mangle where they would mend, you are needed each and all. Here every bit of your college training will help you, if you never parade it, but let it silently do its appointed work. In every problem I have suggested there is enough to keep you humble. To him who sees clearly the struggle is rather for self-respect against humiliation. It is not merely that the stone you roll up hill shall not roll down; but that it shall not crush you as it rolls. The problem of the city,

for instance, is so vast, so multifold, so rankly self-renewing—thousands of children born of vice, in vice, and to vice, without a sign of hope except that seed which, hidden deep in every human soul, may struggle up to purity and beauty like the pond lily out of the slime; children born to recklessness, covetousness, and brutal hate; children whose mortality which we are striving to decrease may be their one true blessing. How trivial our training seems in the face of this, for who are we?

Yet sadly enough, it is in the face of this that some of us take pride in thinking who we are, and thank God we are not as other men, and patronize the poor. Mrs. Maud Ballington Booth tells of a rector who when he preached in prison, where attendance, even at chapel, is prescribed, began with the cheerful greeting: "My dear convicts, I am glad to see so many of you here this afternoon." Not long since a woman of distinguished family and high ideals gave a talk to the mothers of a boys' club. At intervals she would stop and say to the presiding officer: "Do you suppose they understand me?" She said it so audibly that the presiding officer, to save everyone's feelings, answered at last, as audibly: "Oh! yes. These women were not all born in America, but they all understand English." "Oh! I don't mean that!" the speaker retorted; and after the address one woman was heard to remark: "Some folks is afraid other folks won't know what their names is."

I speak of this because you and I alike belong to colleges which are believed by many other colleges to think of themselves more highly than they ought to think. President Hadley's immortal words, "You can always tell a Harvard man, but you can't tell him much," will serve for my college; you best know whether anyone has discovered an epigram for yours. How far the charge is just, you for Bryn Mawr and I for Harvard may not be in a position to say, but one thing is certain: nothing is surer death to our large efficiency than academic pretension. Nor is anything less excusable. Who feels important in the presence of the ocean, or of the night sky, or on the prairie, or at the foot of Pike's Peak? Whose accomplishments seem to signify when he or she has had the merest glimpse into the infinity of learning? To justify our college we must work not only hard, but humbly. It is the universal feeling of those who throw themselves into democratic fellowship that the reason why it is more blessed to give than to receive

is because he who unreservedly gives his whole self receives more than he gives. I speak of this because we hear in colleges so much about self-development. Philosophers and even ministers are constantly preaching it, and in preaching it have achieved or revived the ugly words "selfhood," and "selfness." In a sense it is right, no doubt. You have been here, if you please, for self-development; making five talents ten has been, and still is, commended: but you have not been self-developed for yourselves; nor are the ten talents much better than five, or even than one, if they also are kept in a napkin. The only valuable leisure class is a leisure class that works; the only valuable self-development is the self-development for somebody else. And here is another of the tormenting problems of life: to keep our maximum efficiency we must have regular habits of recreation; to keep regular habits of recreation we must again and again, like the priest and the Levite, pass by on the other side. In the Civil War Governor John A. Andrew of Massachusetts deliberately worked at a rate that killed him. The emergency called, and he answered as truly as Colonel Shaw who was killed in battle. Arnold Toynbee died young. I saw him but once, not many months before his death, and the frightful signs of overwork in his face I shall never forget; to him the social problems of England were as truly an emergency as to Governor Andrew the Civil War. William Baldwin, the finest example I know of the business man who lived up to his best faith and never suffered his ideals to get shop-worn, died at forty-one. On every side we hear the call of the emergency. Shall we keep on heeding these calls, when we ourselves feel as a friend of mine says, "like the latter end of a misspent life?" Shall we always cry: "Lord, here am I. Send me!" even unto death? Or shall we say: "I went last time. It is somebody's else turn. I can do twice as much in the long run if I do nine-tenths as much now"? I once put a drop of ammonia into my eye and rushed madly for the oculist. I was in agony; he, I understand, was at breakfast. In due and deliberate time he came. To me there was an emergency; to him there was none. How many undisturbed breakfasts would he have taken if he had always made others' emergencies his own? He could do little for me but relieve my mind; and before I went another man might come, and then another—as not only doctors but deans will testify. Many disturbed meals diminish efficiency. Was he right? To this day I do not know.



The self-preserver and self-developer, the man who feels his responsibility to his own life and keeps that life sedulously for family use may be more admirable than the man who leaves wife and six children in a desperate effort to save from drowning somebody who, so far as the world can see, had better be drowned. Every bit of logic at my command goes to prove him more admirable, even kinder, and, in a far-reaching sense, more unselfish. Yet the sudden disregard of everything but the one thing needful, the quick spring to the sound of the trumpet, even the deliberate disregard of a thousand ties for the least of these little ones when deep calleth unto deep, this is what quickens the heart of man. The words "Whoso saveth his life shall lose it," find their answer even in the weakest of us all.

"If you loved only what were worth your love,  
Love were clear gain, and wholly well for you:  
Make the low nature better by your throes!  
Give earth yourself; go up for gain above."

The trouble, I suppose, is not in the theory of self-development, but in the state of mind which is fostered by constant calculation of effect, in the peril of accepting the means as the end, in the threatening of moral valetudinarianism, of nervous prostration of the soul. Lavish and indiscriminate alms-giving we now know to be bad; yet we still see what stung John Boyle O'Reilly into his denunciation of

"The organized charity, scrimped and iced  
In the name of a cautious, statistical Christ."

He was wrong, but with a touch of right. You cannot better justify your college years than by giving political economy more heart and charity more head.

The greatest gift that a college can bestow is the power of taking a new point of view through putting ourselves into another's place. To many students this comes hard, but come it must, as they hope to be saved. Every year I have a class, of some thirty picked men, in writing; and nearly every year I find in that thirty a little knot of four or five who admire each other's work and carp at that of anybody else, who are a little supercilious, without knowing it, about writing which will find its way to the public as soon as theirs, but which is not, for the time being, fashionable in that particular college magazine to which they are attached—a magazine that would serve its

purpose much better if its taste were more catholic. We study writing in college partly to learn it ourselves, partly to render our appreciation not only more accurate but wider. To the American world the name of Charles Eliot Norton stands for all that is fastidious, even for what is overfastidious; but Charles Eliot Norton's collection of verse and prose called "The Heart of Oak Books" shows a catholicity which few of his critics could approach, a refined literary hospitality not less noteworthy than the refined human hospitality of his Christmas Eve at Shady Hill. As an old man this interpreter of Dante saw and hailed with delight the genius of Mr. Kipling. If you leave college without catholicity of taste, something is wrong either with the college or with you.

As in literature, so in life. The greatest of all teachers taught nothing greater than this power of seeing with the eyes of another soul. "Browning," said a woman who loves poetry, "seems to me not so much man as God." For Browning, beyond all men in the past century, beyond nearly all men of all time, could throw himself, mind and heart and soul, into the person of another.

"God be thanked, the meanest of his creatures  
Boasts two soul-sides, one to face the world with,  
One to show a woman when he loves her,"

said this same great poet, writing to his wife. But Browning had as many soul-sides as humanity. Hence it has been truly called a new life, like conversion, or marriage, or the mystery of a great sorrow, a change and a bracing change, in our outlook on the whole world, to discover Browning. The college should be our Browning, revealing the motive power of every life, the poetry of good and bad. It is only the "little folk of little soul" who come out of college as the initiated members of an exclusive set. Justify yourself and your college years by your catholic democracy.

I have spoken of some justifications of these four years. Nobody knows better than I that not one of them is new, for there are no new justifications. When an old neighbor of mine in the woods had a violent cough and someone said to him, "Why don't you take one of these cough mixtures?" he retorted, "What is there in any on 'em that there ain't in molasses?" That is my feeling about novelties on occasions like this. As Professor Copeland would put it, creative writing at such a time is "like wringing water out of a

dry grindstone." Yet the story of love is not the only old story that is eternally new, and in the larger sense the story of your college is a story of love—of love and faith, and of hope and courage. The different parts of what I have said may not seem to cohere; but as I see them they do belong together, and the sum and substance of them all is this. It is the duty of the college not to train only, but to inspire; to inspire not to learning only, but to a disciplined appreciation of the best in literature, in art, and in life, to a catholic taste, to a universal sympathy. It is the duty of the student to take the inspiration, to be not disobedient to the heavenly vision, but to justify four years of delight by scholarship at once accurate and sympathetic, by a finer culture, by a leadership without self-seeking or pride, by a whole-souled democracy. How simple and how old it all is! Yet it is not so simple that any one man or woman has done it to perfection; nor so old that any one part of it fails to offer fresh problems and fresh stimulus to the most ambitious of you all. Mr. D. L. Moody used to preach that the gift of salvation was not generally accepted because men would not believe that "God may be had for the asking" and even for the receiving. "As if," he said, "a teacher had offered his watch successively to a whole class of boys, and when one took it, the others cried out: 'I'd have taken it if I'd thought he really meant to give it.'" Nothing is harder than to take freely and eagerly the best that is offered us, and never turn away to the pursuit of false gods. Now the best that is offered in college is the inspiration to learn, and having learned, to do.

"Friends of the great, the high, the perilous years,  
Upon the brink of mighty things we stand—  
Of golden harvests and of silver tears,  
And griefs and pleasures that like grains of sand  
Gleam in the hour-glass, yield their place and die."

So said the Class Day poet. He spoke to young men, but the spirit of which he spoke belongs to young women also:—

"The portals are open, the white road leads  
Through thicket and garden, o'er stone and sod.  
On, up! Boot and saddle! Give spurs to your steeds!  
There's a city beleaguered that cries for men's deeds,  
For the faith that is strength and the love that is God!



On, through the dawning! Humanity calls!  
Life's not a dream in the clover!  
On to the walls, on to the walls,  
On to the walls, and over!"

"Art without an ideal," said a great woman, "is neither nature nor art. The question involves the whole difference between Phidias and Mme. Tussaud." Let us never forget that the chief business of college teachers and college taught is the giving and receiving of ideals, and that the ideal is a burning and a shining light, not now only, or now and a year or two more, but for all time. What else is the patriot's love of country, the philosopher's love of truth, the poet's love of beauty, the teacher's love of learning, the good man's love of an honest life, than keeping the ideal, not merely to look at, but to see by? In its light, and only in its light, the greatest things are done. Thus the ideal is not only the most beautiful thing in the world; it is the source of all high efficiency. In every change, in every joy or sorrow that the coming years may bring, do you who graduate to-day remember that nothing is so practical as a noble ideal steadily and bravely pursued, and that now, as of old, it is the wise men who see and follow the guiding star.

## The Bryn Mawr Alumnae Quarterly

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### ACADEMIC COMMITTEE

From the point of view of the rank and file of the Alumnae Association events set in motion at the annual meeting move to their fulfilment with single strides that span a twelvemonth each. Officers and committees, however, know the painful toiling down dale and up hill that renders possible these emergings on the peaks February after February. It may help the rest of us in visualizing one of these pilgrimages to know who were appointed by the Board of Directors (of the Alumnae Association—why does not some one move that their confusing name be changed since the Trustees have made it their own?) to serve on the committee which is considering the possible reorganization of the Academic Committee. They are Marion E. Park, '98, chairman, Emily James Putnam, '89, Eleanor L. Lord, Ph. D., Edith Hamilton, '94, and Mary D. Hopkins '96.

The question as to what changes, if any, this committee may recommend is still wrapped in obscurity, but it is certain that one change in particular, if proposed by them, will receive support from numerous members of the Association. The report of the Academic Committee meetings, written by a very tired chairman at some time during the night preceding the annual meeting, has of necessity been too short and too little considered to be illuminating to the Association at large. Now that we have the *QUARTERLY* as a clearing-house of information, why may not the report be written at leisure and printed there? There are those, to be sure, who think the alumnae will not take the time to

read a long report from the Academic Committee, but the experiment seems worth trying. And by good fortune, perhaps, force of circumstances this year makes the experiment unavoidable. The postponed meetings of the committee were held at Bryn Mawr on May 5 and 6, and the report, to reach the alumnae at all before next February, must appear in the *QUARTERLY*. That it is not included in this number is due to the wish of the chairman to try the experiment more thoroughly—to put more time and labor on her account of the meetings—than she could have done at this busy season of her academic year. An interesting report, therefore, may be expected in the November issue of the *QUARTERLY*.

### THE NEEDS OF THE LIBRARY

For every reason it is a satisfaction to draw attention to mention made in other columns of four different gifts to the library.

The "Fund for Books for Bryn Mawr College," for which the *QUARTERLY* agreed in its April number to report progress, stands now as follows:

Previously acknowledged.....	\$60.00
Miss A. Eldredge, General Fund.	10.00
Miss E.D. Marble, General Fund	5.00

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\$75.00

It will be remembered that the need is crying, and that contributions are being received by Mrs. Charles B. Dudley, Montgomery Avenue, Bryn Mawr.

### A PROFESSION ON THE WAY TO REFORM

It is hard to believe that any teacher can fail to find cause for rejoicing in the account that follows of the gift for that school of pedagogy so long desired by Bryn Mawr and now at last to be realized. Taken with the announcement that appeared in the April *QUARTERLY*

of the new Bureau of Occupations for College Women, it seems to prophesy a wonderful double betterment in the teaching done by women, on the one hand through the diversion into other occu-

pations of those who are not fitted to teach, and, on the other, through professional training of the most ambitious of those who are.

## NEWS FROM THE CAMPUS

### DEAN REILLY'S SUBSTITUTE

Marion Reilly, '01, Dean of the College, has been granted a year's leave of absence, and Marion Park, '98, has been appointed Dean of the College for the academic year 1911-12. Miss Park held the European Fellowship for the Class of '98, and since receiving her degree she has studied for one quarter at the University of Chicago and for one year at the American School in Athens. Miss Park was Instructor in Classics and Acting Dean of Women in Colorado College for four years, and since 1906 she has been teacher of English and Classics in Miss Wheeler's School, Providence, R. I. The college is to be congratulated on having secured for the office of Dean of the College an alumna as able and as well fitted by experience and training as Miss Park.

### ONE HUNDRED AND FIFTY THOUSAND DOLLARS FOR THE DEPARTMENT OF EDUCATION AND A MODEL SCHOOL

Over half the students who pass through Bryn Mawr College, and a very large proportion of the graduates of the other Colleges for women, teach at some time or other. Yet no satisfactory provision has been made at any of these Colleges for the technical preparation of their prospective teachers. Bryn Mawr has long wished to be able to complete the organization of its Department of Education by the appointment of an additional Instructor and the opening of a Model School. The opportunity has now come in the form of a sum of \$150,000 given for the maintenance of a chair in education and of a Model School, under the direction of the Department of Education, to be used by its students.

The school is to comprise for the present only four years, corresponding in the main to that of a first class High School. To call it a *Practice* School would be a misnomer, for the college students will use it only to observe the teaching of the regular masters, and to give, each, one assigned lesson a week, in the presence of the other students of the Department and of one of its instructors, the lesson to be criticised afterwards. The classes will be limited to a small number of pupils, probably fifteen. A small tuition fee will be charged.

One of the characteristic features of the new Department will be that, with the exception of a course in the History of Education, it will be for graduate students only. They will be expected to divide their time about equally between graduate work in the branches they intend to teach and courses in the History of Education, the Theory and Practice of Teaching, School Hygiene, and School Organization and Management.

It is proposed to appoint an Instructor in Education for the coming academic year and to open the Model School the year after.

There remains the perplexing question of the building. A Model School should have a building model in all its appointments. For such a building there is as yet no money available.



## CAMPUS NOTES

## THE FRESHMAN PLAY

On Saturday April 1, the class of 1914 entertained the class of 1913 with the annual Freshman show. Although postponed by the enforced holiday almost on the eve of its performance, the show when finally given bore no signs of the interruption. Imbued with the spirit of the Norse Eddas the Freshmen chose for their title the characteristic refrain *Know ye yet or what?*

And the audience waiting in pleased expectation for the advent of the class was forced to confess that it could not unravel the mystery. The play was a paraphrase of the old Norse story of Loki's quest for Thor's hammer in the land of the frost giants. Throughout, the analogy was traced to the quest of the Blue Bird of happiness, and at the finding of the Hammer, the Blue Bird itself fluttered upon the stage. The many bright and catchy songs in the play were very successful; the grouping and coloring, the scenic effects and tableaux were excellent. The part of Hel, one of the children of Loki, was acted both cleverly and amusingly, and Nancy Cabot as danseuse, Loki, and finally the Blue Bird, showed astonishing versatility.

The Freshman show is one of the hardest as well as one of the jolliest of class functions. It is practically limited to original drama, or burlesque in some form or another. The first, with a class which barely knows itself and is uncertain or diffident about its talents, is a difficult course; the other course has been followed so many times that originality is practically out of the question. So year by year one realizes that after all the greatest charm of the Freshman show lies in its enthusiastic spontaneity, and that this quality in itself were enough to please any but a hypercritical audience. And this year we can most heartily offer congratulations to the Freshmen for a show which was so successful, so enthusiastic, so merry. We can only hope that the Blue Bird will bring them all happiness.

A. GORDON HAMILTON, 1913.

## SCIENTIFIC MANAGEMENT

Mr. Frederick Winslow Taylor spoke on "Scientific Management" in Taylor Hall on the afternoon of April twenty-second. Besides a good number of students there were many outsiders present, especially men, who were eager to hear of this new and much discussed system from its originator. Mr. Taylor spent the first hour in exposition of the theory of scientific management; in answering, as an economist, the objections that have been made to his system both by business men and students of economics. He then proceeded to a form of discourse of which Bryn Mawr undergraduates seem never to tire—story-telling—and with five very interesting examples of the successful application of his theory to problems, held the attention of his audience for a second hour and a half. Even to those who had heard or read before of the pig-iron handler whose working capacity was doubled by Mr. Taylor's method, or of the Boston contractor who reduced from eighteen to five the number of movements made by a brick-layer in laying one brick, it was exceedingly interesting to hear the stories from Mr. Taylor himself. He told also of the reorganization of the Bethlehem Steel Company under his system of management, with the resulting increase in efficiency, wages, and dividends. The story of the bicycle-ball factory, where the working time of the girls was cut down from ten and a half hours to eight and the number of workers decreased, while there was an increase in wages for the girls and output for the factory, appealed strongly to the undergraduates interested in the working conditions of factory girls. Mr. Taylor finally told of what is perhaps his

greatest tangible achievement, the result of some twenty-five years of investigation. It is a slide-rule for use in tool-cutting by which an ordinary worker can in twenty seconds solve a practical problem with twelve variables. Mr. Taylor's lecture was generally appreciated; its title, as is inevitable in these hard-pressed days of the quiz system, has been added to the list of college by-words.

HELEN BARBER, 1912.

#### MR. SANTAYANA'S LECTURE ON SHELLEY

The English Club has been fortunate this year in securing very interesting speakers. Mr. Henry Sedgwick early in the season spoke delightfully on Petrarch, Dr. S. Weir Mitchell later gave a charming reading of his own poems, Mrs. Henry Childs addressed the Club on "The Technique of the Short Story," and finally on April 22 Mr. George Santayana of Harvard delivered a brilliant lecture on "The Influence of Shelley's Opinions on His Poetry." The charm of Mr. Santayana's writing depends upon a complex of several qualities—accuracy and preciseness of phrasing, appreciation based on intellectual apprehensions, and a sense for adornment that prompts to vivid antitheses and sudden epigrams no less than to sheer embroidery by word and figure. The beauties and difficulties arising from such qualities appeared fully in this consideration of Shelley, and only a second reading of the lecture would qualify one to pronounce upon its style and matter with any degree of certainty, though a single hearing of it sufficed to create a conviction of its clarity of expression and exquisite feeling.

The theme was Shelley's striving after the ideal, the way he traversed in its pursuit, and the reflection upon his poetry of the visions that grew up in his aspiration. The treatment throughout was illuminated and amplified by sound philosophy; indeed it might almost be called essentially philosophical, so constantly did the argument turn upon Platonic concepts and the language of idealism. One was impressed by the value of aesthetic and speculative training for the critic of literature, as such knowledge was displayed here, lavished upon the uses of art. Several fine distinctions were made, as for example that between the two methods of approaching the ideal—by condemning the actual and by departing from it, and certain frequent observations, like "The past seemed no valid precedent, the present no final instance," drew the argument together into compact proportions impossible to one less practised in the careful employment of language. In strong contrast to Francis Thompson's appreciation of Shelley, which Mr. Santayana found occasion to call insufficient, one felt that this was assuredly adequate, as far as the tools of sensitive phrasing and admirable judgment could make it so, and that the treatment was a decided and lasting contribution to Shelley criticism.

HELEN H. PARKHURST, 1911.

#### DR. FLEXNER'S LECTURE

On Friday evening, May the fifth, Dr. Simon Flexner of the Rockefeller Institute, New York City, addressed the Science Club on "The Rise of Bacteriology."

It is often said that the struggle against disease, and particularly against all kinds of disease caused by germs, is to be ranked among the first two or three important movements of the age; and the constantly increasing number of special pamphlets and of newspaper and magazine articles on this subject can have left no one totally ignorant or indifferent. Indeed, so much has been said and written about germ diseases, that the general result in the minds of laymen is a widespread confusion of

details unrelated and facts misinterpreted. For those who heard Dr. Flexner's lecture, this confusion was cleared away by his historical and logical treatment of this new science, which has done so much for mankind and promises so much more.

Dr. Flexner spoke of the work of the early investigators, which led up to the unparalleled achievements of Pasteur, the true founder of bacteriology. In disproving the theory of "spontaneous generation" of bacteria, in developing methods for the study of these micro-organisms and for the diminution of their virulence, Pasteur advanced so far that later investigation, with the aid of the improved microscope, has been directed chiefly to the more exact working out of his methods and ideas. The scientific accuracy and unlimited patience which the study of bacteria requires and has received were well illustrated by the story of Koch's many years of painstaking effort devoted to proving the existence of the tubercle bacillus. Modern bacteriologists, though just as painstaking, have found that it is worth while to work with, or rather against, bacteria not yet seen and probably invisible even through the ultra-microscope. Dr. Flexner's comprehensive but all too brief account of the recent successful work on infantile paralysis and his references to the vast number of other investigations now being carried on made us realize our good fortune in hearing on "The Rise of Bacteriology" one whose knowledge of its past progress and whose contributions to its latest steps give to his opinions and judgments a great and peculiar value.

HELEN TREDWAY, 1911.

#### THE SENIOR PLAY

Like all Bernard Shaw's plays, "Arms and the Man" is primarily a study in characterization. The author is primarily interested in stripping the trappings from human nature as he sees it, in "spoiling its pose." His favorite thesis is that all men are pretty much alike, even great men have the petty qualities of human nature. Their greatness consists in their untrammelled individuality, their willingness to be consistently inconsistent, their renunciation of all objective, conventional, abstractly idealized standards. The words "sentiment," "romance," "heroism," "glory" are to Shaw mere bugaboos—bugaboos so pleasant and awful that this world of children has not yet ceased to believe in and half-seriously to imitate them. His mission, as he sees it, therefore, is to spoil all this mimicry, to awake people to the humor of their situation, to make them willing to face undisguised the commonplace, homely realities of life.

In "Arms and The Man," perhaps the pleasantest and certainly the cleverest of his Pleasant Plays, Shaw shows us his hand from the very beginning. From the very first appearance of the "Chocolate Cream" soldier until his final unromantic exit, we are kept agog with laughing interest, wiser and gayer men, as situation after situation unfolds itself, and ludicrous depth after depth of human childishness stands revealed.

This is the aspect of the play that is so difficult of interpretation and that 1911, it seems to me, has so perfectly handled. Nothing is harder for an amateur in a comedy rôle than to be consistently "in character" without descending to buffoonery, silliness, or at least a sarcastic exaggeration. Not one of the actors was guilty of this. The one piece of criticism—if valid criticism it be—that the present writer has to offer, relates rather to the opposite extreme. Miss Egan and Miss Hoffman, I feel, were somewhat too feminine and quiet in their interpretation of Sergius and Raina. The characterization, especially of Raina, while intelligent and consistent, lacked that crowning vivacity and spontaneity which alone lead to complete dramatic persuasiveness.



With these two criticisms—more harshly expressed than felt—once safely formulated, there remains for the honest reviewer nothing but praise. Truly, it was wonderful to find such swift, telling, brilliant, and convincing action on any amateur stage. Much credit is undoubtedly due to Miss Prussing's excellent direction; but the most masterly, experienced, and patient stage-manager cannot create such a company in a week! Every member of the cast must take to herself some share of the credit for so general and unqualified a success.

To begin with the "Man" himself, it is hard to avoid superlatives. To me it seems that Miss Scott caught the very spirit of Shaw. Her impersonation was varied, artless, gently ironic—thoroughly charming and convincing. She made Bluntschli the very embodiment of lovable Philistinism. His cheerful disregard for the heroic, his naturalness in the most impossible situations, his real, practical courage and efficiency, his humor, were all brought out with the greatest reserve and ease. Every gesture, every change of tone or facial expression had an essential meaning; and each was pleasant in itself.

Next to Bluntschli the character most worthy of note was undoubtedly the maid Louka. Miss Prussing had here for the first time in college a free field for her dramatic ability. Undoubtedly the most difficult, since the least consistent character in the play, Louka offers at best a serious problem to any actor. Miss Prussing combined the insinuating charm and half-barbaric beauty of a gypsy with the delicacy and hot indignation of youth universal.

In telling contrast to her, came Miss Murray's Nicola—middle-aged, heavy, impersonal, calculating—the man who gladly gives up his betrothed for patronage, and has "the soul of a servant."

Catherine, Raina's mother, was by far the most satisfactory matron I have seen on the college stage. As represented by Miss Cornell, her dignity, her vagueness, her woman's logic were delightful to behold. Her husband, Pethoff, however, outshone her (as he was meant to do) at every point. Miss Russell, of Friar Tuck fame, here fairly outdid herself. The old general, whether in his uniform or his shirtsleeves, whether discussing tactics with his wife, breakfast with his maidservant, or the code of honor with his belligerent son-in-law, was everywhere the perfect Shavian: patient in tribulation, stupid in romance, peevish, commonplace, illogical, childishly helpless—wholly unheroic, wholly delightful.

This, then, was the final impression of the play: a group of pleasant, imperfect, human, humorous little people, active and changeable, striving vainly to fill the big solemn rôles of the heroic, to speak in falling cadences, to assume the classic attitudes that a statuesque idealism has forced upon them. A perfect interpretation of Shaw, shall we say? In a way, yes. Yet what of the quick spirit of courage and good humor with which these same little people accept their defeat and start out anew? And finally, as we shut our eyes and visualize once more all the Springtime charm of the impersonation, the easy wit, the grace, the human kindness of it, we begin to get a glimpse of a fundamental aloofness to the true spirit of Shaw. Shaw assuredly is not an apostle of generosity, of imagination—what are these but the dangerous borderland to romance and sentiment? Yet it is to this borderland that the spirit of his play takes us as the curtain falls for the last time. Read "Arms and the Man" without affection we may indeed, but without affection *see* it thus adequately portrayed before our eyes—no. As Rostand somewhere has it: "The blondheads will always win." Shall we commiserate Shaw, or congratulate 1911?

## MAY DAY CELEBRATION

May Day was really May Day this year, for it fell most opportunely on the first; and for the first time in years there was no rain to dampen the spirits of the rejoicing Bryn Mawrtyrs. The dancing around the May-poles and the band playing "To the May-pole, let us on" were the same as in former years, no doubt, but are ever new and delightful to those who take part in the May Day fun; and who will say that to the seniors their May Day does not surpass all others? Standing under the senior May-pole President Thomas gave the May Queen, Amy Walker, 1911, a finely hand-wrought gold pendant chain made in the Caucasus and bought, the donor said, "for the Bryn Mawr May Queen."

## THE JUNIOR-SENIOR SUPPER PLAY

Whatever Junior-Senior supper may mean to the two classes concerned, for the college at large it can stand for but one thing, the play. This year the occasion was rendered noteworthy by the presentation of two plays: *Les Romanesques*, by Edmond Rostand, and *The Man of Destiny*, by G. Bernard Shaw. In thus departing from custom, 1912 deliberately chose to run the risk of dissipating their energies and missing a concentrated effect in order to introduce upon the Bryn Mawr stage these two short plays by the two leading playwrights of France and England. There can be no doubt as to the success of the venture. To see in close succession two such distinct dramatic types as a romantic comedy and a study in character was a unique and illuminating experience.

Of the two plays *Les Romanesques* was infinitely the more difficult, as it is always more difficult to please by perfection than to interest by subtlety. The great virtue of *Les Romanesques* consists in the numbers of little pictures it presents at every turn. The curtain opens on a lovely rose garden, divided by a wall on the top of which two young lovers are sitting, reading *Romeo and Juliet*. To speak temperately of the effectiveness of this scene is difficult. The garden and the young pair have all the freshness and beauty usually ascribed to Shakespeare's play. Percinet and Sylvette were the sort of lovers that a college play is singularly qualified to present. Their acting and stage presence were uniformly good. Miss Lucas as Percinet had grace and finish, while Miss Sterling as Sylvette made a constant appeal by her clear voice and charming manner.

The purely romantic scenes are relieved by occasional lapses into high comedy. Such a lapse is the delightful chat of the two parents on the wall. Miss Heffern and Miss Branch played these two difficult rôles with vigor and appreciation. Miss Wolff as Straforel, the mock villain, introduced a truly mediaeval effect, much heightened by the pretended abduction with its accompaniment of musically inclined masked brigands. But last of all, when the comic and mock-heroic have fulfilled their function in setting off the truly romantic, we are treated to a last scene between Percinet and Sylvette, which quite equals the first in delicacy and restraint.

*The Man of Destiny* broke in rudely upon the idyllic impression left by *Les Romanesques*. Here illusions are ruthlessly stripped from the young, and selfishness is hinted at as the great virtue. The acting in this play was quite worthy of the subtlety of Shaw's lines. No one of the four principal actors failed to give a sympathetic and thoughtful interpretation of her rôle.

One cannot well imagine a more dangerous task than taking the part of that "Great Emperor of the French" who is more or less invested in the mind of every spectator with all the attributes of greatness. To say that an actor, instead of taking away,

rather adds to one's conception of Napoleon is high praise, praise which must be given to Miss Haines' Napoleon. From first to last she merged her own personality in that of the masterful, watchful, self-centered, and altogether magnetic general Bonaparte. An excellent foil is furnished the hero by an aristocratic young lieutenant, deceived through the "better part of his nature." Miss Barber played this part with a force and ingenuousness that won her the cordial liking of the audience.

That realism which is the dominant note of the play is strengthened by the introduction of the innkeeper, Giuseppe, most successfully treated by Miss Leopold as a character part. The astute Italian, however, is not allowed to lower the tone of the play too constantly. In the person of "the Lady" who has the "misfortune to be born good," idealism is given recognition, by Napoleon at least. Miss Morgan, who played "the Lady," sustained during the entire part the character given her by Napoleon when he first hears her voice, "interesting." This she did by the use of a reserve which had the merit of only veiling the appropriately modulated emotion.

In contrasting *Les Romanesques* and *The Man of Destiny*, one is tempted to express a preference. The charming tableaux of Rostand will always be a delightful memory to those who saw the Junior-Senior Supper Play, but if, as is often affirmed, young people like ideas, it can be no surprise to learn that the college at large gave its most enthusiastic praise to Shaw.

R. W. 1911.

#### REPORT OF THE CHRISTIAN ASSOCIATION

The Christian Association elections were held on the evening of April 6, marking the end of the first year of united Christian work at Bryn Mawr. As a great part of the success of the year had been owing to the counsel and interest of Dr. Barton and Dr. Ross, they were asked to speak at this meeting. They very aptly expressed our hopes and aims and convinced us of the seriousness of our elections. The President's report summed up the year's work, making us feel that a decided step forward had been taken. The results of the elections were as follows:

CATHERINE ARTHURS, '12 .....	President
ELIZABETH FARIES, '12 .....	Vice-President
ELEANOR BONTECOU, '13 .....	Treasurer
IDA PRITCHETT, '14 .....	Secretary

During the following week end, the conference planned for by the old Board was held. The subject was Christian Life in its two aspects, the spiritual and the practical, that is, the aim of the Christian Association. The first meeting, held on Saturday morning, was led by the Reverend Robert Johnston, rector of the Church of the Saviour in Philadelphia, whose subject was The Spiritual Life. That afternoon Margaret Reeve, '07, spoke on behalf of the Federation Committee, on Work at Home, especially Church work and its call. At the Vesper service the next day Dr. Talcott Williams spoke on missions and that night Bishop Lloyd closed the conference.

The new board of the Association was chosen during the following week and started its work at once. New mission study and Bible study classes are being arranged, and ministers secured for the coming year.

The Student Volunteer Band has held two successful meetings in Merion students' sitting room; one was led by Mrs. Mary Christie Rogers, ex '04, and another by a woman medical student from India. A farewell service was held for Katharine Scott, '04, on the evening of May 15, and we were thrilled at the thought of her leaving so soon for China. This meeting brought the missionary appeal home to us very strongly.



The work of the year was ended by a reception to the alumnae, held in Rockefeller Hall, Tuesday, June 6. Refreshments were served, and there were speeches by the former and present presidents. The former, Miss Houghteling, spoke on the founding of the Association and of its importance, saying that Miss Thomas at her luncheon to the Seniors named it as the most important event of the year. The president told something of the present work of the Association, of its distribution of 1280 old articles and 437 new garments, during the past year, of its services and classes, emphasizing the great increase in interest that has been apparent during the past year. The one great achievement of the Association has been that it has found a place for every one, and has made all interested in its work. The enthusiasm for religion is rapidly increasing at Bryn Mawr, every one indicating her interest by determined efforts and by a true friendliness.

CATHERINE ARTHURS,  
*President.*

## ATHLETICS

### HOCKEY

The final hockey match left over from last fall was played March 28—between 1911 and 1913. 1911 won, score 4 to 2, so that the seniors hold the hockey championship for the season 1910-11.

### BASKET BALL

Final basketball match: 1912 vs. 1913; won by 1913. 1914 second team vs. 1913 (final match); won by 1914.

*'Varsity versus Alumnae—June 7, 1911. Alumnae won, score 11-4*

#### ALUMNAE TEAM

A. Neall, '06  
F. S. Woods, '01  
M. Houghton, '06  
C. E. Harrington, '06 (Captain)  
M. Kirk, '10  
F. Hearne, '10  
C. Simonds, '10  
E. White, '06  
G. K. Sunstein, ex-'10  
B. H. Ehlers, '04

#### VARSITY TEAM

K. Page, '13  
V. Canan, '11  
A. Chambers, '12  
W. Scripture, '12  
F. M. Dessau, '13  
M. Scott, '11  
A. Parker, '11  
L. Houghteling, '11 (Captain)  
A. C. Arthurs, '12

One of the features of the occasion was a parade before the game. First in line around the field were the Alumnae team; they were followed by 1901, wearing gay red caps and bandana kerchiefs; 1904 came next in hobble skirts and sunbonnets; then 1906 wearing dark blue aprons and sunbonnets; 1908 wore light blue A.B. hoods; 1909 wore red hats; 1910 came next in line; followed by the 'varsity team and Miss Applebee carrying a big Bryn Mawr banner.

### TENNIS

*Interclass championship:* Katharine Alice Page, 1913, winner.

*College championship:* K. A. Page, vs. Amy Gordon Hamilton, 1913, college champion. Won by Hamilton.

*Undergraduate—graduate championship:* Isabella Marion Vosburgh, vs. Hamilton, college champion. Won by Hamilton.

*'Varsity Team versus Merion Cricket Club Team*

E. Dunham ('14) defeated .....	Runk 6-3, 4-6, 7-5
E. Ayer ('14) defeated .....	Jeffers 6-4, 6-1.
A. G. Hamilton ('13) defeated .....	M. Sayres 6-3, 18-16
K. Page ('13) defeated .....	I. Sayres 6-3, 6-4
E. Faries ('12) defeated by .....	A. Barlow 3-6, 3-6

*'Varsity versus Alumnae—June 5, '11*

## VARSITY TEAM

## ALUMNAE TEAM

K. Page ('13) defeated .....	H. Sturgis ('05) 6-3, 6-4
E. Dunham ('14) defeated .....	C. E. Harrington ('06) 6-2, 6-3
E. Ayer ('14) defeated .....	M. R. Walcott ('06) 6-4, 6-2
E. Faries ('12) defeated by .....	E. B. Beecher ('06) 1-6, 0-6
A. Patterson ('13) defeated .....	C. Simonds ('10) 6-4, 6-8, 7-5.

## FENCING TOURNAMENT

The first fencing tournament Bryn Mawr has ever experienced was held this past spring in the gymnasium between the alumnae and the undergraduates, and was won by the alumnae, who won 6 bouts out of 9. Leonardo Terrone of the Philadelphia Fencing School was judge. The teams were:

*Alumnae:* Elizabeth B. Kirkbride, '96 (captain); Bertha S. Ehlers, '09; Georgina F. Biddle, '09; Cynthia Wesson, '09, substituted for G. Biddle, '09.

*Undergraduates:* Kate Chambers, '11 (captain); Margaret Hobart, '11; Helen Emerson, '11.

The audience enjoyed the new athletic excitement very much. It is to be hoped interest in fencing tournaments will increase; there might be tournaments between alumnae of different cities, and a cup to add to the interest would surely perpetuate the sport. Miss Applebee is ready to communicate challenges and to arrange for battles.

## TRACK MEET

Won by 1911, 52 points; Second place, 1913, 36 points; Third place, 1914, 20 points. No records were broken in the events.

Cup awarded winner of highest number of points was won by Helen Emerson, 1911.

## WATER POLO

Won by 1914.

1911 vs. 1914—3-6	1913 vs. 1914—4-3
1912 vs. 1913—4-6	1913 vs. 1914—2-4
1912 vs. 1913—1-8	1913 vs. 1914—2-5
1911 vs. 1914—6-9	

## SWIMMING MEET

Won by 1913, 24½ points; second place, 1914, 23½ points; third place, 1911, 16½ points.

## CLASS REUNIONS

1896

The Class of 1896 celebrated its quinquennial this year. Twenty-two of the class came to the supper in the college tea rooms on June 7. There was a very interesting and informal interchange of ideas and experiences without any set speeches. Dora Keen gave a thrilling account of climbing the Andes and ascending the Matterhorn last summer. Georgiana G. King read a poem. Clara Farr told about her recent work in Pittsburg to secure child-labor legislation. Others who spoke were Ida Ogilvie, Tirzah Nichols and Charlotte McLean. Among those who talked *all* the time were Mary Hopkins, Abigail Dimon, and Emma Linburg. Letters were read from Anna Scattergood Hoag, who is spending a year and a half abroad with her husband and children; from Ellen Giles, who has been living in far China and announces her engagement to an Italian engineer; from Masa Dogura Uchida; from Helena Chapin McLean, and from Clara Colton Worthington.

RUTH FURNESS PORTER, '96.

1901

## THE PIRATES

The Class of 1901, thirty-eight strong, came back to celebrate its decennial this June; a vivid and statistical account of the class can be found in "The Pirates' Daily Hurrigram" for June 5, 6 and 7, 1911, provided copies of the same are obtainable. "The Hurrigram" is the first daily ever published in Bryn Mawr and is a sheet worthy of note. For those who have not been so fortunate as to see "The Hurrigram," it may be of interest to know that the Pirates began to assemble on June 5, and for three days Bryn Mawr "saw red." The largest rally was the grand Pirate Banquet in Pembroke Castle, which the Pirates stormed and captured; the thirty-eight pirates who partook of the feast were a spirited lot, but nevertheless the illustrious who were not present were very much missed.

Something was bound to happen when 1901 came back in force and lots of things did happen, but the thing of most general interest perhaps was the alumnae basketball victory over the 'varsity, with a score of 11-4. True, 1901 had only one player on the team, but she is the mother of twins,—girls at that.

Somewhat contrary to expectation we found ourselves and each other very little changed from "those days" of which the graduates speak reminiscently. It was splendid to get back, to see so many familiar faces, and it is surprising how quickly and completely one feels again the old spirit of possession.

Life has its interests and its joys beyond the shadow of Taylor tower, but it is good to be in the shadow once again; and, strange to say, we all feel ten years younger, not older, after our tenth reunion.

E. F. N. '01.

1904

1904 held its seventh reunion this year and had its headquarters in Rockefeller Hall where Miss Crawford kindly tucked us all away. The dinner was held in Denbigh as 1906 was occupying the dining-room of Rockefeller. Twenty-eight girls appeared in time for dinner. Some, for instance Alice Waldo and Constance Lewis, had come from long distances, but the majority were girls from the vicinity of Philadelphia and New York.

Katharine Scott made a splendid toast-mistress and introduced the speakers in such a clever manner that they had hard work not to seem dull by comparison. This



was Katharine's final appearance among us for a while, as she is soon to sail for China, where she will take up educational work.

Edna Shearer, Anne Buzby Palmer, Bertha Norris, Kathrina Van Wagenen, Esther Sinn, and Patty Rockwell Moorhouse gave toasts; and for the whole affair we are grateful to Maria Albee's capable management which planned and carried everything through so smoothly. For Tuesday noon Maria Albee had arranged a class picnic, which had to be held in the graduate club room owing to the drizzly weather. She had more than her share of work, as recently the office of college business manager has been conferred upon her, an honorable and arduous position.

Our Freshmen, 1906, sent a beautiful bouquet of lavender sweet-peas to help decorate our table. Minnie Ehlers was chosen one of the backs of the alumnae basketball game, Wednesday morning. We were immensely proud of the fine work she did in helping keep the 'varsity score down to four. 1904 joined in the procession around the athletic field before the game and our distinguishing marks were blue crepe paper hats and blue hobble sashes—the idea of Margaret Ross. Those who have attended several of our reunions seem to feel that this has been one of the most successful. We only hope in 1914 many whom we missed this time will be present.

MARTHA ROCKWELL MOORHOUSE '04.

#### 1906

1906's fifth reunion was a great success, for out of a small class over thirty appeared, and in spite of gloomy weather and regrets for those absent, everything went off splendidly. The reunion opened with a lively class-meeting on Monday of Commencement week, where we received our quinquennial magazines, "The Comet's Tail." This contained an account of each girl written by herself in answer to questions sent out by the Magazine Committee. Some people had not answered, which was a sad blow, but the articles sent in were worth reading, as well as the poems and other literature. Post-cards were passed around which had been sent from Helen Brown Gibbons in her far-away home in Constantinople. Maria Smith's dog was an exciting element during the meeting. The next day a picnic was held on the "Gym" roof. Dr. Grenfell was the guest of honor. Class supper took place in Rockefeller Tuesday evening. Mary Richardson Walcott was toast-mistress; Lucia Ford spoke about her work at Hull House; Anna MacClanahan Grenfell spoke about her life in Labrador; Jessie Hewitt gave a witty description of her experience in sleeping cars on the way from California; Helen Sandison told of the difficulties attendant on getting a Ph.D.; Beth Harrington sang "Sally in Our Alley." Songs and "stunts" filled up the rest of the evening. 1906 voted a gift of books to the Library in memory of Frances Simpson Pfahler. The class owes the success of its reunion to the Committee of Entertainment and the Magazine Committee. We were sorry none of our class babies were with us, and we had only one husband; but Dr. Grenfell's loyalty to 1906 made up somewhat for the absence of the others.

#### 1908

Much to the delight of the six resident 1908's, the vanguard of the class arrived at Bryn Mawr June 2, and we watched expectantly out of the Rockefeller windows for the arrival of the rest. On Monday evening, June 5, twenty-four of us assembled in Rockefeller dining room for a merry time—having been cheerfully ushered in by '06, '09, '12 and '14, whom we inadvertently mistook for 1904. Under the jovial leadership of Rose Marsh, the class had no difficulty in reviving its light-heartedness and

enthusiasm, and joy in our reunion was most apparent. Owing to the increase in 1908's marriage rate, our number was a small one, and President Josephine's absence was much lamented. But in spite of this and the discouragingly wet weather we were tremendously happy to be playing together again. What if 1904 and 1909 did decide on the same style of headgear that we did? True to our earliest traditions we changed our minds at the eleventh hour, and marched proudly around with the bluest of light blue hoods trailing down our backs—with the best intentions of looking academic, at all events. Our joy left us no room for scholarly emotions at such a time.

We were much interested to hear at the supper of 1908's growing tendency to travel abroad. Melanie Atherton, who had just returned from an extended stay in Italy, reported that no less than six of her classmates had visited her in Florence last winter—Anna Welles, Mary Stevens Hammond, Madeline Fauvre, Margaret Maynard, Agnes Goldman, and Josephine Proudfit Montgomery. The item of news which caused much rejoicing and which was celebrated with due rites was the possession of a class baby, Louise Congdon Balmer, born April 21. Her pictures show her to be in every way a most promising and highly satisfactory addition to the class.

Other news of interest was the announcement of Alice Sachs's wedding to Mr. Jacob Plout, and Elizabeth Foster's appointment as Professor of Spanish and French in Wells College.

MABEL KATHRYN FREHAFFER, '08.

#### 1909

On Saturday, June 3, 1909 had a second-year reunion in the form of a picnic supper. The weather drove us indoors, but we had a very jolly party in the basement of Rockefeller, and later sang through all our good old songs on the steps under Rockefeller Arch. There were thirty of us back on that evening and about half that number stayed through Commencement.

BERTHA EHLERS, '09.

#### 1910

1910 held its first reunion this year. There were about fifty members of the class back, distributed between Pembroke and Denbigh. As so many of the class are teaching this year it was difficult for some to get back, because schools had not yet closed. The class supper took place in Denbigh on June 5, with the class president, Katherine Rotan Drinker, as toast-mistress. 1910 was so delighted to be together again after the first year of separation, that the supper was a round of hilarity, with no hint of sadness.

H. W. SMITH, '10

### CONFERRING OF DEGREES AT THE CLOSE OF THE TWENTY-SIXTH ACADEMIC YEAR, JUNE 8, 1911

#### ORDER OF EXERCISES

##### I.

National Anthem.

##### II.

Prayer.

##### III.

Introductory Remarks by the President.

## IV.

Presentation of Candidates for the degree of Bachelor of Arts by Professor Joseph

W. Warren, Secretary of the Faculty, in the group of

Greek and Latin, on behalf of Professors Sanders and Wheeler;

Greek and English, on behalf of Professors Sanders and Brown;

Latin and English, on behalf of Professors Wheeler and Brown;

Latin and German, on behalf of Professors Wheeler and Jessen;

Latin and French, on behalf of Professors Wheeler and Schinz;

English and German, on behalf of Professors Brown and Jessen;

English and French, on behalf of Professors Brown and Schinz;

English and Philosophy, on behalf of Professors Brown and de Laguna;

German and French, on behalf of Professors Jessen and Schinz;

French and Spanish, on behalf of Professors Schinz and DeHaan;

History and Economics and Politics, on behalf of Professors Turner and Williamson;

Economics and Politics and Philosophy, on behalf of Professors Williamson and de

Laguna;

Mathematics and Physics, on behalf of Professors Scott and Huff;

Mathematics and Chemistry, on behalf of Professors Scott and Kohler.

Mathematics and Geology, on behalf of Professors Scott and Bascom;

Physics and Chemistry, on behalf of Professors Huff and Kohler;

Physics and Geology, on behalf of Professors Huff and Bascom;

Physics and Biology, on behalf of Professors Huff and Tennent.

## V.

Presentation of Candidates for the degrees of Master of Arts and Doctor of Philosophy.

## VI.

Conferring of Graduate and Undergraduate Scholarships for the year 1911-12 and of the George W. Childs Essay Prize for the year 1910-11.

## VII.

Conferring of European Fellowships for the year 1911-12.

## VIII.

Conferring of Resident Fellowships for the year 1911-12.

## IX.

Address by Le Baron Russell Briggs, LL.D., Litt.D., President of Radcliffe College, and Dean of the Faculty of Arts and Sciences of Harvard College: "College Teachers and College Taught."

## X.

"Thou Gracious Inspiration."



## CANDIDATES FOR DEGREES

## BACHELOR OF ARTS

*(1 February, 1911: 58 June, 1911)*

## In the group of Greek and Latin:

FRANCES KING CAREY of Maryland,  
ANGELA DARKOW of Philadelphia,  
MARGARET DOOLITTLE of New York,  
ARISTINE FIELD of New York,  
ELSIE LUSH FUNKHOUSER of Nebraska,  
RUTH HAMILTON GAYLER of New York,  
MARGARET JEFFREYS HOBART of New York City.

## In the group of Greek and English:

CHARLOTTE ISABEL CLAFLIN of Massachusetts,  
RUTH WELLS of New Hampshire.

## In the group of Latin and English:

VIRGINIA CUSTER CANAN of Pennsylvania,  
ALICE EICHBERG of Ohio,  
HELEN HUSS PARKHURST of New Jersey,  
ETHEL LOUISE RICHARDSON of Philadelphia.

## In the group of Latin and German:

EMILY EDNA CASKEY of Philadelphia,  
EMMA FORSTER of Philadelphia,  
MARGUERITE HAMMOND LAYTON of Louisiana,

## In the group of Latin and French:

DOROTHY COFFIN of Illinois,  
HANNAH MARIA DODD of Delaware,  
HENRIETTA FLOYD MAGOFFIN of Pennsylvania,  
ANNA STEARNS of New Hampshire,  
EMMA YARNALL of Pennsylvania.

## In the group of English and German:

MARGARET ALICE PRUSSING of Chicago.

## In the group of English and French:

ROSALIND FAY MASON of Chicago.

## In the group of English and Philosophy:

MARION DELIA CRANE of Rhode Island,  
CATHERINE LYMAN DELANO of Chicago,  
MARION STURGES SCOTT of Chicago.

## In the group of German and French:

KATE ETHEL CHAMBERS of Turkey,  
ANNINA DE ANGELIS of New York.  
LOUISE STERNBERG RUSSELL of New York.

In the group of French and Spanish:

MAY MARGARET EGAN of Illinois,  
AGNES LAURENCE MURRAY of New York.

In the group of History and Economics and Politics:

WILLA BULLITT ALEXANDER of Pennsylvania,  
JULIA CHICKERING of Philadelphia,  
HELEN HAMILTON LEIPER HENDERSON of Maryland,  
MARY HAMOT HIGGINSON of Massachusetts,  
MARGERY ELIZABETH HOFFMAN of Oregon,  
LEILA HOUGHTELING of Illinois,  
LAURA ISABELLE MILLER of Wisconsin,  
ALPINE BODINE PARKER of Maryland.  
HELEN MARGUERITE RAMSEY of Pennsylvania,  
PHYLLIS RICE of Massachusetts,  
HILPA SERENA SCHRAM of Pennsylvania,  
MARGERY SMITH of New York,  
ELIZABETH SWIFT of New York City,  
AMY MOREHEAD WALKER of Chicago,  
ESTHER WALKER of New York (work for degree completed, February, 1911).

In the group of Economics and Politics and Philosophy:

MARGARET ALICE FRIEND of Wisconsin,  
MARY ALMIRA WILLIAMS of Indiana.

In the group of Mathematics and Physics:

HELEN EMERSON of Rhode Island,  
CAROLINE LETCHWORTH JUSTICE of Pennsylvania,  
MARY MINOR WATSON TAYLOR of Virginia.

In the group of Mathematics and Chemistry:

JESSIE WILLIAMS CLIFTON of Philadelphia.

In the group of Mathematics and Geology:

ELSIE MOORE of Pennsylvania,  
CONSTANCE CAROLINE WILBUR of New Jersey.

In the group of Physics and Chemistry:

ELLEN ESTHER POTTBERG of Philadelphia,  
ISOBEL MITCHELL ROGERS of New York,  
HELEN TREDWAY of Iowa.

In the group of Physics and Geology:

ELIZABETH ROSS of Ohio.

In the group of Physics and Biology:

FRANCES PORTER of Illinois.

## DOCTOR OF PHILOSOPHY

CORNELIA CATLIN COULTER, Missouri.

A.B., Washington University, 1907. Graduate Scholar in Latin, Bryn Mawr College, 1907-08; Holder of the President M. Carey Thomas European Fellowship, and Student, University of Munich, 1908-09; Fellow in Latin, Bryn Mawr College, 1909-10; Fellow in Greek, Bryn Mawr College, 1910-11. Subjects: Latin and Greek. Thesis: *Retractatio* in the Ambrosian and Palatine Recensions of Plautus: A Study of the *Persa*, *Poenulus*, *Pseudolus*, *Stichus*, and *Trinummus*.

MARGARET SHOVE MORRISS, Maryland.

A.B., Woman's College of Baltimore, 1904. Holder of Foundation Scholarship, Bryn Mawr College, 1904-06; Holder of the Alumnae Fellowship of the Woman's College of Baltimore, and Research Student at the Public Record Office, London, 1906-07; Fellow in History, Bryn Mawr College, 1907-08; Instructor in History, Mt. Holyoke College, 1908-11. Subjects: History, English Language, and English Literature. Thesis: Maryland Trade during the Period of Royal Control.

ROSE JEFFRIES PEEBLES, Alabama.

A.B., Mississippi State College for Women, 1891. University of Chicago, Summer, 1897, 1898, 1905; Harvard University, Summer, 1902; Columbia University, Summer, 1903; Graduate Student in English, Bryn Mawr College, 1906-07; Fellow in English, 1907-08, and Graduate Scholar and Fellow by Courtesy, 1908-09; Instructor in English, Vassar College, 1909-11. Subjects: English Philology, English Literature, and Old French. Thesis: The Legend of Longinus, its origin, development, and use in English Literature.

MARIE GERTRUDE RAND, New York City.

A.B., Cornell University, 1908. Graduate Scholar in Psychology, Bryn Mawr College, 1908-09, Fellow in Philosophy, 1909-10, and Fellow in Psychology, 1910-11. Subjects: Psychology, Ethics, and Metaphysics. Thesis: A Quantitative Examination of the Factors which influence the Campimetric Observation; and Methods of Standardizing the Brightness of the Field Surrounding the Stimulus, the Pre-exposure, and the General Illumination of the Visual Field.

HELEN ESTABROOK SANDISON, Indiana.

A.B., Bryn Mawr College, 1906, and A.M., 1907. Graduate Scholar in English, Bryn Mawr College, 1906-07; Assistant Principal of the High School, Brookville, Ind., 1907-08; Fellow in English, Bryn Mawr College, 1908-09; Holder of Special European Fellowship, and Student, University of Oxford, 1909-10; Fellow by Courtesy, and Scholar in English, Bryn Mawr College, 1910-11. Subjects: English Philology, English Literature, and Latin. Thesis: The *Chanson d'Aventure* in Middle English.

## MASTER OF ARTS

RUTH COLLINS, New Jersey.

A.B., Bryn Mawr College, 1910. Graduate Scholar in Psychology, Bryn Mawr College, and Instructor in English in the Drexel Institute, Philadelphia, 1910-11.



## BERTHA CORNELIA NORRIS, Connecticut.

A.B., Bryn Mawr College, 1904. Teacher of Latin and Greek and Head of the Department of Ancient Languages, Irving College, 1904-06; Teacher in Miss Mason's School, Tarrytown, N. Y., 1906-07; Head of Miss Norris's School, Germantown, 1907-10; Reader in Latin, Bryn Mawr College, 1907-08; Reader in Latin for the College Entrance Examination Board, 1908; Graduate Scholar in Latin, Bryn Mawr College, 1910-11.

## MARY RACHEL NORRIS, Connecticut.

A.B., Bryn Mawr College, 1906. Teacher of English in the Veltin School, New York City, 1906-07; Teacher in Miss Norris's School, Germantown, 1907-10, and Private Tutor, 1908-10; Graduate Student, Bryn Mawr College, 1910-11.

## MILLCENT POND, Pennsylvania.

A.B., Bryn Mawr College, 1910. Graduate Scholar in Mathematics, Bryn Mawr College, 1910-11.

## LOUISE ELIZABETH ROBERTS, Philadelphia.

A.B., Bryn Mawr College, 1908. Teacher of Languages in the Friends' Academy, Moorestown, N. J., 1908-10; Private Tutor and Graduate Student, Bryn Mawr College, 1910-11.

## HILDA WORTHINGTON SMITH, New York City.

A.B., Bryn Mawr College, 1910.

ANNOUNCEMENT BY PRESIDENT THOMAS OF GIFTS MADE TO THE COLLEGE SINCE THE  
LAST CONFERRING OF DEGREES

A gift made by the Class of 1897 and other friends in memory of Elsie Sinclair Hodge, who died a martyr's death in China in 1900—an Indiana limestone double stone seat in Jacobean style placed on the Dalton green parallel with the graduate wing of Denbigh.

A memorial fund of \$1,200, the interest of which is to be used to buy German books for the Library, given by the former pupils and friends of Rose Chamberlin, Reader in German at Bryn Mawr College for twenty-one years.

A memorial fund of \$133, the interest of which is to be used to buy one or more Greek books each year, given by her classmates in memory of Lois Meta Wright of the Class of 1903.

\$1,675 from anonymous donors for fellowships and scholarships to be awarded for use next year.

\$200 from Dean Reilly to be used in making a room for the college book shop in the cellar of Taylor Hall.

\$10,000 from Miss Garrett, a Director of the College, to be expended during the current year for academic purposes, chiefly for graduate scholarships and books for the Library.

A legacy of \$10,000 from the late Justus C. Strawbridge, for 17 years a Trustee and Director of the College, whose services to the College cannot be expressed in words. He was one of the first and largest subscribers to Dalton Hall, to the Library, to the new Gymnasium, to the Endowment Fund. He rebuilt the present college roads, he

met the chief expense of making the upper hockey field, he carved the gargoyles in the Library cloister; but his gifts of money, great as they were, were of much less value than his gifts of time and his wise and progressive counsels. He was an ideal Trustee.

A legacy of \$150,000 from the late Phebe Anna Thorne of New York, who died in 1909, to endow at Bryn Mawr College an Associate Professorship of Education and the Phebe Anna Thorne Model School to be conducted by the College as an experimental high school in connection with a graduate school of education at Bryn Mawr College. So far as we know, no such purely graduate school of education as is here outlined exists in this country or abroad, and no such experimental school of secondary education. One-half of all the Bachelors of the college teach and most of them teach in private or public high schools. Most of our Masters of Arts and practically all of our Doctors of Philosophy teach. This great benefaction will enable Bryn Mawr College to give all those who are willing to spend a year in further preparation for this greatest of professions, not only the theoretical knowledge of their chosen subjects but also the practical knowledge of how to teach them by the best modern methods. It is not our future Bryn Mawr teachers only who will profit from our Phebe Anna Thorne Model School. I confidently believe that secondary schools throughout the country will be inspired to better work by the experiments in secondary teaching that will be carried on here. I can think of no more fitting memorial than this to continue forever the good work and the memory of a woman who, like Phebe Anna Thorne, devoted her life to the service of her fellow-men.

#### PRESIDENT THOMAS'S ADDRESS

Before conferring degrees on our 59 Bachelors of Arts, 6 Masters of Arts, and 5 Doctors of Philosophy, I should like to say a few words about our Bryn Mawr ideals as they are taking shape in the college and in you, our graduates.

If when you leave this room you go upstairs to the trophy room, you will see the names of our college athletes, our champions in tennis and basketball and hockey, our mighty divers and runners and jumpers, carved in gilded letters on the panels of the room. Good and wholesome as physical exercise is, it is only one of the many forms of a modern college training. It is only an incident in the pleasant life of youth. Our college function today celebrates something far more vital and continuing. The names of today's graduates are written as yet only in ink on a modest roll of parchment which in itself is only a symbol that you have reached the end of a very significant stage in your preparation for life. You have studied here four, five, or eight years, as it may be. You are a product of heredity, environment, and opportunity. Bryn Mawr teaching, Bryn Mawr associations, Bryn Mawr ideals have been superimposed on home associations and home training to make you what you are today. To this, life and experience will add much, but we believe that the ideals of your common training here cannot fail to remain in many ways the same.

A few concrete instances that came to my knowledge within a few months of each other will show how nobly Bryn Mawr women are putting these ideals into practice.

In the autumn of 1909, in a city of the Middle West, I was championing more strenuous standards before a somewhat reluctant and hostile convention. After I had fought my best and, as I thought, lost my cause, two Bryn Mawr graduates in the audience sprang to their feet and drove the argument home. Together we wrested victory from defeat. A few weeks later a discouraged leader of an unpopular but righteous cause told me that she had been trying to make head against the hopeless apathy

of a Southern city, when unexpectedly the tide was turned in its favor by the able generalship of a Bryn Mawr graduate living there. In that same winter another much needed reform was perishing in a New England state because of lack of funds. It suddenly began to live again. A Bryn Mawr graduate had put her bank account behind it. In the spring of the same year an iniquitous law working cruel injustice to a defenceless class of women came into operation in a city of the Middle States. I was appealed to for help, but I found that there was no need of me. Two Bryn Mawr graduates were already on the spot leading the fight against it.

I venture to say that Bryn Mawr women are lavishing their time and strength on the right side of almost every movement for social betterment. I am often amazed that only 2400 Bryn Mawr graduates and former students can so multiply themselves in good works. Bryn Mawr graduates are now teaching in our own and many other college faculties and in many schools. Wherever they are at work they are steadily pushing up standards. Although harder to gauge, like all higher things of an intangible kind, I believe that their standards of wifehood and motherhood are equally high.

The women of my generation used to say that we were sure that girls were intellectually and physically able to go through a college course, although we had then no body of accumulated facts such as we have now. A few years later we used to say, although there had not been sufficient time to prove it, that the effects of a college education on the after lives of women would be wholly beneficent. At the present time the prophets of evil are fairly buried under the mountains of evidence of the good deeds and sane thoughts of college women. Indeed, if I may say so, the presidents of women's colleges are coming to enjoy a kind of vicarious triumphal progress through the world. Their path is made straight before them by people who are grateful for what has been done by graduates of the colleges they represent. Although Bryn Mawr has sent out only a comparatively small number of students, wherever I go men and women introduce themselves to tell me of the good works of Bryn Mawr women. We were sure that it would be so, but it is a solid satisfaction to be snowed under by the facts. I have come to believe that every girl ought to be given the great happiness—a happiness not only for herself but for all who come in contact with her afterwards—of four years at college. The happiness and the benefit of these four years are cumulative. Each successive year is more valuable to her than the preceding.

I have spoken of the Bryn Mawr ideals as exemplified in our graduates. The College, which celebrated its twenty-fifth anniversary last autumn, has come to understand more clearly the conditions under which its work may best be carried on. The Bryn Mawr ideal is quality, not quantity. Bryn Mawr is, and must remain, a small college of 450, or at the outside 500 students. Its intensive work can not be carried on with large numbers. Other colleges may compromise things intellectual and spiritual for the sake of numbers. Bryn Mawr has no need to. There are plenty of colleges for those who wish compromises. Bryn Mawr should make none. Sympathy with inefficiency, idleness, shuffling, evasion, stupidity, is out of place in a college that is making intellectual and moral standards. To make standards seems to me on the whole Bryn Mawr's mission as it is defining itself to our Directors and Faculty. One student so educated here as to meet the highest standards of honesty, loyalty, self-control, intellectual industry, strenuousness, is worth more to the College, herself, and her friends than one thousand compromise students. A college that has the courage to accept no excuses for shortcomings from its students will soon create a body of students that need make no excuses.



Last March when I stood with three Bryn Mawr graduates, where we all have stood in the flesh or in the spirit, as the yellow Athenian moon rose behind the long slope of Hymettus and looked down on the little city of Athens, the city of our dreams of perfection, where, in the brief span of a single great man's lifetime, by a total population of 35,000 Athenian citizens, were created the greatest works of art and literature and philosophy the world has ever known, or ever will know, I thought of Bryn Mawr. I saw as in a vision that if we had the courage we might create here a little community of professors and students striving for the highest attainable perfection. I remembered the great pageant of Egyptian history, the wealth and material prosperity of countless Pharaohs, their thousands of pyramids and rock-hewn tombs, their acres of temples with forests of gigantic columns and avenues of sphinxes miles in length, their millions of Egyptian subjects countless as the sands of the Egyptian deserts to which they have returned, forgotten, dust to dust. I realized afresh that it is only the flame of the spirit that counts at all as civilizations, institutions, and individuals follow one another in endless procession.

The diplomas we give you today, Doctors of Philosophy, Masters and Bachelors of Arts, are a symbol of our and your achievement in this difficult field of spiritual training. It is this that gives the conferring of degrees its august significance.

You, our Bachelors of Arts, have completed the first stage. Many of you will go no further in college work. It is not best that you should. You will join that gallant company of Bryn Mawr women in whose future we have such great confidence.

You, our Masters of Arts, have carried your Bryn Mawr training one year further. We believe you are even more fortunate in that you have been able to give yourselves one more year of what we hope is the best preparation for your after life, whether it be to deal with academic or practical things.

You, our Doctors of Philosophy, have received our best advanced training in scholarship and methods of research in our graduate school. Four of you have been sent abroad to pursue special lines of investigation as holders of our European fellowships and scholarships, and one of you went abroad by the aid of a fellowship awarded elsewhere. We think that your scholarly preparation for college and university teaching is not inferior to any given here or abroad. We believe that you will justify our faith in your scholarship.

#### AWARDS OF FELLOWSHIPS, SCHOLARSHIPS, AND OTHER HONORS.

##### ANNA OTTENDORFER MEMORIAL RESEARCH FELLOWSHIP IN TEUTONIC PHILOLOGY OF THE VALUE OF \$700

Adah Blanche Roe of Omaha, Nebraska. A.B., Goucher College, 1909. Graduate Scholar, Bryn Mawr College, 1909-10 and 1910-11.

##### MARY E. GARRETT EUROPEAN FELLOWSHIP OF THE VALUE OF \$500

Margaret Elizabeth Brusstar of Philadelphia. A.B., Bryn Mawr College, 1903. Teacher of Mathematics in Miss Gleim's School, Pittsburgh, Pa., 1903-04; Teacher of Mathematics in the Misses Shipley's School, Bryn Mawr, Pa., 1904-09; Graduate Student, Bryn Mawr College, 1906-07, 1908-09; Graduate Scholar in Mathematics, 1907-08; Fellow in Mathematics, 1910-11.

##### PRESIDENT'S EUROPEAN FELLOWSHIP

Mary Edith Pinney of Wilson, Kansas. A.B., Kansas State University, 1908, and A.M., 1910. Resident Fellow in Biology, Bryn Mawr College, 1910-11.

## BRYN MAWR EUROPEAN FELLOWSHIP

Helen Tredway, of Dubuque, Iowa. A. B., Bryn Mawr College, 1911.

## SPECIAL EUROPEAN FELLOWSHIP

Marion Delia Crane, of Providence R. I. A. B., Bryn Mawr College, 1911.

## RESIDENT RESEARCH FELLOWSHIP IN CHEMISTRY OF THE VALUE OF \$750

Annie Louise MacLeod of Nova Scotia. A. B., McGill University, 1904, M. Sc., 1905, and Ph. D., 1910. Demonstrator in Chemistry, McGill University, 1905-08; Assistant in Chemistry, Barnard College, 1908-09; Fellow in Chemistry, Bryn Mawr College, 1909-10; present Research Fellow in Chemistry, Bryn Mawr College.

## RESIDENT FELLOWSHIPS OF THE VALUE OF \$525

*Greek.* Frances D'Arcy Thompson of Galway. B. A., Royal University of Ireland, 1904, and M. A., 1907; Girton College, Cambridge, 1903-06; First Class in Classical Tripos, 1906; Reader in Latin, Bryn Mawr College, 1910-11.

*Latin.* Grace Gertrude Goodrich of Ripon, Wisconsin. A. B., Ripon College, 1906, and A. M., 1907. American School of Classical Studies in Rome, 1909-10; University of Wisconsin, 1910-11.

*English.* Frances Allen Foster of Providence, R. I. A. B., Brown University, 1909. Graduate Scholar in English, Bryn Mawr College, 1909-11.

*German.* Nomination deferred.

*Romance Languages.* Ruth Lansing of Roxbury, Massachusetts. A. B., Radcliffe College, 1908, and A. M., 1909. Instructor in French and Spanish, Wells College.

*Economics.* Lorinda Perry of Melvin, Illinois. A. B., University of Illinois, 1909, and A. M., 1910. Radcliffe Fellow, Women's Educational and Industrial Union, Boston, 1910-11.

*Philosophy.* Angie L. Kellogg of Hasbrouck Heights, N. J. A. B., Vassar College, 1903, and A. M., 1904.

*Mathematics.* Gertrude Iona McCain of Delphi, Indiana. A. B., Indiana State University, 1908. Teaching Fellow in Mathematics, Indiana State University, 1910-11.

*Physics.* Helen Turnbull Gilroy of Philadelphia. A. B., Bryn Mawr College, 1909. Graduate Student and Student Assistant in Physics, Bryn Mawr College, 1910-11.

*Chemistry.* Vernethe L. Gibbons of Albany, New York. A. B., Mount Holyoke College 1897; M. Sc., University of Chicago 1907.

*Biology.* Ruth Jennings Stocking of Flushing, Ohio. A. B., Goucher College, 1910. Graduate Student, Johns Hopkins University, 1910-11.

## BRITISH SCHOLARSHIPS

Esther Davis of Tipton, Staffordshire. B. A., University of Birmingham, 1909.

Eleanor Shipley Duckett of Frome, Somerset. B. A., University of London, 1902 and M. A., 1904. Girton College, Cambridge, 1908-11; Classical Tripos, 1911.

Ethel Maud Poulton of Great Bridge, Staffordshire. B. Sc., University of Birmingham, 1910.

Clara Beatrice Starkey of Walsall, Staffordshire. B. Sc., University of Birmingham, 1910.

Ellen Marguerite Tuckey of Dublin, Ireland. B. A., Trinity College, Dublin, 1907.

## GERMAN SCHOLARSHIPS

Marie Rehder of Berlin, Germany. Student of Economics, University of Berlin, 1910-11.

Margarete von Stammer of Berlin, Germany. Student of Philosophy, Universities of Bonn and Berlin, 1909-11.

## FOUNDATION SCHOLARSHIP

Margaret Ames Gifford of Providence, R.I. A.B., Wellesley College, 1910.

## GRADUATE SCHOLARSHIPS

*Greek.*

Angela Darkow of Philadelphia of the Class of 1911, Bryn Mawr College.

Mildred Hardenbrook of Poughkeepsie, N.Y. A.B., Vassar College, 1908, and A.M., 1909.

Caroline Millard Morton of Providence, R.I. A.B., Brown University, 1910.

Louise Elizabeth Roberts of Philadelphia. A.B., Bryn Mawr College, 1908. Graduate Student, Bryn Mawr College, 1910-11.

*Latin.*

Margaret Doolittle of Mount Vernon, N. Y. Of the Class of 1911, Bryn Mawr College.

Margaret Louise Head of Madison, Wisconsin. Of the Class of 1911, University of Wisconsin.

Margaret Brown O'Connor of St. Louis, Missouri. A.B., Washington University, 1908, and A.M., 1910.

*English.*

Marjorie Joyce Bayes of Wauseon, Ohio. Of the Class of 1911, Miami University.

Emily Maltby Bird of Chester, Pa. A.B., Swarthmore College, 1909; A.M., University of Pennsylvania, 1911.

Louise Baggott Morgan of Providence, R.I. A.B. and A.M., Brown University, 1907. Graduate Scholar in English, Bryn Mawr College, 1907-10.

Constance Miriam Syford of Lincoln, Nebraska. A.B., University of Nebraska, 1909. Graduate Scholar and Fellow and Assistant in English, University of Nebraska, 1909-11.

Corinne Wendel of Brooklyn, N. Y. A.B., Adelphi College, 1909. University of Wisconsin, 1910-11; A.M., University of Wisconsin, 1911.

*Semitic Languages.*

Louise Pettibone Smith of Winchester Centre, Conn. A.B., Bryn Mawr College, 1908. Associate in Greek and Latin, Hardin College, Mexico, Mo., 1910-11.

*History.*

Marie Josephine Carroll of Columbus, Ohio. A.B., Ohio State University, 1909, and A.M., 1910. Graduate Scholar in History, Bryn Mawr College, 1910-11.

Caroline Mary Lewis of Catskill, N. Y. A.B., Cornell University, 1903. Teacher in High School, Flint, Mich., 1903-05; Private Tutor, 1905-09; Graduate Student, Cornell University, second semester, 1908-09 and 1910-11.



*Economics.*

Ethel Bright Ashford of London, England. A.B., University of London, 1906. Woodbrooke College and University of Birmingham, 1908-09; London School of Economics, 1909-10; British Scholar, Bryn Mawr College, 1910-11.

Margaret Dismorr of Harrow, England. Newnham College, University of Cambridge, 1907-10. Mediaeval and Modern Languages Tripos, 1910; British Scholar, Bryn Mawr College, 1910-11.

*Susan B. Anthony Memorial Scholar in Political Theory.*

Mary Merrick Goodwin of Philadelphia of the Class of 1909, Bryn Mawr College. Teacher of Latin and Mathematics in Bryn Mawr Preparatory School for Boys and Girls, Bryn Mawr, 1910-11.

*Philosophy.*

Irene W. Sylvester of Passaic, N. J. Class of 1911 of Mount Holyoke College.

*Psychology.*

Marie Gertrude Rand of Brooklyn, N. Y. A.B., Cornell University, 1908. Graduate Scholar in Psychology, 1908-09; Fellow in Philosophy, 1909-10 and Fellow in Psychology, 1910-11, Bryn Mawr College.

Margaret Avelette Calfee of Texas. Class of 1911 of the University of Texas.

Marion Almira Bills of Allegan, Michigan. A.B., University of Michigan, 1908.

*Mathematics.*

Mary Gertrude Haseman of Indiana. B.A., Indiana University, 1910. In charge of Mathematics Department, Vincennes University, 1910-11.

*Physics.*

Emily E. Howson of Philadelphia. A.B., Bryn Mawr College, 1910.

*Chemistry.*

Minnie Almira Graham of Lockport, N.Y. A.B., Mount Holyoke College, 1900. M.A., University of Michigan, 1906. Professor of Chemistry, Lake Erie College, 1907-10; Fellow in Chemistry, Bryn Mawr College, 1910-11.

Helen Tredway of Dubuque, Iowa. Class of 1911 of Bryn Mawr College.

*Biology.*

Clara Langenbeck of Cincinnati, Ohio. B.S., University of Cincinnati, Ohio, 1895. Fellow in Biology, Bryn Mawr College, 1895-96; President's European Fellow, Bryn Mawr College, 1896-97; Student, University of Marburg, 1896-98.

## UNDERGRADUATE SCHOLARSHIPS

*The James E. Rhoads Junior Scholarship.*

Marion Dorothea Clinton of Portland, Oregon. Prepared by Lincoln High School, Portland, and by Portland Academy, Holder of the First Bryn Mawr Matriculation Scholarship for the Western States, 1909-10. Group, Greek and Latin.

*The James E. Rhoads Sophomore Scholarship.*

Mildred Haenssler of St. Charles, Missouri. Prepared by the High School, St. Charles, Missouri.

*The Maria Hopper Sophomore Scholarship.*

Helen Reed Kirk of Philadelphia. Prepared by the Combined School, Germantown, and by the Girls' High School, Philadelphia.

Elizabeth Braley of Concord, Massachusetts. Prepared by the High School, Concord.

*Additional Maria Hopper Scholarship.*

Dorothy Wentworth Skerrett of Philadelphia. Prepared by the Girls' High School of Philadelphia. Holder of Second Bryn Mawr Matriculation Scholarship for Pennsylvania and the Southern States.

*The Mary E. Stevens Scholarship.*

Marjorie Frances Murray of Delhi, New York. Prepared by the Delaware Academy, Delhi, and by St. Agnes School, Albany, N. Y. Holder of the Maria Hopper Scholarship, 1910-11.

*Special Scholarship.*

Pauline Ida Clarke of New York City. Prepared by the Balliol School, Utica, N. Y. Holder of the James E. Rhoads Sophomore Scholarship, 1909-10, and the James E. Rhoads Junior Scholarship, 1910-11. Group, English and German.

*The Maria L. Eastman Brooke Hall Memorial Scholarship.*

Norah Cam of England. Prepared by private tuition.

*Anna M. Powers Memorial Scholarship.*

Zelda Madison Branch of Kansas City, Missouri. University of Texas, First Semester, 1906-07; University of Nebraska, 1907-09. Group, Philosophy and Physics.

*Thomas H. Powers Memorial Scholarship.*

Josephine Chapin Brown of St. Paul, Minnesota. Prepared by the Ogdensburg Free Academy and by the Balliol School, Utica, N. Y. Student at Bryn Mawr College, 1906-1908; Holder of the Maria Hopper Scholarship, 1907-08; Teacher of Latin in Mrs. Barker's School for Girls, St. Paul, Minn., 1910-11.

*The Elizabeth Duane Gillespie Scholarship in American History.*

Mary Bogue Alden of the Class of 1912. Group, History and Economics.

Edna Margaret Potter of the Class of 1913. Group, History and Economics.

*The George W. Childs Essay Prize.*

Marion Delia Crane of Providence, Rhode Island. Prepared by the High School, Abington, Mass., and by private tuition. Holder of the James E. Rhoads Sophomore Scholarship, 1908-09; holder of the James E. Rhoads Junior Scholarship, 1909-10.

*The Mary Helen Ritchie Memorial Prize.*

Marion Delia Crane of Providence, Rhode Island.

*Special Scholarship for Study at the Woods Hole Laboratory, Summer, 1911.*

Marjorie Frances Murray of Delhi, N. Y. Class of 1913.

## ALUMNAE SUPPER SPEECHES

[Some of the speeches delivered at the Alumnae Supper have been refused publication by their authors; the stenographic reports of others have never been received back with the authors' corrections. Inasmuch as the *Quarterly* has now waited seven weeks for these last, it seems best to go to press without them.]

## MISS FOWLER

*Madam President, Members and Guests of the Alumnae Association:*

It gives me great pleasure to see so many here tonight. When we met last year we had just completed the raising of the endowment fund. The raising of money now is just as hard as it was a year ago. I hope very much that every one who is here tonight will constitute herself a missionary for the raising of money for the college so that our next one hundred thousand dollars need not be very far off. I am sure that class collectors have wished this to be the case, and whenever I see so many alumnae together I also wish to emphasize it. There are many smaller needs of the college which are important but the endowment fund is most important.

The other matter about which I want to speak concerns us not merely as Alumnae of Bryn Mawr College but as college graduates who are interested in the advance of college women economically. This is the establishment of an employment agency for college women in New York City. This has been planned and almost organized in New York. It aims to acquaint college women with the different fields of employment open to them and to bring together college women and those who wish to employ them. It is a matter that deserves the support of every one who is interested in colleges and the establishment of such an agency in New York makes it available to many people.

## MR.. OTIS SKINNER

*Madam President, Members and Guests of the Alumnae Association:*

I am glad to have my vision directed to higher things as it undoubtedly has been today. I feel that the five years' residence which has been vouchsafed to Mrs. Skinner and myself in this charming and delightful place has been rewarded in our being permitted to come into touch with the ideals, life, charm, and power which have existed and exist today on this campus. I can not give my impressions of this college in the five minutes allotted to me.

The last few weeks of my residence here have been devoted very largely in making a play. I found in making this play that I was embodying in the leading character all the glories of valor, charm, and romance that could be crowded into the compass of one stage puppet, but since this play was written in the shade of Bryn Mawr I found that my hero instead of growing was shrinking and that the possibilities of my heroine became endless. My understudy declared to me that "all was not lost," and since it was impossible to do anything here he has taken the play to Rhode Island and there in the protecting shadow of Brown University we can shape a hero of



power and charm. I have come to the conclusion that if I am to make any more plays I shall have to make them far from this centre of attraction.

The occasion tonight is one of unusual enjoyment to me. I have been uplifted by the events of today. We shall always look forward with pleasure to our residence here and hope to see many Commencements.

MISS WALKER

*Madam President, Members and Guests of the Alumnae Association:*

In replying to the very kind words of your Toastmistress, I can only say, with the Irish alderman, "Gentlemen, I'm delighted to be amongst your midst." During the past few weeks we have been saying farewell to every one and everything possible, and it is a pleasure to find at the end of it all a welcome awaiting us. In return I know I can promise the Alumnae Association the loyal support of the Class of 1911. We hope that you will find in us, not what were referred to this morning as "high-minded nuisances" but efficient and capable helpers.

DR. BROWN

It is a great pleasure, I assure you, and I feel it to be a great honor also, to have the opportunity of meeting here on this occasion the members of the Alumnae Association of Bryn Mawr College. I was in some doubt as to the reason I had been thus honored, until the Toastmistress explained to me a few moments ago, that this was the custom whenever a member of the faculty was leaving Bryn Mawr or going on a leave of absence. This being the case, I have already begun to taste the first-fruits of my Sabbatical year.

In a woman's college there is unfortunately little opportunity for the men of the faculty to come into association with the alumnae. Our part consists chiefly in the making of alumnae; after they receive their degrees they go their way and we see but little of them. Hitherto about the only direct and permanent association between the men of the faculty and the alumnae has come about by way of marriage. In my own case, I have in mind another method of establishing direct relations with the Bryn Mawr Alumnae Association. Within the past few days our daughter has been taking her preliminary examinations for entrance into Bryn Mawr College. She is by no means sure that she has passed them and I can give her no assurance on that point, but if she does pass them, and succeeds next year in passing her still more formidable final examinations, she will be well started on her way toward membership in your Association. This will be, I think, the first case in which Bryn Mawr College has received within its walls the daughter of a member of its own faculty, but I hope it will not be the last.

In choosing the college for our daughter's education we have not selected Bryn Mawr merely because it chances to be at our door, or because it is the college with which I am connected. Rather it is because, of all the colleges open to women, Bryn Mawr offers, in our judgment, the largest opportunities and the most thorough training. And as a member of the faculty I am glad to have opportunity thus to give example of the confidence which we feel in the standards and the ideals for which this college stands.

The maintenance of these standards and ideals, now, is the common concern of the faculty and the alumnae, and I wish to use the few moments that are allotted to me to emphasize the importance of coöperation between alumnae and faculty in accomplishing this task. The faculty knows very well the generous share which has been taken by the alumnae in the task of strengthening the financial foundation of

the college. We rejoice with you at the success which crowned your labors for the endowment fund; and I take this opportunity to assure you the faculty appreciates deeply the spirit of loyalty and unselfish devotion which has always characterized your attitude toward the college.

As a consequence of your labors toward the endowment fund there must naturally come to you an enlarged sense of proprietary interest in the college. This interest no one will deny to you. Indeed, the growth of this vested interest on the part of the alumnae becomes in itself an increasing source of the college's strength and the assurance of its future.

But I wish here to call attention to the fact that the faculty likewise has a certain sense of proprietary interest in the college. This statement at first, no doubt, appears less obvious, for one does not expect to find the names of the faculty in the lists of donors. Even their connection with the college is not in most cases permanent, though the transiency of their terms of service has, I think, been exaggerated. Yet the fact that the instructor in the college is free to change to pastures new seems to speak against the permanence of his interest in the institution. With the alumnae, on the other hand, no such transfer of allegiance is possible; once an alumna, always an alumna.

But from another point of view, the instructor makes a real and permanent investment in the college which he serves. While others contribute gold and silver, he gives of his life. The term of his service may be longer or shorter, but its average length distinctly exceeds the four years which the undergraduate spends at college. Moreover, the years which he gives are usually the years of his best productive vigor. Though he afterwards change his residence, he cannot take these years with him. His service to the college thus represents a permanent investment of vital energy. And having made this investment he cannot be indifferent to the college's progress. Such relations can never be reduced to economic terms without degrading at once the instructor and the college. The true teacher puts into the college for which he labors the best of himself. He is not merely in the employ of the college; he is himself a part of the college.

We are brought thus to recognise the truly coöperative relationship which should exist between the alumnae and the faculty. If Bryn Mawr means to you a gracious inspiration gained here in former days, to the instructor it means an institution into which he has put a share of himself. I say, this is the relationship which should exist, and I believe further that it actually does exist. Otherwise, Bryn Mawr College could never have won the success which it has achieved. And it is through the cultivation of this spirit of coöperation that we may hope to realize our ideals for the college.

Speaking on behalf of my colleagues of the faculty, I would assure you, the loyal daughters of the college, that we accept as a trust the responsibility laid upon us of upholding the traditions of Bryn Mawr. We are prepared to spend our strength generously in furthering its progress. In a word we understand our task to be not merely to work for the college but to work *with* the college. And we believe that your labors and ours, undertaken in this spirit, will be crowned in the coming years with constantly higher achievement and success.

[President Thomas' speech, received too late for insertion here, will be found on page 90.]

## IN MEMORIAM

Anna Huidekoper Clarke died of peritonitis at the Faulkner Hospital in Boston on Sunday, May 21, 1911. Her death was a great shock to all her friends, as she had been ill only four days and few had even heard of her illness. It is particularly difficult to associate death with her at all. She was always so strong and vigorous, so energetic and alive in every way—in fact, she had hardly known a day's sickness in the whole course of her twenty-seven years.

Bryn Mawr never had a more devoted supporter nor the class of 1905 a more loyal member. Her unflagging interest and generosity were known to all who had any cause to further. Whether it were the Endowment Fund or merely a hockey game or evening meeting, she was never appealed to in vain. Her college years and associations were extremely happy ones. After Freshman year she was needed at home, but was able to return for Senior year, into the activities of which she entered with renewed zest. Every phase of college life interested her deeply—academic work, athletics, and the social and religious sides. While not a brilliant student, her faithful and conscientious work achieved good results—she received high marks and everything that she studied became a part of her very self. This was true of everything she did throughout her life; she was always working at something and she always threw her heart and soul into whatever it might be. One of the winters at home was given up to pursuing a course in district nursing, another to becoming an expert typewriter, and to these occupations and all her philanthropic undertakings she devoted her whole self. Her nature was one of self-effacement; she had no ambition to be a leader but was all eagerness to follow the lead of others. She preferred to play the part of "the man behind the gun," but when more was expected of her, she displayed both initiative and marked executive ability. Under no circumstances did a thought of herself ever cross her mind. Unselfishness, faithfulness, and enthusiasm were perhaps her most prominent characteristics.

Outside of college her life was an unusually full one. She made a home for her father and brother and devoted herself in every way to them, entering heartily into all their interests and pursuits. As a family they are fond of all outdoor things and especially of riding and driving. Anna herself was an expert horsewoman. She loved all animals intensely, her horses above all. The wealth of affection in her nature was the natural outcome of a strong religious faith.

"He prayeth best who loveth best  
All things both great and small."

Indeed in the depth and sincerity of her spiritual life and its outer manifestation in the thousand little acts of practical daily living, in short, in all her life of high-minded altruism, she was a true disciple of her distinguished grandfather, James Freeman Clarke. The Unitarian Church which owes so much to him had in her an ardent and active supporter. She was a visitor and regular worker for the Associated Charities of Boston and served as a director of two large charitable institutions, in both cases one of the youngest members of the Board. Besides this her private enterprises were innumerable, and to all who crossed her path and needed her she gave unstintingly—money, time, and strength—in short, of her own self.

Silent and pathetic testimony was given to this by the gathering at the funeral services in King's Chapel—a gathering which for many an older person would have been noticeable and for one so young was truly remarkable. All ages were represented, for although she cared nothing for society as such, and rarely was away from



home even over night, she had an unusually wide circle of friends and her loyal devotion to them and hospitality to all were well known. There were elderly relatives whom she visited with faithful regularity. There were girls whose only vacations and pleasures came through her, to whom her sympathy and friendship meant the best in their cramped lives. There were entire families of poor persons, and broken-hearted servants, to all of whom she had given assistance, sympathy, and happiness in hundreds of ways. One poor woman was waiting when the church doors were opened. "Is this where the services for Miss Clarke are to be?" she asked, and added, "I should like to stay. She was a friend of mine." It was so, rich and poor alike knew her as a friend, quick in her understanding and warm in her sympathy. There was a girl whom she took away each summer to her own farm—that same far-famed stamping-ground of 1905!—providing her with fresh air, nourishing food, some light occupation and remuneration, thereby rescuing her from the clutches of tuberculosis. Anna had put her through a course in stenography and each fall would find her a good position. Then there was a girl who had come from the country to earn her living in Boston. Anna happened to hear of her, that she was drifting without an anchor and in danger of falling into bad hands. She immediately called upon the girl, got her a room at the Y. W. C. A. and a position in a good office, and regularly every week of the entire winter saw her and made a friend of her. Thanks to these efforts the girl is well launched in the right direction. These are but instances of what Anna was constantly doing; it is impossible to set down adequately the record left behind her of a Christian life in its highest and truest meaning of love and self-sacrifice.

H. P. K. and E. L. A.

#### IN MEMORIAM

A. H. C.—1884-1911

A friend to all who stood in need  
Constant, staunch, and loyal;  
A soul whose sterling worth shone forth  
In sacrificial service.

A heart whose untold wealth of love  
Her friends relied on ever;  
A child-like nature, crystal clear,  
Sincere in its devotion.

Where some have faltered, she stood firm  
Nor wavered in her purpose  
To ever lead a Christ-like life  
Of noblest endeavor.

With those whose lives her spirit touched  
It always will remain,  
Transcending earthly joy and pain  
To hope for life eternal.

## NEWS FROM THE CLUBS

### NEW YORK

There were fifty-three alumnae at the annual dinner on Friday evening, March 31. Instead of having regular speeches by invited speakers as is the usual custom, the committee decided to have rather informal "stunts" by various alumnae. There was a "dramatette" by Mrs. Edwin Jarrett (Cora Hardy, '99) and the Misses Andrews; some very entertaining monologues by Miss Jessie Miller, ex-'01; and some charming dancing by the Misses Andrews.

Thursday afternoon, March 30, Helen Sturgis, '05, and Anna Clarke, ex-'05, held a sale at the club for the benefit of the Bryn Mawr Infirmary. Miss Sturgis is agent for the Muskegon stockings and had every variety on view, and sold and took orders for a great many. Miss Clarke had some very attractive children's clothes and a variety of fancy work.

The club has begun a series of afternoon and evening entertainments, which are proving interesting. The first, on Friday afternoon, March 3, was a talk by Miss Bertha Rembaugh, '97, a practising New York lawyer, on Clause 79 of the Page Bill. On Tuesday evening, March 21, Monsieur de Parenty read "Le Roi" before a number of the club members and their friends, and was exceedingly entertaining.

Upwards of fifty Bryn Mawrtyrs, organized by the club, walked in the Suffrage Parade on the afternoon of May 6.

### BOSTON

The annual election of officers for the Boston Bryn Mawr Club was held at the clubroom, 40 Commonwealth Ave-

nue, on Tuesday, April 4. The officers for the following year are: president, Marjorie Young, '08; vice-president and treasurer, Sylvia Scudder Bowditch, '01; recording secretary, Emily Blodgett, ex-'05; corresponding secretary, Cynthia Wesson, '09; director, Mary Richardson Walcott, '06.

The last tea of the year was held on Thursday, June 1, at the clubroom, to meet the sub-freshmen, whose examinations began the following day.

The annual luncheon, which was to have been held on May 27 at the house of Elizabeth S. Sergeant, '03, and at which President Thomas was to have spoken, was given up on account of the death of Anna Clarke, ex-'05.

### PHILADELPHIA COLLEGE CLUB

The Philadelphia College Club, having found the house at 1524 Locust Street, which it has leased for three years, quite inadequate, is taking steps to buy a property and move itself before next autumn into more convenient quarters. The house under consideration is of the colonial period and very centrally located. Bryn Mawr members feel that the club is fortunate in having as president Elizabeth B. Kirkbride, '96, who is managing the financial problems necessitated by the fact that the club has a small membership and not much ready money. Any Bryn Mawr alumnae or former students who expect to be in Philadelphia and would like to have the use of the house will be made welcome, if they will secure cards of introduction from Mrs. William H. Collins, Haverford, or Miss Martha G. Thomas, Bryn Mawr College, both members of the House Committee.

## NEWS FROM THE CLASSES

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr students everywhere would constitute themselves regular contributors to it.

## 1889

Catherine Bean Cox attended Bryn Mawr Commencement this year, coming all the way from Honolulu to do so.

Mrs. Cox has a son who has just completed his Freshmen year at Leland Stanford.

## 1892

Helen Robins sailed for Italy on June 5, intending to spend July in Siena and to be at home in Mt. Airy, Pennsylvania, by September 1.

Helen Clements Kirk (Mrs. Edward C. Kirk), with her husband and children, is spending the summer in Oxford.

## 1893

Bertha Haven Putnam is planning to spend July with Mr. and Mrs. Frederick Saunders (Grace Elder), at their camp in the White Mountains.

Nellie Neilson, has obtained leave of absence for the second semester of next year. She expects to spend the semester in Oxford at work on a fourteenth century manuscript.

## 1896

Ruth Furness Porter (Mrs. James F. Porter) is to take a camping trip in the Canadian Rockies this summer.

## 1897 and 1898

Mary Campbell recently took an active part in a school board election in West Orange and succeeded in getting her candidates elected, even though she had no vote.

Frances Arnold, ex-'97, and Mary Bookstader Knoblauch (Mrs. Charles E. Knoblauch), '98, were members of

the nominating committee of the Collegiate Equal Suffrage League of New York.

## 1900

Kate Williams, of Salt Lake City, sailed March 11 on the *Franconia* for Italy. She expects to be abroad three months.

## 1901

Helen Schiedt Woodward (Mrs. Horace A. Woodward) has a daughter, Margaret Helen, born January 19, 1911.

## 1902

Frances Adams Johnson has gone to Arizona to spend the summer.

Josephine Bates is spending the summer in New York teaching in a vacation school.

Helen May Billmeyer returns to Bryn Mawr next winter to teach Latin at the Baldwin School.

Jane Cragin Kay (Mrs. D'Arcy H. Kay) has taken a house near Tunbridge Wells for a year. Her address is Broomlands, Langton, near Tunbridge Wells, England. Anne Todd expects to spend the summer with her in England.

Jean Crawford and Anne Todd asked the Philadelphia members of 1902 to tea on May 13. Helen Billmeyer, Ethel Goff, '03, Edith Orlady, Anne Shearer Lafore, May Yeatts Howson, ex-'02, were present.

Elizabeth Plunkett Paddock (Mrs. Brace Whitman Paddock) has a son born on February 11.

Edith Totten will spend the month of July traveling in England; then she expects to go to Normandy, Brittany, Tours, and home by way of northern



Italy, reaching Washington the middle of November. Her address is care of Brown, Shipley and Company, 123 Pall Mall, London, England.

Eleanor Wood went to Albany, on February 22, with the N. Y. Association Opposed to Woman's Suffrage.

Helen Stewart, ex-'02, has announced her engagement to Rev. Edwin Huyler of Syracuse, New York. She is to be married on June 21, at Auburn, New York.

## 1903.

Louise Atherton Dickey (Mrs. Samuel Dickey) has taken a house at Oxford, Pennsylvania, for the summer.

Rosamond Allen, ex-'03, was married at her home in Boston on May 18, 1911, to Dr. David J. Evans, of Montreal.

Christina H. Garrett is to spend the summer traveling in Europe.

Anna Phillips Bolling (Mrs. Raynal C. Bolling), ex-'03, with her husband and children, is visiting her brother, William Phillips, in London.

Doris Earle and Charlotte Morton, ex-'03, have been traveling together in California during March and April.

The friends of Lois Meta Wright have founded a memorial to her in the Greek Department. The money is invested and the income is to be used each year to buy books for the Greek Department.

Constance Leupp went to Albany, on February 22, with the New York Association Opposed to Woman's Suffrage.

## 1904

Sara Briggs Logan (Mrs. Donald B. Logan), ex-'04, took a trip to Bermuda with her mother in March, and spent about a month there.

Mary Rankin Hollar, ex-'04, was married in Philadelphia, on Saturday, June 3, to Mr. John C. Luox.

## 1905

Margaret Bates will be in Washington, D. C., next winter, teaching in the Holten-Arms school.

Lydia Moore Bush (Mrs. Henry T. Bush) died on February 17, 1911. Her baby, Henry Tatnall Bush, Jr., survives.

Margaret Nichols Hardenbergh (Mrs. Clarence M. Hardenbergh) is leaving Minneapolis in July to live in Kansas City, where Mr. Hardenbergh will be manager of the Southwestern Milling Company.

Mrs. John F. Dammann (Isabel Lynde) spent part of the month of March visiting her mother in New York City.

Margaret Thurston, who has been this winter in Germany and Austria, has been spending some time in Vienna and Budapest.

Sara Barney, ex-'05, was in New York from February 15 till the latter part of March. She spent part of the time at the Bryn Mawr Club.

Frances Hubbard spent the month of February on a cruise to the West Indies, Panama, and the northern part of South America.

Alice Jaynes recently managed a very successful annual meeting of the Consumers' League of New Jersey at Trenton, with Gov. Woodrow Wilson of New Jersey, Mrs. Florence Kelly, and Mr. John Spargo of New York as speakers. Miss Jaynes is now interested in obtaining half-holidays on Saturdays during July and August in various New Jersey shops and factories.

Amelia Montgomery has announced her engagement to Mr. Douglas Carter, a graduate of Leland Stanford University.

Anna Huidekoper Clarke (ex-'05) died suddenly at the Faulkner Hospital, Jamaica Plain, on May 20, 1911, of peritonitis. She had been ill less than a week.

Carla Denison Swan (Mrs. Henry Swan), has a second daughter, Edith, born in Denver, Colorado, in April.

Everyone interested in the new infirmary for which 1905 has been working will be glad to know that the fair given in March at Eleanor Little Aldrich's house

in Boston netted over six hundred dollars.

Louise Marshall has returned home, having spent the winter in the East. She plans to go with her family this summer to Sugar Loaf, New Hampshire.

Nathalie Fairbank Bell (Mrs. Laird Bell), has taken a house in Winnetka, Illinois for the summer.

#### 1906

Edith Durand has announced her engagement to Mr. Gilbert McCall of Winnipeg, Canada.

Mariam Coffin has announced her engagement to Mr. Ward M. Canady of New Castle, Indiana. Mr. Ward is a Harvard graduate of the Class of 1907.

Ida Garrett is engaged to Mr. J. Prentice Murphy of Philadelphia.

Marian Houghton is engaged to Mr. Stephens Thompson Mason of Detroit.

Margaret Scribner, ex-'06, was married in New York, June 3 to Mr. Harry L. Grant of Chicago.

Helen Sandison took her Ph.D. at Bryn Mawr, June 8, 1911. The subject of her thesis was *The "Chanson d'Adventure" in Middle English*.

Caroline Richards was married on April 29, 1911, at Manson, Iowa, to Mr. Thomas McKnight.

Maria Smith is staying at Low Buildings for the month of June.

The quinquennial reunion supper of the class was held at Rockefeller Hall, Tuesday, June 6.

Those present at the 1906 Quinquennial Reunion were: Louise Cruice, Ethel Bullock Beecher, Elsie Biglow Barber, Mariam Coffin, Marjorie Rawson, Alice Lauterbach, Anna MacClanahan Grenfell, Alice Stanwood, Lucia Ford, ex-'06, Anna McAnulty, Mary Richardson Walcott, Adelaide Neall, Minerva Lepper, Margaret Coyle, Mary Quimby, Esther White, Grace Wade Levering, Ethel Pew, Maria Smith, Beth Harrington, Jessie Hewitt, Dorothy Congdon, Marion Houghton, Helen Sandison, Anne

Pratt, Mary Whittington, Adelaide Evans, ex-'06, Ida Garrett, Edith Durand.

#### 1907

Marian Bryant and her sister Elsie, '08, have gone abroad for the summer.

Katharine Kerr has finished her probation period in the Nurses' Training School of the Presbyterian Hospital, New York.

Justina Lorenz was married April 16, 1911, to Rev. John Balmer Showers.

Ellen Thayer, who has been abroad for several years and who during the past year has been studying at the Sorbonne, returns in August, and will teach in Denver next winter.

Eleanor Ecob has been spending the winter at Bisbee, Ariz., with Mrs. Max Roesler (Alice Baird, ex-'07).

Gabriella Brooke Peters was married in April to Mr. John Church.

Katharine Reed, ex-'07, was married on April 24 to Mr. John Frazer of Pittsburgh.

A new shop planned for those interested in buying goods made under fair conditions for the workers has been opened at 4 West 28th Street, New York. Underwear, tub and lingerie dresses, silk waists, kimonos, bathing-suits, shirt-waists, petticoats, etc., are sold, all bearing a label guaranteeing good conditions for those who made them. The shop is incorporated, the President of the corporation being Carola Woerishoffer. All Bryn Mawrtys and their friends are urged to patronize this shop. The articles are sold at extremely reasonable prices.

#### 1908

Melanie G. Atherton has returned from her winter in Italy.

Louise Congdon Balmer (Mrs. Julius Balmer), has a daughter, Louise Congdon Balmer, 1908's class baby, born April 21.

Anna M. Dunham has returned from her western trip.

A play written by Helen Dudley, "The Winged Shrine," was given in the Dudley Studio before a large audience. The actors were Katharine Dudley, ex-'02, Dorothy Dudley, '04, and Margaret Ayer Barnes (Mrs. Cecil Barnes), '07.

Louise Foley has returned to St. Paul after visiting in the East. She visited Louise Milligan, Theresa Helburn, Martha Plaisted, Anna Platt, '09, and Margaret Copeland.

Myra Elliot is substituting as business manager of the college in place of Mr. Warden, who resigned about a month before Commencement.

Mary Stevens Hammond, ex-'08 (Mrs. Ogden H. Hammond), spent two months abroad in the early spring.

Adelaide Case returned April 1 from a trip to Cuba.

Nellie Seeds Nearing (Mrs. Scott Nearing), expects to spend the summer traveling in England and Scotland. Her thesis for her Ph.D., which she is writing jointly with Dr. Nearing, will be published in the autumn, under the title of "Women and Social Progress."

Theresa Helburn had a poem in the *May Century*.

Josephine Proudfit Montgomery (Mrs. Dudley Montgomery), has returned from her wedding journey on the Continent.

Martha Plaisted, Louise Carey, ex-'08, Louise Foley, Grace Woodelton, Dorothy Dalzell, Margaret Lewis, and Florence Lexow marched in the Suffrage Parade in New York. Florence Lexow made a speech after the parade.

Mary Kirk Waller made a long visit to Caroline McCook Morgan (Mrs. John Junius Morgan).

Anna Welles went on a trip to Turkey and Greece this spring. This winter she has been on the Board of Management of the Student Hostel in Paris. She has also given several talks on travel to French working girls.

## 1909

Katherine Ecob and Georgina Biddle have gone to Bisbee, Arizona, to join Eleanor Ecob, '07.

Emilie Packard, ex-'09, was married to Sydney Martin Harrison on May 20.

Fannie May Witherspoon and Tracy Mygatt have been tutoring in Bryn Mawr this winter.

Shirley Putnam has gone to North Haven, Maine, for the summer.

## 1910

May Putnam has gone to Lake Shore for the summer. She will not return to Washington next winter, but will take the medical course at the Johns Hopkins.

## CLASS COLLECTIONS 1911

JUNE 7, 1911

Class '89.....	\$136.00
Class '90.....	Not heard from
Class '91.....	\$184.00
Class '92.....	Not heard from
Class '93.....	\$ 98.00
Class '94.....	32.00
Class '95.....	50.00
Class '96.....	304.00
Class '97.....	151.00
Class '98.....	81.00
Class '99.....	93.04
Class '00.....	132.00

Class '01.....	Not heard from
Class '02.....	\$25.00
Class '03.....	Not heard from
Class '04.....	\$288.90
Class '05.....	Not heard from
Class '06.....	\$62.00
Class '07.....	\$11,291.40
Class '08.....	193.50
Class '09.....	30.00
Class '10.....	133.50
Ph.Ds.....	31.00
Total.....	\$13,316.34

J. B. HAINES,  
Treasurer



## ADDRESS OF PRESIDENT M. CAREY THOMAS AT THE ALUMNAE SUPPER

[See note on page 82]

I am glad to see by your greeting that you are as glad to welcome me back from my winter in Egypt as I am to be among you again. It is necessary, and not altogether undesirable, for those of us who live in a rarefied college atmosphere like Bryn Mawr to get away sometimes in order to appreciate how much our Bryn Mawr world differs from the world outside, and most of all perhaps from the ancient Egyptian world. We are in danger of forgetting outside standards, like Professor Barton's little girl of five years old who has been brought up on the college campus in the midst of our little world of women scholars and students. The other day when her mother told her to be quiet so as not to disturb her father's studies she answered scornfully: "Father cannot study. He is only a man." As I look round the Pembroke dining room at this body of Bryn Mawr alumnae and contrast you with the veiled Egyptian women of the harems, or the unveiled Egyptian peasant women as unintelligent as the beasts of burden that share their mud huts, or with the idle rich women of America, England, and the continent who throng the Egyptian hotels, I realize afresh how unique a product you are. Unlike our campus baby, who thinks all women and no men devote their lives to scholarship and study, my winter in Egypt has made me realize as never before that you and women like you are the most important contribution to civilization made by our century and by our native country. The splendid procession of the five thousand centuries before the Christian era as they unroll themselves before us in the tombs and temples preserved in the Egyptian deserts, past civilizations as they follow one another in prehistoric and historic times, have nothing to show like you.

This year perhaps more than in other years I have had the privilege of seeing the alumnae who have returned to their alma mater for commencement. Many of you came over to the Deanery on Tuesday afternoon and Dean Reilly and I had the great pleasure of meeting most of you for an hour on Wednesday morning in the English lecture room to talk over the college. I think, therefore, that as we have already talked of college matters I can best use the few minutes left me by the Pembroke clock in trying to give you some idea of the three or four impressions that stand out most clearly in my memory from my winter in Egypt. But before speaking of Egypt, which seems very far away indeed as I look at this radiant company of college women, as yet undreamed of in the ancient world, I should like to say that I am reminded by what Mr. Day has told us tonight of the wonderful new movement known as "efficiency business management" that I did not tell you yesterday, as I intended, that it is the earnest desire of the Alumnae Directors and myself, shared, I believe, by a majority of our Board of Directors, to introduce efficiency management as soon as possible not only into the business but also into the academic departments of the college. No one can be more jealous than I of undue interference with the purely intellectual side of scholarly work, but my administrative experience of twenty-six years has shown me that the waste of sheer intellect due to lack of business organization in the academic work of our colleges is enormous. We have tried to minimize this waste at Bryn Mawr by saving in every way possible the time of our faculty for purely scholarly work, but we need expert advice to enable us to go much farther in this direction. In the spring of 1910, one of your Alumnae Directors, Mrs. Anna Rhoads Ladd, and I, in company with several other trustees of women's colleges, had the privilege of spending a day at Chestnut Hill, at the house of Mr. Frederick W. Taylor, the inventor of efficiency

management, hearing him explain the general theory of business efficiency, and afterwards accompanying him to Philadelphia and seeing under his guidance the wonderful practical application of his system in the working of the Tabor Manufacturing Company which Mr. Taylor has reorganized, and transformed from a money losing to a money making business, paying much larger dividends to its owners and much larger wages to its workmen than usual. A few months later Mr. Morris Llewellyn Cooke, a follower of Mr. Taylor, the author of the Carnegie report on college physical laboratories, spent a morning in Boston explaining to the Collegiate Alumnae committee of women college trustees how efficiency management could be applied to college administration. These two conferences and all that I have read of its working have convinced me that Bryn Mawr should lead the way in this, as she has led the way in so many other reforms, and introduce efficiency management into all the departments of the college. If we—if you, our Alumnae,—had succeeded in obtaining gifts of one million dollars instead of one half-million dollars for endowment, I had hoped that \$5,000 a year for from three to five years, which is what I am told it would probably cost, could have been set aside in order to make it possible for Mr. Taylor and Mr. Cooke through their assistants to study our college organization and introduce into one department after another modern methods of efficiency management based on the results of actual experimentation. As no college has yet submitted itself to such a study, the methods must be worked out on the spot, and it would be at least five years before we could expect any financial return from this outlay. I am sure that Bryn Mawr Alumnae do not need to be told that financial returns, important as they are, are far less important than the other returns that we should expect. Under efficiency management we should have the satisfaction of feeling sure that every thing about the college was administered with the least friction in the best possible way, and that all intellectual effort put forth and all moneys expended brought the utmost possible return. Those of our students who were looking forward to business careers would see before them in the working of their Alma Mater a model of business efficiency. Other colleges that wished to introduce efficiency management—I believe all colleges must in time adopt it—could study its practical working at Bryn Mawr. I must confess to you that there will be needed not only money to meet the cost of introducing it but also the utmost candour and humility on the part of our faculty and college staff of administration and government. It is not easy to be shown our mistakes and be open minded enough to begin again and do accustomed things in an unaccustomed way. But I am confident that we can meet the test. We may, and often do, make mistakes at Bryn Mawr, but I have never yet known Bryn Mawr unwilling to do better as soon as she has been shown how.

From Mr. Taylor's efficiency management, as from the Bryn Mawr Alumnae themselves, it is a far cry to ancient Egypt, and perhaps almost as far to modern Egypt, although the business administration of the English has done wonders with an oriental people.

Miss Garrett and I were away from Bryn Mawr exactly four months and three days from shore to shore, and of this time we were in Egypt from January 2 to March 8. It was the most complete holiday that I have had since the college opened nearly twenty-six years ago, for I need not tell you that the work of a college president goes on just the same in summer as in winter even if the president herself is abroad to escape the hot weather. This holiday was made possible by the kindness of Professor Scott, Dean Reilly, and Dean Maddison, who performed my duties while I was away, and by the cordial coöperation of the Faculty.

The desert was, on the whole, the most wonderful single impression that I received. It is as overwhelming as the sea must be to those who have not grown up with it from

childhood. Brown and yellow and red the sands of the Arabian and Libyan deserts stretch away for miles along both banks of the Nile until they lose themselves in the crimson sands of the Nubian desert on the way to Khartoum. One's love for the desert grows from day to day and can be satisfied only by the desert itself. We never tired of driving or riding through it. All that poems and novels say about it is true. The great pyramid was my second great emotion. Banal as it sounds, it cannot be otherwise. The whole Sakkarah pyramid field, across the Nile from Cairo, is very wonderful and very beautiful, but the great pyramid itself is the most wonderful and beautiful of all. The Sphinx is at first disappointing. His face is battered out of all human semblance and his paws are covered with drifts of desert sand, but under the full moon the old splendour returns, and he is clothed again in prehistoric mystery. Perhaps the third deep impression was made by the sheer decorative beauty of the wall paintings of the tombs of the earliest dynasties. Preserved by the dry sands of the desert these paintings are as beautiful today as when the mummy was walled up with them six thousand years ago. It gives us pause to realize that decorative art has progressed so little in all these centuries of artistic effort. The strongest intellectual and spiritual impression I received in Egypt came from realizing the living belief of the Egyptians in immortality and the great debt of our religious conceptions to the old Egyptian ritual of six thousand years ago. The traveller in Egypt comes to believe that the Egyptians were the only people who really believed in life after death. They put Christian nations to shame. The main business of Egyptian life was elaborate, costly, and lifelong preparation for death. Egypt is full of splendid tombs and temples of the dead, and of the splendid dead themselves who lie in stately procession in the Cairo museum. One is brought face to face with death as nowhere else in the world.

On our return from Egypt we spent six days in Athens, five days in Constantinople and ten days in Sicily, all of which I had seen before. As I saw the Acropolis again under another full moon I realized afresh that for sheer beauty and inspiration and that transcendent quality of perfection which makes one's heart and intellect feel faint with delight tons of pyramids and acres of Egyptian temples and tombs cannot outweigh one small section of a single Pheidian column. I thought again, as I had thought when I saw it first in 1889, that the great basilica of Santa Sophia is the most beautiful building in the world. As I drove through the Sicilian landscape and saw its olives and its fruit trees in blossom against the background of the soft blue hills and sea I felt more clearly than ever before that wonderful and strange as are the Egyptian deserts Italy is our land of dreams. Egypt we visit once or twice in a life time; it is to Italy that we return again and again for sentiment and romance. And when finally I reached the green stretches of the Bryn Mawr campus and saw again our gray college halls inhabited by what I may venture, in speaking to Bryn Mawr Alumnae, to call the most carefully selected body of young women scholars in the world I felt that it was an even greater happiness than I had realized when I left four months before that my work lay among them. It seemed to me that it is our faith in true immortality that leads our generation not to build great cities of the dead but to train our living girls and boys in the learning of the past and present so that they may transform the future. This is true human immortality. You our graduates are the living temples of modern times.



# THE BRYN MAWR ALUMNAE QUARTERLY

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## THE STATUS OF A PROFESSOR IN GERMAN UNIVERSITIES

In an after dinner speech at a Bryn Mawr Alumnae Supper a year or so ago, Professor Weyhe, who was just then leaving Bryn Mawr to return to Germany, was asked to give his impressions of Bryn Mawr. Among other things he said:

"Universities are very democratic in a monarchy. A president is elected to serve for a limited term, and has no more power than would naturally attach itself to the executive office. In coming to this country I saw that universities are conducted on the monarchical system, the form differing from a constitutional government to what might be called absolutism. This of course was a puzzling thing to me."

The remarks were suggestive, and I decided to look up the question of government in German universities with the view of finding out what it is that makes them more democratic than ours. The best account of their government and financial status I found to be in the report entitled "*The Financial Status of the Professor in America and in Germany*," made by the Carnegie Foundation for the Advancement of Teaching, and published by them in 1908. The statistics relate to the years 1906 and 1907. The account of the organization of German universities I have condensed very much, but in some places, for the sake of clearness, have given it almost verbatim.

The German university is both founded and financed by the state, that is, by the kingdom, duchy, or territory (Reichsland) in which the university is to be or actually exists. This at once takes away from the president all necessity of raising funds for its support.

Each state has a Minister of Education or Instruction who has charge of the entire school system within that state and whose duty it is to put before the Parliament all needs of the university and schools. But the actual management of the university usually rests with the *Bureau of the Ministry*, which has charge of university affairs. The *Director* of this bureau often has large power in moulding the university. A *Commissioner* has charge of the economic side of the academic administration and acts as intermediary between the university and the state government. He is variously styled *Curator*, *Chancellor*, *Vice-Chancellor*, or *Plenipotentiary*. He is an administrative official whose duties correspond to those of the university president in America; these include the erection of buildings, management of special scholarship funds, and all the administrative functions. The tenure of this office is fairly permanent.

Yet the *Rector* is the titular, executive head. Elected by the full professors (at the University of Göttingen and at the Bavarian universities by the associate professors also) from among their own number with the approval of the sovereign, he holds office for one year and is never reëlected. The Rector transacts the current business of the university, presides over the senate, is in control of the university officials, of matriculation, and of all meetings and societies of students, and represents the university on occasions of ceremony. In short his functions are part of those of the American college president and dean combined. At some of the universities this official is called *Prorector*, or *Rector Magnificus*.

It is the full professor, as may be inferred from Professor Weyhe's remarks, who has so much more freedom and power in Germany than in America. In America the professors are merely part of the teaching force; in Germany they are the university. They not only annually elect their rector; they settle such general university matters as cannot be left to individuals. In his own department, too, everything is arranged for the advantage of the professor; he decides how best to serve the students, and the subordinate teachers are to relieve him in the less important parts of instruction.

The German university is usually divided into four faculties, Philosophy, Theology, Law, and Medicine. Each of these faculties is composed of full professors. It confers the degrees to which its courses lead (except in Bavaria), gives "habilitation" to promis-

ing young scholars, proposes candidates for vacant professorships, and deals with general university matters concerning instruction. Each faculty is presided over by a Dean elected each year and confirmed by the Minister of Education. Full professors (*ordentliche Professoren*), associate professors (*ausser ordentliche Professoren*), lecturers below professorial rank (*Privat-Dozenten*), and the necessary laboratory assistants and helpers, all go to make up the teaching staff.

At four of the universities the full professors in all of the faculties make up the senate or general legislative body. In others the senate is composed of only a certain number of the professors and the rector, his predecessor, the university judge, and the several deans. Three have in addition a smaller representative body to deal especially with disciplinary and administrative matters not referred to the higher body.

There is no non-academic board corresponding to the American board of trustees, for there is no need of it. The financial side of the university is conducted, as has been said, by the government through the minister of education; the appointments of professors and associate professors are made in the same way. In the nominations to these positions, however, the professor again has a hand. The faculty submits names of candidates either directly to the king, as in Prussia, or to the king through the senate and the minister of education, or, as in Baden, through the senate to the minister of education. And the appointment is usually made from the list of nominees submitted.

The creation of new chairs rests with the legislature of the state at the time of considering the annual budget. The proposals of the university are generally adopted. In Prussia the crown makes its own appointment for the first professorship. In the case of associate professors, the minister of education acts directly upon the nomination of the faculty.

Not only is the German full professor in these various ways given more power than belongs to a professor in the United States or Canada; he is also allowed much greater freedom. He is required to announce one public or free lecture course of one hour each week, also one private or fee lecture course. But he may offer as many more fee courses as he wishes. His lecture courses and subjects he may arrange with perfect freedom, and as regards choice of sub-



ject-matter, though naturally he chooses those subjects to which he has devoted himself and which are therefore expected of him, there is technically no limit to his freedom of selection.

To become eligible for a professorship, a scholar must secure from the faculty "habilitation" (*venia legendi*), or the right to give courses for which students are willing to pay fees and which are allowed to count as the courses of a professor. For these courses he is paid no salary by the government. The arrangement is made with the university in most cases. He is called *Privat-Dozent*. The average age of a Privat-Dozent upon "habilitation" is nowadays well above thirty, for the road to a professorship in a German university is long. And the income from fees at best is not more than \$500.

The question now arises in one's mind: Is the German university after all really democratic? Or is it not that its democracy merely exists within an aristocracy? True, the professors have more freedom in the arrangement of their work and more control of the university life than do the professors in America. But is not the policy and conservative teaching practically determined beforehand by the powers above the university? In Germany all educational roads lead to the government. The very fact that the state is monarchical in its form of government and that the professors are state officials predetermines the nature of the university government. That the election of the rector and the choice of candidates for vacant professorships are conducted upon democratic principles and that the professors are a very real part of the university there can be no doubt. But that the ultimate control rests with the state is obvious; and not only the control of the university but the control of practically all education within the state, so that the *volkschulen* and *gymnasien* are all part of one great system. The scholar who ultimately becomes professor is naturally a product of the system. Thus although some form of democracy may exist within the German university, it is scarcely what may be called real democracy, or representative government.

In the September number of the *Atlantic Monthly* Prof. Abraham Flexner's most interesting article on "Aristocratic and Democratic Education" gives a very good comparison of education in the United States and education in Germany, and in it he points out clearly the strength and weaknesses of both systems. He says: "One

sees at once how different the implicit presuppositions of the two educational systems actually are; what different purposes universal education may be made to serve. The Prussian system is part of the steel framework which tends to keep society and the distribution of social functions pretty much as they now are. Our own system, based on the assumption that our present imperfections can be remedied only by change, attempts, in theory at least, to promote and to take advantage of social plasticity." This seems to be the fundamental difference in attitude of the two countries towards education, and this difference throws some light on the subject of educational democracy.

So much for the degree of influence and freedom that belong to the professor in a German university. But there is another important point of comparison between him and our full professor, and that is the matter of financial status.

The salary of a professor in Germany is merely in the nature of a guarantee, for the greater part of his income is derived from other sources. These sources are: (1) a personal supplement, a recent grant made because of increased cost of living; (2) a residence, or residence indemnity; (3) all or part of the fees paid by students for his courses; (4) a part of the more general fees paid by students to the university, (the faculty, examination, and diploma fees, etc.). The receipts from fees often exceed all the other sources combined and bring the whole income up to a point anywhere from \$1000 to \$10,000. Three professors have received over \$10,000.

The advantage of the fee system is that it allows for wide variety of individual merit, while the government salary assures a low but certain income. Except for a few required courses a professor's time, as has been said, is more or less at his own disposal, and so he may offer as many fee courses as he wishes and in that way supplement the salary according to his ability and desires.

What is to the advantage of the professor in the matter of salary is therefore not its amount but a system of automatic increase from year to year which gives him always something definite by which to determine his scale of living. A somewhat detailed presentation of this system and its working in the different faculties may, therefore, be of interest to Americans.

Salaries are arranged with the professors by the state. In order to assure a salary increase for length of service, Prussia in 1897

required the professor to sign a contract giving up one-half of all fees in excess of a certain amount (\$713 or 3,000 M., except at Berlin, where it was \$1,069 or 4,500 M.). Since that time most of the other governments have adopted a similar salary scale. As far back as eighteen years ago Bavaria adopted the following:

TERM OF SERVICE	FULL PROFESSOR	ASSOCIATE PROFESSOR
To begin.....	\$1,083 (4,560 M.)	\$756 (3,180 M.)
After five years' service.....	1,168 (4,920 M.)	841 (3,540 M.)
After ten years' service.....	1,255 (5,280 M.)	926 (3,900 M.)
After fifteen years' service.....	1,340 (5,640 M.)	1,013 (4,260 M.)
After twenty years' service.....	1,383 (5,820 M.)	1,055 (4,440 M.)
After twenty-five years' service.....	1,426 (6,000 M.)	1,098 (4,620 M.)
After thirty years' service.....	1,470 (6,180 M.)	1,140 (4,800 M.)
After thirty-five years' service.....	1,512 (6,360 M.)	1,183 (4,980 M.)
After forty years' service.....	1,555 (6,540 M.)	1,227 (5,160 M.)
After forty-five years' service.....	1,598 (6,720 M.)	1,264 (5,340 M.)
After fifty years' service.....	1,640 (6,900 M.)	1,312 (5,520 M.)

Table I following (given by the Carnegie Foundation Report) shows the incomes, that is, salaries plus supplements and fees, for full professors and associate professors arranged by faculties and the percentages of professors receiving each amount. The variation in amounts according to the faculty will be readily perceived, that of the theological being least and that of the faculty of law most. This classification applies to thirteen universities, ten in Prussia and the universities of Leipzig, Tübingen and Freiburg.

As regards the associate professors, whose number, by the way, is about three sevenths of the number of full professors: four tenths receive incomes of from \$1000-\$1,400 one fourth receive less than \$900; half receive over \$1,200; and one fourth receive more than \$1,700. The incomes below \$600 and those above \$2,400 number about the same. Though the variability of income here is great, it is not as great as in the case of the full professors.

Table II (p. 10<sup>n</sup>) shows the range of incomes according to the four faculties, for full professors and associate professors, and the average income as well.

Sometimes the incomes are increased still further by special salaries from the government which are out of all proportion to the services rendered. In Prussia they have been as high as \$3,500



TABLE I

*Incomes Received for Teaching by Full Professors in German Universities*

SCALE OF INCOME	PERCENTAGES OF PROFESSORS RECEIVING EACH AMOUNT			
	<sup>1</sup> In Faculties of Theology	In Faculties of Law	In Faculties of Medicine	<sup>2</sup> In Faculties of Philosophy
\$1,000-1,199	1.0		0.8	0.8
1,200-1,399	6.3		0.8	2.7
1,400-1,599	9.4		1.7	7.3
1,600-1,799	7.7		5.8	10.8
1,800-1,999	15.6	2.1	4.2	13.3
2,000-2,199	20.8	6.3	12.5	11.1
2,200-2,399	4.2	6.3	14.2	6.5
2,400-2,599	4.2	4.2	7.5	9.5
2,600-2,799	4.2	9.5	8.3	8.4
2,800-2,999	6.3	12.6	8.3	6.8
3,000-3,199	2.1	3.2	5.8	3.3
3,200-3,399		8.4	4.2	2.2
3,400-3,599	4.2	3.2	2.5	1.9
3,600-3,799	1.0	4.3	3.3	1.9
3,800-3,999	1.0	2.1	2.5	2.7
4,000-4,199		5.3	1.7	1.1
4,200-4,399		2.1	2.5	1.1
4,400-4,599		2.1	2.5	2.2
4,600-4,799	2.1	2.1	3.3	0.3
4,800-4,999		2.1		1.1
5,000-5,199		2.1	2.5	
5,200-5,399		3.2	0.8	0.8
5,400-5,599				0.5
5,600-5,799				0.3
5,800-5,999		3.2		
6,000-6,199		2.1	1.7	0.5
6,200-6,399				0.8
6,400-6,599		1.0		0.5
6,600-6,799				
6,800-6,999		2.1		
7,000-7,199		2.1	0.8	
7,200-7,399				0.3
7,400-7,599		1.0		
7,600-7,799		1.0		0.3
7,800-7,999		1.0		
Over 8,000		5.0	2.5	1.2

<sup>1</sup> At eight German universities there are Roman Catholic faculties of theology, which consist largely, if not exclusively, of celibate ecclesiastics. This may account for the lower incomes.

<sup>2</sup> Faculties of natural sciences are counted as faculties of philosophy.

and occasionally over that amount. In the case of the professors of Theology they compensate for a low income; in other cases they increase incomes already high.

In order to interpret these incomes in terms of cost of living, it must be said that since the passage of the new Imperial Tariff Act the cost of food-stuffs is higher in Germany than in the United States; house rent is lower, and wages of servants very much lower. Of course there is almost as much variation between different localities as in America, but on the whole the advantage is very much on their side. The Carnegie report on the "Financial Status of the Professor in America and in Germany," taking universities in the two countries which are most comparable, gives the proportion of cost of living in the United States as one and a half times greater than in Germany.

TABLE II

PROFESSORS OF	AVERAGE INCOME	ONE-QUARTER OF THE INCOMES	ONE-HALF OF THE INCOMES	ONE-QUARTER OF THE INCOMES	RANGE OF ONE-HALF OF THE INCOMES
Law.....	\$4,000	below \$2,700	above \$3,300	above \$4,900	\$2,200 to 3,800
Medicine.....	3,100	above 3,400	below 2,200	(½ above 2,600)	2,000 to 3,000
Philosophy.....	2,700	below 1,850	above 2,300	above 2,900	1,600 to 2,600
Theology.....	2,100	below 1,700	above 2,800	above 2,400	1,600 to 2,200
ASSOCIATE PROFESSORS OF					
Law.....	\$1,900	below \$1,400	above \$1,750	above \$2,100	\$1,400 to 2,000
Medicine.....	1,300	below 850	above 1,100	above 1,525	600 to 1,200
Philosophy.....	1,250	below 925	above 1,200	below 1,495	900 to 1,400
Theology.....	1,250	below 875	above 1,100	above 1,325	800 to 1,200

Provision is sometimes made for a professor's retirement; and in the event of his death the widow and minor children are in general provided for, either by the government or by some organization which is aided by the government. In the eleven universities where the grant is irrespective of the professor's salary, about \$400 is given annually to the widow; \$90 for each child until he comes of age, during the widow's lifetime, or \$130 in case of her decease.

Altogether there is no question that financially the German university professor is much better off than the American. He receives over four times as much as the teachers in the elementary schools and twice as much as those in the secondary schools; he is on a level with very important legal and administrative officers and comes second only to the nobility and the more successful business men.

It is difficult to say how much or just in what way the American college or university might profit by the example of the system which makes possible the excellent financial status of the German professor. The fee system in its entirety would not be practicable here without either a tremendous endowment, or, in the case of the state universities, a very large annual grant from the state. But by allowing the professor more freedom in the arrangement of his time, by exacting less teaching of him, and by permitting him to give some fee courses, we might enable him to increase his income to some extent. This might be begun in a small way and gradually extended. Also special funds might be established which would allow for something corresponding to the "personal supplement" owing to increased cost of living; and the allowing of the "residence, or residence indemnity," which does obtain very occasionally in an American university, might be put into operation: these last changes naturally would mean added endowment or state grants and would probably have to come slowly. The Carnegie Foundation is providing for the professor's old age, but his present financial status should still more speedily be improved. The General Education Board helps general academic expenses to a certain extent, but puts a strain upon the university to raise money to add to the promised grant. The cry has already gone up for increased salaries, but the salaries are not likely to be large enough for many years to come to allow the professor to live according to the standards of his position in life. Something needs to be done at once to put the American professor on a far better financial footing, and the German system, even if a good deal modified, might well be emulated.

It thus appears that though we cannot agree with Professor Weyhe that the German university as a whole is a democratic institution, still there is no denying that it may teach the American colleges and universities something as to the importance of the professor in university life and the dignity of his position. This increase of importance should come about in America in two ways: first by an extension of his power as a member of the college or university faculty; and secondly by making his financial condition both more secure and more befitting his importance to the world at large than it now is. The former will depend largely on the president and the latter largely on the alumni, the friends of the college or university, and the state.

ELMA LOINES, 1905.



## IMPRESSIONS OF BRYN MAWR

It will always amuse me to recall to my mind my first days in Bryn Mawr, which in fact were the first days in my life spent in a country where German is not the ordinary language. I was in a state of complete speechless amazement, for there was not a moment in which the most unexpected things did not happen. Nothing seemed self-evident, for every slightest thing was different from what I was accustomed to: the food, the houses, the opening and closing of windows, the black servants, etc. But my astonishment increased beyond any limit when I entered college and developed into a living interrogation point. I shall never forget the first college meeting under Pembroke Arch. What did it mean, when they divided into four crowds and suddenly began to bark in a certain rhythmic way, and what rules determined the order of songs and other ceremonies that everybody seemed to know by heart? I was sure that I should never understand that, but I enjoyed it thoroughly and was just as enthusiastic as anybody, though I doubted whether we were all in the possession of our right senses.

Any Bryn Mawr freshman will have discovered that it is pretty hard work for an outsider to become familiar with the innumerable sacred traditions of our college. But perhaps no American is able to appreciate the state of mind of a foreigner entering Bryn Mawr College who has never seen any college life at all. When I tried to explain to a Bryn Mawr girl the great difference between the life of American colleges and that of German universities, we had about the following conversation:

*Bryn Mawr Girl:* But don't you have cheers in Germany?

*I:* No, we don't.

*B. M. G.:* But what do the men do at foot-ball games?

*I:* We have no football games.

*B. M. G.:* Oh, what a pity! But what do they do to express their class feelings on any subject?

*I:* We have no classes.

*B. M. G.:* Well, but how are the undergraduates organized?

*I:* We have no undergraduates, and we have no dormitories and no campus and—

*B. M. G.:* Oh, please don't! That is horrid! !

Well, I am glad to say that it is not so horrid after all. The dif-

ference is that in a German university the whole arrangement of your life, your studies and amusements, is your private affair, whilst in an American college you do not forget on any occasion that you are a member of the college community. A German university is no community in that sense. It is merely the place where you get the knowledge and do the scientific work which you desire. The longer I live in America, the more I feel that American colleges and our universities cannot be compared at all, for their aims are entirely different.

The college, as I have often been told, is a place where the average boy or girl who is fortunate enough to attend it gets a general training of both intellect and character. Our universities, on the other hand, are first of all places of scientific research, and thus they are supposed to be attended only by people who are interested in intellectual work for its own sake. The facts that, at the same time, the university gives the specific training for a number of professions and that in a certain class of society it is considered essential to attend the university for social prestige do not seriously alter its original character. Therefore the work of the students is entirely free from any control, as is the arrangement of their lives in all other respects. We have no quizzes or necessary examinations. If anybody wants a certificate for a profession or his Doctor's Degree as a starting point for original scientific research, he may take it; but he is not in any way required to do so. Again, we have no classes, nor does the university system draw any community lines. If a student wants to join an association of any kind, he is at liberty to do so. Thus we have many so-called "verbindungen" which serve social purposes and are in a measure similar to the American fraternities. Other associations cultivate a common interest: literature, or music, or politics, or athletics, etc. It depends entirely on your choice, whether you join any of those, or found a new one, or stay by yourself.

This "*Prinzip der Akademischen Freiheit*" is most characteristic of our universities and makes them the freest institutions in all Germany. According to this principle, the university offers the greatest possible opportunity for individual development to all its members; and it is this factor which, together with historic tradition, creates the originality and variety and the inspiring at-

mosphere of productive work which are considered the most precious qualities of our university life.

On the other hand, this individualistic ideal excludes the development of the strong community spirit that every American college is so proud of. It is this general patriotism, the social spirit and the training in working together for a common purpose which seems to me the most attractive feature in all college life. From this point of view I thoroughly admire the Bryn Mawr Students' Association for Self-Government. The general training in self administration and common responsibility that everybody gets more or less in Bryn Mawr is certainly of the greatest value for all after life. It was my first opportunity to watch a government at work that is based entirely on a concord of feeling called "public opinion," and I really feel inclined to look upon it as a true exemplification of the democratic ideal, a small model of what the big Republic of the United States is intended to be. It seems to me that every institution of the college helps to develop and to cultivate this spirit in the students: hockey and basket ball and other games, cheering and singing, and all the beautiful or amusing traditions. In the latter, of course, an important part is played by the general sense of humour, which, as it seems to me, is another important feature of Bryn Mawr life. I have seldom seen such glorious fun and had such amusing experiences as in my year of dormitory life.

Thus, after all, I have learned to understand the deeper meaning of cheers and all the strange customs which, aside from their fun, seemed so incomprehensible to me in the beginning, and I have passed a most delightful year in learning, gathering experiences, and, last not least, having a very good time. Lacking an original expression for my feelings towards Bryn Mawr and all America, so far as I have seen it, I cannot conclude this brief account of my impressions but by the words of an English writer:

"I sometimes find it almost impossible to believe that the whole nation can be so good as the people who have been so good to me."

ELISABETH KLEIN,  
German Graduate Scholar, 1910-11.



## The Bryn Mawr Alumnae Quarterly

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### CAROLA WOERISHOFFER'S GIFT TO BRYN MAWR

While the QUARTERLY is going through the press comes the announcement of Carola Woerishoffer's legacy to Bryn Mawr. The third section of her will, made in April, 1907, reads: "I bequeath unto the Trustees of Bryn Mawr College, a corporation organized and existing under the laws of the state of Pennsylvania, the sum of seven hundred and fifty thousand dollars."

There are no explanations or conditions. The bequest therefore bears no legal relation to the Alumnae Endowment Fund nor to the gift of the General Education Board. A further clause in the will provides that the legacies given by it may be paid as soon as possible.

It is a very moving experience that has come to us all as beneficiaries under the will of Carola Woerishoffer. So terrible is the thought that this possible realization of our dearest hopes for Bryn Mawr is the direct result of her death that we shrink from putting it into words even to ourselves. We cannot bear to think of her death at all in this connection. What we dwell on is the fact that Carola Woerishoffer living wished Bryn Mawr to have this great sum of money. She whose whole life had been planned to be of the utmost service to humanity believed in Bryn Mawr, believed that Bryn Mawr could be trusted to train women for that service. The silent faith that she expressed in this legacy is profoundly humbling; all complacency, all pride of college loyalty drops away from the single-hearted response that meets it: May Bryn Mawr only prove worthy.

### MADE IN GERMANY

In things intellectual and academic it is always suggestive to know how the Germans do it, and Miss Loines's article sets one thinking in several directions. In the first place, after some consideration of the very different degrees of power lodged with different American college presidents, one still comes to agree with Miss Loines that in the hands of the President does lie the fate of the professor. Just as the German university is in fact not under a democratic government, however democratic in theory, so whatever may be in any given American college the theoretical power of the President, practically his power is so great that his personality dominates the whole institution. Secondly, Miss Loines's suggestions for immediately bettering the professor's financial status by adopting some of the German devices raises the question in regard to fees: Do we want to introduce the element of competition into the world of teaching? It cannot be denied that already competition for popularity works for harm in some of our college faculties; might not competition for fees remove the last hope of that claim to being a gentleman held out to the professor on another page by the reviewer of *The Lady*? In the third place, one more device for raising our American salaries suggests itself in addition to those proposed by Miss Loines, one likely to arouse more opposition than any of hers. As President Thomas has put it, the members of our faculties, by receiving inadequate salaries, are really paying that part of the cost of tuition which is not paid by the students. Conversely, if the students should be charged what it costs to educate them, the Faculty could be paid what their services are worth. Of course the ground for opposition to such a course is that it is considered undemocratic,—that education must be as nearly as possible free to all. But we

must remember that many people bitterly deny that in making university education in Scotland free to all Mr. Carnegie has been a benefactor to his native land, and we must remember, too, that some of our most expensive colleges offer the best opportunities to needy students for "working their way" through the course. It is a deeply interesting question and a very large one, and in this connection one is especially grateful, after reading Miss Loines's article, that American institutions of education are not all controlled by elements so similar as the governments of the various German states. When some one shall have discovered the one best way in education, it will be time enough for our colleges and universities to submit themselves to the one best will; meanwhile let them continue to serve as so many separate experiment-stations.

#### THE CLASS IN MINOR LATIN

Buried in the midst of the names of new appointments to the Faculty and teaching staff found on another page is an item that deserves to be drawn from its obscurity. "The appointment of two readers in Latin," so it runs, "has made it possible to divide the large Minor Class of over one hundred students into four sections." Minor Latin is a recitation course, and it is years now since the classes became too large to allow of satisfactory work under one teacher. Meanwhile this unfortunate state of things has been constantly under discussion by the Academic Committee: the need of reform has been obvious to everyone, not so the method. There are three different ways of managing such a situation after the class has been sectioned: the professor may repeat his recitation over and over; he may meet all the sections together once a week, leaving them on the other days respectively to several readers, tutors, or preceptors; he may have a colleague who works independently of him. In this last case, of

course, the sections, in a class of one hundred, would still be too large (unless the two men each repeated once), but each one of the three methods has its weakness, and it is this one that the college has always aimed to follow as her policy. It has another weakness, however, and that is its expense—a weakness which has been effective in continuing the Minor Latin Class in its unwieldy state. This new decision to section the class and employ readers for it must probably be understood to mean, therefore, that the college still lacks money to engage an associate in Latin; failing that, however, the present move will surely commend itself to everyone as distinctly an improvement over the former state of things.

#### FUND FOR THE LIBRARY

No more money for the library has come in during the summer. At first blush this fact might seem to signify a decision on the part of the *QUARTERLY* readers against the fund, a conclusion seriously arrived at, after an examination of all the evidence gathered in the April issue, that the needs of the library do not warrant the diversion to it of even very small sums that might conceivably be on their way to the Endowment Fund. But when it is revealed that not a few readers of the *QUARTERLY* were never at the pains to read that evidence and, being therefore actually not informed as to the condition of things in the library, do not realize that it would be materially bettered by sums too small to make any impression on the Endowment Fund—when all this is revealed, the *QUARTERLY* can not hesitate again to urge the claims of the library fund.

The April issue, besides printing figures showing the pitifully small sums available for books at Bryn Mawr, published six letters, representing the departments of History and Economics and the Language departments, all of which bore overwhelming testimony to the crying

need. "In my opinion there is no more urgent problem confronting those who are endeavoring to maintain the standards for which Bryn Mawr College has always stood." "An inadequate library appropriation impairs the efficiency of our advanced work." "Another great difficulty brought about by these conditions is that of suggesting subjects for Doctor's Dissertation; it is no easy matter to find such that can be treated with the books at hand." "Bryn Mawr . . . is really a university for women, since its work is of the highest standard, real university work. Yet it has a library about as large as the circulating library in a prosperous town of the Middle West.

In some respects this library is indeed remarkable. . . . In quality it is excellent, and for what it does contain it is worthy of the highest praise. Because of what it does not contain, it is wretched." "I am convinced that the most urgent need of the college at present is for books." These conclusions are proved by a most interesting and convincing array of facts.

Let everyone of our readers examine with equal care these letters and her own conscience; if thereupon she can honestly say that she intends to give to the Endowment Fund every cent she can spare, the *QUARTERLY* has not a word further to say to her on this subject.

## NEWS FROM THE CAMPUS

### THE INCREASE IN ROOM RENT

The Editor of the *ALUMNAE QUARTERLY* has asked me to repeat for the *Alumnae* readers of the *QUARTERLY* the facts stated to the Academic Committee which convinced the Committee as they had already convinced the Board of Directors of the College and the President of the College of the wisdom of increasing by \$25.00 the room rent of all undergraduate rooms in the college, except those rooms which are now reserved at a lower rental for poor students, this increase to take effect for all students entering the college in 1911 and after.

The situation to be faced was this: after all debts of the college are paid and all interest charges eliminated the annual income of the half-million additional endowment is not sufficient to meet the salaries of the present faculty of the college by about \$8500. As the College must in future live within its income something had to be done at once. Only two courses seemed open to the Directors—either to close certain departments of teaching or to increase in some way the fees paid by students. The business departments of the college pay for themselves. The halls of residence yield a rental of 5½ to 6 per cent on the money invested in them, the professors' cottages (except Yarrow which at present just meets expenses and must be reorganized) yield the same. The hauling of the students' trunks at twenty-five cents each pays for the food and maintenance of the four horses which do the work of the college. The fees paid by the candidates meet the expense of matriculation examinations, and so on. Nothing further can be done in economizing in these directions without the help of Mr. Frederick W. Taylor or some equally competent efficiency engineer. We have done as much as we know how to do to cut down such expenses.

In order to reduce expenses still further an expensive and not very competent Business Manager was replaced by a Bryn Mawr woman at a lower salary which will rise as she learns all divisions of the business. The Associate Professorship in Art and Archaeology left vacant by Dr. Caroline Ransom's resignation was left unfilled in spite of showers of protests from graduate and undergraduate students. But \$6000



must still be cut out of the budget. In order to reduce salaries to this amount one department now in operation with one full and one Associate Professor must be definitely closed and another department run on half time by dismissing one Associate or Associate Professor and offering five hours free elective work instead of group work in this subject. Our administrative officers are already greatly overworked and cannot be further reduced in number. Our Secretary's Office in addition to its legitimate academic duties runs the room-renting business of a huge hotel and conducts a tremendous correspondence not only with the hotel guests themselves, that is the students proper, but with their parents, uncles, aunts, grandparents, and school teachers. Our Recording Dean manages a detailed and troublesome publishing business in addition to her regular duties. In Chicago University there is one Dean or Sub-dean to advise every one hundred students. The Dean of Bryn Mawr College advises three hundred and fifty undergraduates. The President of the College acts as adviser to seventy or eighty graduate students in addition to her administrative work. It is only by reducing the teaching of the College that the \$6000 deficit remaining after the dropping of the Art and Archaeology and the rearrangement of the Business Manager's office can be dealt with. What other department shall be dropped? What department shall be put on half time? The two smallest departments judged by the number of their major and post-major students are Chemistry and Geology, but in excellence of their teaching they rank among the best in the college. It seemed to the Directors impossible to choose these departments, and the Academic Committee felt in the same way. One by one the departments of the college were passed in review. Choice was impossible. All were necessary and fundamental.

The other alternative was decided on as fairer to the students and to the college itself. It was decided to leave about ninety college rooms at their present reduced rental of \$100 and to raise the rent of every other undergraduate room \$25.00 a year. Experience has shown that about 20 per cent of the four undergraduate classes cannot pay the full charges. This 20 per cent will still be provided for. For the past ten or twelve years the total charges of Bryn Mawr for residence and tuition have been \$100 more than Vassar, about \$150 more than Wellesley, and about \$200 more than Mt. Holyoke. Within the past two years all these colleges have raised their charges so that this increase of \$25.00 a year will only put Bryn Mawr again where she was two years ago in comparison with these colleges. If Bryn Mawr can keep her instruction really better, students, especially those desiring to become breadwinners, will make the effort necessary to study in the best college even if it costs a little more per year. It was further decided to put this increased charge in operation only for students entering the college in 1911 and later years, and if absolutely necessary to put Geology on half time for two years until the full benefit of the increase could be realized. Geology rather than Chemistry was selected because Chemistry is the more fundamental science in the sense that it is more necessary to the study of Biology and Physics than Geology. The Minor work and Graduate work in Geology could go on as usual and all students now in college can take major work if desired in their senior year when an Associate in Geology could be again appointed. When the result of the last fiscal year is known it may be possible to avoid this temporary curtailing of our geological group work.

M. CAREY THOMAS.

[At a meeting of the Directors held on October 31 it was voted, in view of Carola Woerishoffer's legacy, not to cut down any departments existing in the college.—ED.]

## CAMPUS NOTES

## RECEPTION OF THE CHRISTIAN ASSOCIATION

The Christian Association reception was more of a success than ever this year because an unusually large Freshman class was introduced to the President and the college. 1915 made the acquaintance of the Christian Association itself and also of the Self Government, Undergraduate, and Athletic Associations, through the addresses of Ann Catherine Arthurs, Helen Barber, and Julia L. Haines, presidents respectively of the first three; Miss Applebee spoke of the Athletic Association, of which Carmelita Chase is president.

President Thomas also spoke, welcoming 1915 to Bryn Mawr.

## FRESHMAN PARADE

Long live Freshman Parade! Such is the success of the substitute for Rush Night that it has no counterpart. There is nothing like a real band! To the tune of the new Freshman parade song, 1915 marched in long lines, marshalled by their juniors, down to the upper athletic field. Here they were surprised by grinning and gleeful Sophomores in grotesque costumes, carrying torch-lights and transparencies. Freshmen and Sophomores capered over the field in a whirling snake-dance, lighted up by the calcium lights of the witches at either end of the field. So great was the din of pounding drums and tooting horns that it was not till we were under Pembroke Arch that we all heard 1914's clever parody on the parade song.

## VOTES FOR WOMEN

It is safe to say that nowhere was the Woman Suffrage victory in California more appreciated than at Bryn Mawr, where the stalwart believers in "votes for women" paraded over the campus and through all the halls, waving banners and singing lustily. Do you remember the campaign song of 1908? Well, this was it.

"Everybody votes but women.  
They have lots of sense;  
When they get the ballot  
The thing will be immense.  
When they get the franchise  
Good citizens they will be,  
And if you don't believe us  
Just wait and see—  
Oh, votes for women!"

The cold water thrown on the line as it bravely marched through Merion Hall, famed for its anti-suffragists, did not in the least dampen the ardor of the upholders of the cause. At the Deanery President Thomas came out and made a little speech in which she congratulated California, and Woman Suffrage in general and its Bryn Mawr adherents in particular. For some time after the parade Pembroke Arch echoed with the cheers of the suffragists.

## MR. YEATS'S LECTURE

Oscar Wilde once said: "It is a pleasure to come across a poet who tries to give expression to the literature he loves rather than to the land in which he lives: the Muses care so little for geography!" Of such a sort was the pleasure experienced by the enthusiastic audience which crowded Taylor Hall on the evening of October 12 to listen to a lecture and informal reading by Mr. William Butler Yeats. Although this genial playwright and poet said much about the patriotic purposes of the mem-

bers of the National Irish Theatre Society, of which he is a distinguished member, we feel he is interested in Ireland not so much from patriotism as from broader artistic motives. Mr. Yeats believes that the remnant of mediaeval culture is to be found among the peasantry of the West Irish Coast. He completely won his audience to his point of view by the charming instances which he cited of this strange people's imaginative language and power of expression.

That the language and life of this simple folk has been successfully adapted to the stage of the Irish National Theatre, Mr. Yeats feelingly explained, is due in great part to the remarkable genius of his friend, the late John M. Synge. The heightened speech and the pure natural passions of these peasants became in his satiric but sympathetic hands the mirror in which Ireland saw no longer the conventional fictitious Ireland of the nineteenth century stage but her actual self. Brought for the first time face to face with reality, the Irish audiences recoiled, rioted, and then settled down to admire the genius of Synge and of the other members of the National Irish Theatre Society who have labored so ceaselessly to perfect Irish drama as a vehicle for critical and reconstructive thought.

With so much already accomplished for the Irish stage Mr. Yeats unfolded his hopes for a higher and more universally significant step, which by its success will give a new and tremendous impulse to poetic drama. Briefly, Mr. Yeats's hypothesis is as follows: "In poetic drama we must put the scene as far away from reality as is the language of the poet." His means is the substitution of real light and shadow for painted light and shade; and the subordination of scene to actor. In this way attention is focussed upon the actor and at the same time there is created "a picture as beautiful as the spoken word"—the only fit setting for heroic characters. Others have realized that

"There are dramas of the mind  
Best seen against imagined tapestries,"

but few have attempted to spiritualize the materials of the scenic artist and produce a setting more nearly like that constructed in imagination. With bated breath we watch for the achievement of Mr. Yeats's hope. If to the mystic verse of the poet there be added the magic of sunbeams and forest shadows, fairy land will be again, as in the middle ages, a present reality.

After this prophetic glimpse into the future Mr. Yeats afforded us even greater pleasure by reading several of his lyrics—reading as only the poet can who truly knows the art of the minstrel. As he chanted his poetry in the manner of an ancient bard, as the musical cadences rose and fell with the lyric emotion, we looked away from the glare of the chapel lights into the clear green shadows and silvery moonlight outside. Then for the moment we saw all outward beauty glorified and spiritualized under the spell of the poet's voice.

H. MARGARET MONTGOMERY, 1912.

#### FACULTY RECEPTION TO THE GRADUATES

On Friday evening, October 13, the Faculty and Staff entertained the graduate students at a reception in Denbigh Hall. Miss Gertrude Rand, vice-president of the Graduate Club, presented the students to President Thomas at the head of the receiving line. The rest of the reception committee comprised Miss Norton, Warden of Denbigh, Miss Donnelly, Dean Maddison, Mrs. Wright, Miss Hatcher, and Miss Lasch. As usual this reception gave the graduates a very pleasant opportunity, at the beginning of the year, for meeting the Faculty and one another, an opportunity especially important this year when there are so many new graduates.

H. T. G., 1909.



## SENIORS TO FRESHMEN

Senior reception to the Freshmen, held in the gymnasium on the evening of October 14, was a delight to old and young. Almost as soon as guests and hostesses were assembled the entertainment of the evening began, in the form of a show. The show seems to be one of the arts in which 1912 shines especially bright; the more impromptu the show, the more refulgent are 1912. That this is no exaggeration was attested by the hearty and joyous applause of 1915, not to mention the "gallery," which roared and clapped and squealed gleefully at the fore-peep which its advantageous position above the screens gave it,—much to the tantalization of the excited audience below. That the show likewise was impromptu is evidenced by the fact that the poet, Mr. William B. Yeats, who had spoken in Taylor Hall only two evenings before, was back, in the person of Miss Frances Hunter, to explain the poetic beauty of some particularly aesthetic moving pictures. One of the chief features of these pictures was the realistic chase of a bold, bad man (Miss Zelda Branche) who, by means of a sizable peppermint stick had enticed a curly-headed love of a little boy (Miss Mary Brown) to run away with him. Father, mother, nurse, and policeman pursued madly for at least ten miles, when the kidnapper was overcome. It all ended well for everybody concerned. Baby fell into the arms of his mother, the policeman married the nurse, and the bandit happily escaped.

Lady Gregory, Mr. Yeats's friend and co-worker, was not able to be present, but her dress-maker, Miss Heffern, was able to tell us more about her affairs than the lady herself could have done, and certainly in a far more amusing fashion. There is much more that could be described, but let this suffice this time. It won't do to let 1912 monopolize space in the Quarterly just because they are seniors.

## SCHEDULE OF EVENTS

- |          |    |  |
|----------|----|--|
| October  | 4  | College opened at a quarter to nine.   |
| October  | 6  | Christian Association to entering class.   |
| October  | 8  | Sunday evening service. Sermon by the Rev. George A. Johnston Ross, Professor of Practical Theology in the Presbyterian College, Montreal, Canada.                       |
| October  | 11 | President Thomas's reception and address to graduate students.   |
| October  | 12 | President Thomas's reception and address to entering class.<br>Lecture by Mr. William Butler Yeats of London, "The Twentieth Century Revival of Irish Poetry and Drama." |
| October  | 13 | Faculty Reception to graduate students, Denbigh Hall, 8.30 p.m.  |
| October  | 14 | Senior Reception to entering class.  |
| October  | 15 | Sunday evening service. Sermon by Professor Caspar Rene Gregory, Professor of New Testament Exegesis in the University of Leipsic.                                       |
| October  | 22 | Sunday evening service. Sermon by Professor George A. Barton, Ph.D., of Bryn Mawr College.   |
| October  | 28 | Lecture by Mrs. Emmeline Pankhurst of Manchester, England, President of the Women's Social and Political Union, "The Triumph of Woman's Suffrage in England."            |
| October  | 29 | Sunday evening service. Sermon by the Rev. Henry Lubeck, LL.D., D.C.L., Rector of the Church of Zion and St. Timothy, New York City.                                     |
| November | 3  | Lantern Night.   |

- November 5 Sunday evening service. Sermon by the Rev. George A. Johnston Ross, Professor of Practical Theology in the Presbyterian College, Montreal, Canada.
- November 11 Banner Night.
- November 12 Sunday evening service. Sermon by the Rev. Roswell Bater, D.D., Pastor of the Spring Street Church, New York City.
- November 18 Sophomore Play. The Gymnasium. 8 p.m.
- November 19 Sunday evening service. Sermon by the Rev. Francis C. Higgins of Minnesota.
- November 26 Sunday evening service. Sermon by the Rev. Andrew Mutch, M.A., of Perthshire.
- November 29 Thanksgiving vacation begins at 1 p.m.
- December 4 Thanksgiving vacation ends at 9 p.m.

## SECOND REPORT OF THE ACADEMIC COMMITTEE FOR THE YEAR 1910-1911

*To the President of the Alumnae Association of Bryn Mawr College.*

The meetings of the Academic Committee were held at Bryn Mawr on Friday and Saturday, May 12 and 13, 1911.

With the exception of Gertrude Dietrich Smith, all the members were present, including: Bertha Haven Putnam, chairman; Helen J. Robins, Secretary; Elizabeth Winsor Pearson, Louise Brownell Saunders, Nellie Neilson, Frances Fincke Hand, and Susan Fowler, ex-officio (the last on May 13 only).

The Committee held two meetings alone, a conference with the Alumnae Directors of Bryn Mawr College, Anna Rhoads Ladd and Elizabeth Kirkbride, a conference with President Thomas, Dean Reilly, Dr. Leuba and Dr. Tennent, a conference with President Thomas and Dean Reilly, and finally enjoyed the hospitality of President Thomas and Miss Garrett at a delightful luncheon at the Deanery, where they had the pleasure of hearing from Dean Reilly an account of her plans for study during her year of absence.

The conference with the Alumnae Directors brought out clearly the fact that the Committee thoroughly favored the introduction into the administration of the college of the new ideals of "scientific business management," and, to ensure attainment of these ideals, recommended the employment of an efficient business manager at a high salary.

At the other two conferences a large proportion of time was given to the consideration of entrance examinations. The Committee felt that the new Harvard requirements represented an interesting experiment that ought to be closely watched; they agreed that, in spite of the unsatisfactory amount of geographical knowledge on the part of entering students, it was undesirable to make geography an entrance subject and that the brunt of preparation in geography must continue to fall on the school-teachers in the lower grades. They asked for information as to whether any progress had been made toward the adoption of physics as the sole entrance requirement in science—a change urged by the committee in previous years—and learned that, owing to the absorption of the President in the endowment fund as well as to her absence during the past months, no new steps had been taken.

They were unanimous in condemning the recent change in the Latin requirement involving the abandonment of the examination based wholly on translation of passages at sight, and believed that the introduction of an examination based partly on

translation of passages from required reading and partly on translations at sight was a retrograde step, likely to lower the standard of the work done in preparatory schools.

Criticism from prominent schools of certain features of the entrance requirements in French and German led to a discussion of the possibility of their modification in various ways: either by the addition of free composition, by a change in the character of the grammar questions, or possibly by the omission of everything but translation. President Thomas asked the Committee to try to ascertain the attitude of the schools toward the suggested changes and to report on the subject next year.

It will be remembered that the increased weight now given to English in the entrance examination was in accordance with the recommendation of previous Academic Committees. The present committee had again considered the English requirements and had made a canvass of a large number of the schools preparing for Bryn Mawr with a view to securing their opinions as to the value of the grammar questions in the English examination. The discussion brought out the fact that the Committee felt that the grammar questions are likely to be an encouragement to cramming rather than a help in clear thinking and clear expression, and led to the suggestion on the part of the Committee, received by President Thomas with the promise to consider it, that questions might be framed to test that knowledge of sentence structure which is indispensable to clear thinking.

Turning from entrance examinations to problems connected with undergraduate life and work, the Committee reported that they had heard a rumor that the college was acquiring an unenviable reputation for the excessive use of "trots" by the students and emphasized the fact that the difficulty seemed to lie, in part, in the diametrically opposing instruction on the subject given by the various language professors; the consensus of opinion was that the students should have a clear understanding as to the policy in this respect of the language departments, both classical and modern. It is significant that this subject was discussed by the Academic Committee several years since.

There was some discussion, with considerable divergence of opinion, as to the advisability of more supervision of the life and activities of the Freshmen; as to the advantages and disadvantages of the "degree with honor," which has been opposed by a previous Academic Committee; and also as to the possibility of making debating a required subject. Two "group" problems occupied considerable attention. In spite of the undoubted excellence of our science departments, the figures show that there has been, during recent years, a slight falling off in the number of students electing the sciences (not, however, including Psychology) as major subjects; or, to put it more accurately, that there has not been an increase in elections proportionate to the increase in the total number of students. It is interesting to note that as far back as 1904 a previous Committee had commented on the same tendency. The causes seem complicated and the remedies difficult to find and a comparison with similar figures for other colleges essential to a clear understanding of the situation. President Thomas promised to try to ascertain these figures through inquiries from the office and to report on the results to the Committee next year.

The Committee presented a recommendation that the combination of English and History be allowed as an undergraduate group. The Committee's examination of the curricula of the representative colleges and universities in the East and Middle West had revealed the following situation: in many colleges, History is a required course; in colleges having a pure elective system, the combination of History and English Literature is strongly recommended; in colleges with some form of group system, either some History is required for the Language and Literature group, or,



as at Harvard, a special group of History and Literature is specifically recommended for the Degree with Distinction. The opinion of a number of distinguished scholars and teachers in both fields showed clearly that they had adopted the modern point of view as to the content of History, namely, that it deals with all the past activities of man, including his achievements in literature, that it is, therefore, far too narrow a conception of History to restrict it to Economics and Politics, and, finally, that it is impossible to understand thoroughly either the history or the literature of a given period without the other. The Committee felt the undesirability of allowing major students in English to graduate with no knowledge of History, as is now possible at Bryn Mawr, but they also recognized a certain danger in the combination of English and History, owing to the fact that these two subjects have the same inherent weakness, namely, the lack of rigid disciplinary method in their general survey courses. The Committee pointed out that at Bryn Mawr intensive work in History is now demanded only in Post Major courses and not required of all major students, and they urged that if possible the requirement for a major in History should include some intensive work.

The Committee heard from Dr. Leuba an interesting account of the plan for the proposed Model School, the details of which have already appeared in the *JUNE QUARTERLY*, p. 56, and were glad to learn that the practice work in the school was to be confined to graduate students in the department of education.

Finally, at the end of the last conference, after some discussion as to possible methods of preventing a deficit in next year's budget, President Thomas outlined a scheme involving an increase in the charge made to students for residence (see p. 107 for a full account of the plan). The Committee felt great difficulty in forming an opinion on the budget, without more specific and more expert knowledge of the details of the financial management of the college, but although they regretted exceedingly the necessity for an increase in the expense to students, they felt that it was the least disadvantageous of the remedies suggested.

At the final meeting of the Committee alone, the officers for the year 1910-11 were elected: Elizabeth Winsor Pearson, chairman; Helen J. Robins, secretary.

Respectfully submitted,

BERTHA HAVEN PUTNAM, *Chairman.*

#### REPORT OF THE ROSE CHAMBERLIN MEMORIAL FUND

At Commencement time the sum of one thousand dollars was turned over to the trustees, being the amount now collected for the Rose Chamberlin Memorial Fund for the purchase of German works of literature, as distinguished from philology.

The amount pledged for future payment is about two hundred dollars, so that by January 1, 1912, the income of at least \$1200 will be assured for a purpose which will fittingly commemorate Miss Chamberlin's work in Bryn Mawr College.

Further contributions will be most acceptable. They should be sent before January 1 to Mrs. J. H. Coney, Princeton, New Jersey.

#### NOTICE TO THE ALUMNAE AND FORMER STUDENTS

The college is now absolutely full and must adjust itself to these new conditions. During the past few years, even when there were in each hall a few vacant rooms to be occupied by visiting alumnae and former students, the academic work of the undergraduates was seriously interfered with by alumnae and former students who slept on couches, or on window sills of studies or bedrooms occupied at the time by students,

or sometimes in the bedrooms of students who left their rooms and slept in the rooms of other students. Every one in a position to observe the working of this practice, which had grown to the proportions of a serious abuse, has felt that it must cease if the proper standards of scholarly work are to be maintained by Bryn Mawr students. In accordance with this conclusion the following rules have been put in force beginning with the present college year: no alumna, former student, or non-resident student will be permitted to occupy (that is sleep in) any study or bedroom used at the time by any undergraduate student, but any undergraduate student who expects to be away from her hall overnight is permitted to give permission to her Warden to use her room for visiting alumnae or former or non-resident students. All alumnae, former, and non-resident students wishing to spend a night in the halls must make arrangements through the Wardens and not through the students and must in every case pay fifty cents for a night's lodging. An experiment will be made of permitting exceptions to the above rule, provided all lodging is arranged through the Wardens and the usual lodging ticket obtained, as follows: Lantern Night and the nights of the Sophomore and Junior-Senior Supper plays. Further exception: sisters of undergraduate students may arrange through the Wardens to sleep in their sisters' rooms even when their sisters are occupying their rooms.

## IN MEMORIAM

### LYDIA MOORE BUSH

On February 17, 1911, a great loss befell the Class of 1905, in the death of Lydia Moore Bush. As a student in college, she had proved herself of unusual ability, specializing in Physics and Mathematics and graduating among the first ten in the class; as a companion and friend, she had endeared herself to us all by many nameless acts of thoughtfulness and of love. Shortly after graduation she was married to Henry Tatnall Bush, and she had ever since lived quietly and happily in Wilmington, Delaware. In February last we were rejoiced to hear of the birth of a son—an event looked forward to and lovingly prepared for through many months; but scarcely had this news reached us when we were shocked to hear of her sudden death.

The following resolution, recording our grief and sympathy, was passed by the class:

"In the death of Lydia Moore Bush the class of 1905 has lost a member of rare fineness of intellect, whose gentle dignity and whose sweetness and loyalty of character made her not only much beloved, but a never failing source of quiet strength and of inspiration. To Mr. Bush, and to Mr. and Mrs. Moore, the class of 1905 extends its deepest sympathy."

1905.

### CAROLA WOERISHOFFER

On Sunday, September 10, at four o'clock in the afternoon, Miss Woerishoffer, accompanied by Miss Dunlap of Greenwich House, met with a fatal automobile accident. She was at the time inspecting labor camps near Cannonsville, N. Y. The accident was not due to speeding. The car was going less than twelve miles an hour, but the road was bad. Passing a mud puddle, the wheels skidded and the car went down the high embankment. She died on the morning of September 11, at twenty minutes after eight, surrounded by her Greenwich House friends, for whom she called immediately after the accident. She died in the performance of her duties as an officer of the State Labor Department, talking to the last of her work.

We may call it an accident. So we may call the death of a soldier in the front line of battle. In the warfare of humanity she always chose the most advanced skirmish line, and there she claimed the most hazardous post. Her working as a laundress with unguarded machinery during the hot summer months in New York, from early morning often till long after midnight, her investigating suspicious employment offices, which involved hiring herself out as an immigrant servant girl, her investigating labor camps on the long and lonely roads—all this filled the hearts of those who loved her with fear and apprehension. But to our pleadings and entreaties she had but one answer: "Some one has to do it, so what is the difference?"

Of herself she was utterly unconscious. The value of her life she never understood. She was different from most modern women. To many of them work is a means of self-expression, a pedestal on which to stand. Nothing could be more opposed to every instinct of Carola Woerishoffer's. Anonymous service was the sole aim, and even the word "service" was never uttered, because it smacked so much of cant. She hated cant and phrases of any kind. The usual lazy talk about "ideals" was not much to her taste; yet an incident that happened six weeks before her death throws light on her innermost self. An old gentleman who for the last fifty years has served the country in war and peace was very fond of Miss Woerishoffer, and he was one of the very few to whom she liked to talk about her work. One day, listening to her, he spontaneously exclaimed:

"What an ideal public servant you are, Miss Woerishoffer!"

The exclamation was unexpected; it was obviously sincere and genuine. Miss Woerishoffer flushed, her eyes opened wide, her lips parted. I have never seen her affected in a similar way. The spontaneous recognition of this upright old man, who had served so long and so well, struck the innermost keynote.

Miss Woerishoffer was twenty-six when she died. She was not a finished person; she was still in the making. Moreover, she would not have been "finished" for many years to come. She was developing by leaps and bounds, growing like a giant. But the potential powers of the child were too great; they required life, facts, experience, to come to their full fruition and to adjust themselves. Her intellect was analytical and of the keenest. It never could surrender to a dogmatic statement nor be moulded by a phrase. One never could tell her "Do this!" or "Don't do that!" without telling her why. She required facts. But facts mean experience, facts mean life, which, alas, was not granted to her; and it was in the quest of the facts of life that she died. When she was a little child she was driven to school (she used to make the footman sit in the carriage while sitting herself on the box with the coachman). She was annoyed at not being able to go to school alone and unaccompanied. When she asked why she might not go alone she was told that she might meet with some very unpleasant experience.

"But I want to meet a very unpleasant experience!" was little Carola's answer.

This remark of a child, properly interpreted, reveals the grown person. Her soul was yearning for experience. But if experience is in its nature very unpleasant, then she must know it and meet it and bear it on equal footing with those who cannot escape it. Some people may think that after all she found pleasure in the quest itself, that she found joy in the adventure incidental to her work. But in spite of an occasional amusing experience there was little pleasure in working the long summer day in a laundry, nor was there much delight in spending the night in a court-house bailing out strikers after a hard day's work. And only recently, on returning to her work after a short visit with Mrs. Simkhovitch, she wrote, "Oh, how I hate these lonely roads. Camping with you people is quite a different story from the Italian



labor camps!" It was the only plaintive note that either we or any of her intimate friends ever heard her utter about her work. She was a soldier of the cross without ever admitting or even knowing it.

She was an independent spirit, eager and wide, an individualist and an individuality. When she was a child her mother took her to the annual meeting of a charitable organization of which she was president. When she heard the assembled multitude voting "Yes" on every motion, little Carola could not contain herself any longer. "Mother, can nobody here say 'No,' if he wants to?" she asked.

It was not a chance remark. It was again an expression of her personality. She would not say "Yes" or "No" because somebody else or because everybody else said so. She had to form her own opinion and find out the answer for herself from the facts of life. That is why perhaps she was especially interested in social science while studying at Bryn Mawr. Yet it was not her teachers alone, but her home surroundings as well, that led her to serve and to lead in the army of social advance. Her father she did not know. She was eight months old when he died. All she knew was that he built railways and loomed large in Wall Street. But she knew and loved her step-grandfather, Oswald Ottendorfer. She was constantly listening to political discussions. She was also very proud of her father's brother, who was Germany's pioneer in both labor legislation and factory inspection. His devotion, his service, his integrity impressed her deeply. In his footsteps she followed. She was influenced too by her mother, a woman of great character and intelligence, devoting her life to philanthropy, and utterly free from worldly aspirations. She was proud of her mother.

These surroundings laid an impress upon the child's soul, but her further development was from within. She was primarily born, not made; she was growing and expanding because she had to. Greatness, directness, straightforwardness, and unbending will-power were hers. She could not live and be otherwise. We older people who came to her as friends and advisers taught her little, but we learned much.

It is rather hard to give intimate illustrations of her character because she shunned publicity of any kind; but it is, unfortunately, necessary. I remember, for instance, quite an argument which we once had about a piece of work for which she was paying. We could not agree on the policy, and in the heat of the argument I accused her of wanting to have her own way, because she was paying for it! The brutality of the remark I appreciated as soon as I had uttered it. She told me later that nobody could have hurt her or insulted her more than by accusing her of money-rule—because it was the sole and only thing in the world that she was always determined to avoid.

For individuals she did as much as for organizations. If she knew personally of a man, woman, or child who, in her opinion, was not having a fair chance, she saw to it that that person was given a fair chance. In all work of that kind she was extremely secretive and delicate. It was all arranged through others, her name never appearing in the transaction. It was in such circumstances that she showed a character that one could never know and forget. She actually taxed all her ingenuity to invent work and give a fair chance to one woman who had turned out to be a disloyal friend, and to another who disliked her and openly insulted her.

She was a Spartan in her personal habits. The only luxury she indulged in was the bestowing of rich gifts upon her mother and her friends. She regarded as her really earned income the twelve hundred dollars she received as her salary from the State Labor Department. But she was not a socialist, and misty socialistic phrases she regarded as unwholesome. She used to call those who uttered them "radical bro-mides."

Her attitude toward social movements and social work was keen, thoughtful, and realistic. While half-baked minds were straining to catch a new social thought, Carola Woerishoffer was devoted to and interested primarily in very old-fashioned neighborhood work—settlement work. If the industrial problem is the problem, then we must know the industrial family. If the immigrant threatens the American standard of living, then with the immigrant we must be intimate, and for this the settlement is especially equipped. Greenwich House was to her another home from which all her work radiated. She constantly had new plans for Greenwich House, which, with Mrs. Simkhovitch, she was working out, and for which she took the financial responsibility. Her interest in industrial problems thus began with the life of the industrial family. In the conflict between capital and labor she took the side of labor. Not unaware of the shady sides of unionism, she was a fighting friend of labor, as was shown by her devotion to the Woman's Trade Union League, of which organization she was treasurer. What she wanted for America were Lloyd George's policies, the introduction of modern German or English methods of taxation, adequate labor legislation, and the development of social insurance. It is therefore not surprising that it was Miss Woerishoffer who made the first congestion exhibition possible, as well as the subsequent work of the Congestion Committee. Miss Woerishoffer's hobby was the Label Shop (4 West 28th street), where only goods with trade union and Consumers' League labels are sold. She was the president of the shop, and its success was to her a source of constant joy. She became director of the Taylor Steel & Iron Company of High Bridge, N. J., because she was interested in the desire of that company to make a model industrial village of High Bridge.

Her interests were many, too many to enumerate here, but her purpose was always the same. She was changing, growing, developing, but always in the same direction. Too keenly is it felt by all of us who understood her that it is not within the powers of ordinary persons to express their understanding of her, to share it with the many. We can but hint at it clumsily, we can but illustrate it by petty anecdotes. To get a rough and crude picture of her one must first of all keep in mind her all-consuming desire to serve the American people—not vague humanity, mind you, but America; to keep this land true to its promise of a fair and equal chance for everybody. Add to this purpose a shrewd, keen, realistic mind, and courage and will-power inconceivable.

To illustrate her courage and will-power by an incident or two. When she was in college there was once a dispute about the serviceability of the old life-nets in case of fire. Miss Woerishoffer declared that the only way to find out was to test them. She got her friends to hold one of the nets, ran to the top of the dormitory, climbed out on the narrow ledge of the highest window, and jumped. The net held her. When she was still a little girl her riding-master once happened to say that a good horseman, if thrown, would never let go of the reins. One day, when she happened to be riding alone, the horse threw her. She remembered the riding-master's remark, and, although she was dragged for half a mile, and was stepped on by the horse, she held the reins. Her forehead was scarred for life.

With a make-up such as hers it was difficult for her to tolerate the petty, the cheap, the cowardly, the snobbish. She loved with a great heart all the victims of society, but she despised those who sit with folded arms and lead a life of pretense. There was a great deal, a very great deal, of Ibsen's Brandt in her. Brandt, dying under an avalanche, asks the Lord whether it is not enough to give up everything, whether it is not enough to have will-power "*quantum satis?*" The answer from above is, "He is *Deus Caritatis*." This inner answer came to her during the last year of her life.

She was growing in the direction of all-embracing, all-forgiving charity when her heroic life came to an end, and time stood still. . . .

"Follow after—follow after, for the harvest is sown:

By the bones about the wayside ye shall come to your own."<sup>1</sup>

VLADIMIR G. SIMKHOVITCH.

(Reprinted from *The Survey* of September 30, 1911.)

To say that State and city have suffered heavily in the death, by an automobile accident, of Miss Carola Woerishoffer may seem to some of our readers an exaggeration. This young woman was but twenty-five years of age, her name was not widely known, and the fact of her wealth, interesting as it was, did not make her altogether exceptional in this city of riches. And yet we would not modify our statement an iota. Miss Woerishoffer inherited with wealth a rare appreciation of the public responsibilities which morally go with large means. Of unusual ability, she early devoted herself to questions affecting the working people, not merely by theoretic study, but actually by going among them and sharing their burdens. Thus, she was ready and willing to work in laundries to learn the condition of women workers in them. To the idle rich of Newport or Fifth Avenue such a course would doubtless not only smack of the plebeian, but seem positively vulgar. Indeed, Miss Woerishoffer must have puzzled all of them. Able, if she chose, to figure largely in the press that deals with personalities, in the rôle of heiress and sister to a countess, to frequent balls and "functions" and have her box at the opera, she actually preferred the humble work of a State inspector of labor, and it was in this that she was engaged when the fatality occurred. To our minds, Miss Woerishoffer had already rendered distinguished service in the warfare of humanity. Her shining example should influence many another to follow in her footsteps.

(Reprinted from the New York *Evening Post* of September 12, 1911.)

Among the alumnæ of Bryn Mawr there is one whom she will ever regard with an exceeding affection and pride. Short though her life was, few, if any, have excelled Carola Woerishoffer in loyalty or in significant achievement. At the same time, however, her friends will fear lest Bryn Mawr claim too large a share in her daughter's greatness, and fail to recognize that there was power, there was courage, there was sagacity, which the college might enlighten and discipline, but never bestow.

Carola Woerishoffer is one of the few who can be said to have carved out their own destiny. Throughout her life she knew what she wanted, and, whatever it might be, she pursued it resolutely, tirelessly, even unscrupulously. How early she resolved to devote her energies to the improvement of social conditions I do not know, but it was some time before she entered college. College was, indeed, a step in the career she had planned for herself. For with a great enterprise and a great ambition went a great humility. Wealth she had, but she was shrewd enough to perceive that even wealth could not open a royal road to the goal she had set for herself. She must have training, the best, the most thorough, that could be had. So it was that she resolved to go to college. And she had her way.

It would be difficult to convey to one who did not know her a notion of how different she was from the ordinary run of girls entering college. She fell into no type or class. She was, to use her own words, an experiment. Many of her fellow-students will remember her as eccentric and unapproachable. But those of us who came under

<sup>1</sup> These are the only lines marked in Miss Woerishoffer's copy of Kipling's poems.



the spell of that brilliant and powerful personality will always feel that to have known her was a privilege of incalculable significance. She was indeed a figure to fire the imagination, sound of body, of incredible physical endurance, and with such a mind, so clear, so receptive, so vigorous, so unfettered by convention and tradition! There was no company like hers. Others were more sympathetic, perhaps. But where would you find such originality, such audacity, such range of vision, such penetration? And as for her humor, which was indeed the fine flower of her whole personality, who can forget it? Meredithian in its subtlety, Rabelaisian in its robustness, manifesting itself now in a childish prank, now in the keenest satire. She had a fine scorn of the obvious, of pretence, sentimentality, and affectation, and to hear a cant phrase upon her lips was a treat that passes description. The humor of a situation never escaped her, and she could render it with a crude directness of which she alone was master.

She enjoyed life at college in the fullest sense. Study, athletics, friends, all shared her interest. In athletics she won great distinction and was a thorough "sport." It is interesting to note that she was also a "sport" in the matter of study. A conscientious and interested student, she seldom attained the highest marks. Yet she did not regard marks as of no significance, or attribute to indolence her failure to get them; in fact she used to insist that she studied harder than any of us.

When college was over she engaged in social and philanthropic work, slowly, cautiously at first, feeling her way, taking her place in the ranks, never seeking prominence or leadership. She was not long in finding enterprises to support and work to do. Her means, her wisdom, her boundless energy, she devoted to the cause of humanity. Labor, hardship, and danger were of her portion, though she bore them so lightly, so gallantly, that one hardly realized they existed. But let it not be imagined that her life was one of sorrow and renunciation. For her the pleasures and ambitions of the idle rich spelled tedium unutterable. Ease and luxury found her deaf to their appeal. Comradeship, activity, adventure, work,—in the balance with these all other goods had scarcely a feather's weight. These she chose unflinching, these she had in fullest measure, and in them she rejoiced and triumphed.

COMFORT WORTHINGTON DORSEY, 1907.

During the summer one of the most original and effective of the social workers among Bryn Mawr graduates, one of the women Bryn Mawr was proudest of, has met with a tragic death, having been crushed to death beneath her automobile while she was investigating conditions in the labor camps in Cannonsville, New York. Ever since leaving the college she had been trying to help the conditions of women's labor. She spent the summer of 1910 working in the steam laundries of New York City, taking all the terrible risks of mutilation. Last winter she had been among the immigrants as one of them collecting evidence in the awful white slave trade cases. She had initiative and independence. She was absolutely fearless. She was humble and entirely without self-seeking. The possessor of a large fortune, she spent little or nothing on herself, but gave generously to worthy causes. Bryn Mawr owes her a great debt of gratitude. Her last gift was \$70,000 to the endowment fund of the college. Her life would have been spent in efficient social service. Her brave and gallant spirit will lead the way for others to follow in her footsteps even if at a long distance. Her death, just as her long years of apprenticeship for service were ended, is one of those great mysteries which we cannot solve. We can only be sure that the joy of faithful preparation for service is its own exceeding great reward.

(From President Thomas's address to the students at the opening of the college year, October 4, 1911.)

## NEWS FROM THE CLUBS AND FROM BRANCH ALUMNAE ORGANIZATIONS

### CHICAGO

At a meeting held in September Harriot Houghteling, ex-'07, was elected President to complete Eunice Follansbee's term of office. Eunice Follansbee is now taking a trip around the world.

### NEW YORK

The new members in the Club are: Lucy M. Donnelly, '93; Mary Flexner, '95; Mabel H. Norton, '02; Ruth H. Gayler, '11; Isabel M. Rogers, '11; Louise S. Russell, '11; Marion S. Scott, '11.

### THE INTERCOLLEGIATE BUREAU OF OCCUPATIONS

The Intercollegiate Bureau of Occupations opened its office in the Arena Building, 38 W. 32d Street, New York, on October 2. The manager chosen by the board of directors is Miss Frances Cummings, who for seven years has been in charge of the review division of the New York Tenement House Bureau of Records. Miss Cummings's previous success both in practical office management and in investigation makes her peculiarly fitted to keep the records of the bureau in a way that will be of real value in the field of economic research.

A gratifying number of calls has already been received from employers, and anyone who doubts the need for the bureau has only to look at the first week's registration of sixty applicants for positions.

With the exception of teaching, the bureau aims to fill all kinds of positions which call for educated women. A registration fee of one dollar and a small

percentage of the salary are charged, as the bureau hopes in time to free from financial responsibility the branch alumnae associations and clubs of Barnard, Bryn Mawr, Cornell, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley, which are now supporting it.

### PHILADELPHIA

The Philadelphia Branch of the Alumnae Association met at the College Club on Saturday, October 14, at 3 p.m. About seventy-five members were present, all representative alumnae and former students. President Thomas and Miss Garrett were the invited guests. President Thomas spoke on "Academic Standards and Academic Needs of Bryn Mawr College," and afterwards answered questions and joined in a discussion of several points brought up.

The Branch holds its annual meeting on November 25 and hopes to have other meetings during the year at which members of the Faculty may be asked to speak on their several departments, and in this way to keep its members informed as to the Bryn Mawr of today.

### PHILADELPHIA COLLEGE CLUB

The club has bought and moved into its new house at 1300 Spruce Street. The formal opening took place on October 19. As was stated in the *JUNE QUARTERLY*, Bryn Mawr alumnae and former students who are passing through Philadelphia are cordially invited to secure cards of introduction and make use of the house.

## NEWS FROM THE CLASSES

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr students everywhere would constitute themselves regular contributors to it.

1889

Alice Anthony, having resigned the wardenship of Denbigh Hall, is spending the winter with her sister Emily Anthony Robbins, '89, in Detroit.

Catherine Bean Cox, who has been spending the summer abroad, passed through Philadelphia on October 14 on her way home to the Hawaiian Islands and met several '89 friends at luncheon at the College Club.

Harriet Randolph has returned from her semester's leave of absence and resumed her work in the department of Biology.

1891

Lillian Sampson Morgan (Mrs. Thomas H. Morgan) has a daughter, Isabel, born on August 12.

1892

Alice Belin went to London with her father for the coronation festivities in June.

1893

Edith Hall spent the summer in England, part of the time on a walking trip.

Henrietta R. Palmer is now in London for an indefinite time. Her address is 101 Hopton Road, Streatham, S. W., London, England.

1894

Ethel Walker opened her school at Lakewood, New Jersey, on October 3. She has ten boarding pupils and several day pupils. Three of the girls are preparing for Bryn Mawr.

1895

Mary Flexner is living at the Bryn Mawr Club in New York this winter.

Rosalie Allan Furman was married on September 5 at Absecon, New Jersey, to Mr. D. C. Newman Collins. They will live in Cranford, New Jersey.

Lillia M. D. Trask, ex-'95, is Librarian at the Rockefeller Institute for Medical Research, New York.

1896

Lisa B. Converse is teaching Latin and Greek at Ethel Walker's school in Lakewood.

Mary Crawford Dudley (Mrs. Charles B. Dudley) has moved into her new house on Old Gulph Road, Bryn Mawr.

Ruth Furness Porter (Mrs. James F. Porter) spent a month this summer camping and mountain-climbing in the Canadian Rockies.

1897

Margaret Nichols Hardenbergh (Mrs. Clarence Morgan Hardenbergh) has moved to Kansas City.

Susan Follansbee Hibbard (Mrs. William G. Hibbard, Jr.) sailed on October 10 for India. She was accompanied by Mr. Hibbard and her sister Eunice Follansbee, '03. They expect to be in India for the Durbar, and will continue on through China, Japan, Honolulu, and the Philippines, returning to America some time in the spring.

Mildred Minturn Scott (Mrs. Arthur Scott) and her husband spent the summer at Murray Bay, Canada.

Margaret Nichols Smith (Mrs. William H. Smith) has a son, Marshall Parsons Smith, born on September 19.

Masa Dogura Uchida (Baroness Uchida) has returned to Japan with her husband, who has been appointed Secretary of War for Japan.



Elizabeth Higginson Jackson (Mrs. Charles Jackson), ex-'97, has a daughter born on October 3.

## 1898

Marion Park spent the summer in the Sandwich Islands.

## 1899

Etta Davis is teaching in the Normal School at Honolulu.

Ethel E. Hooper was married on September 27 to Dr. Martin Ross Edwards of Boston. Dr. Edwards is the Director of the Harvard Medical School at Shanghai, China. Dr. and Mrs. Edwards sailed for China early in October.

Charlotte Hubbard Goodell (Mrs. Horatio Stuart Goodell), ex-'99, has a son, Robert, born March 9, 1911, at Painesdale, Michigan.

Ellen Kilpatrick, ex-'99, and Mary Kilpatrick, '00, spent the summer abroad.

## 1900

Edith Crane has just returned from a summer in Europe.

Susan Dewees has just returned from a six months' trip in Europe. During that time she worked for six weeks in a London settlement.

Louise Congdon Francis (Mrs. Richard S. Francis) has a son, Richard Standish Francis, Jr., born on June 29. He is the oldest son of the oldest son for thirteen generations from the first Richard Francis who came over in the Mayflower.

Katharine Houghton Hepburn (Mrs. Thomas N. Hepburn) has a son, Richard, born in September.

Grace Latimer Jones and Elma Loines, '05, spent the summer in Italy, principally studying pictures. Grace Jones's school in Columbus has 175 pupils. A boarding department has recently been added.

Louise Norcross was married on September 26, at Carlisle, Pennsylvania, to

M. François Lucas. The members of the class present were: Renée Mitchell Righter (Mrs. Thomas M. Righter), Elise Dean Findley (Mrs. Joseph D. Findley), Constance Rulison, and Edith Wright.

Carolyn Brown Radnor-Lewis (Mrs. Herbert Radnor-Lewis) is acting as Associate Editor of *Good Housekeeping*. She began her work with the October number and is in charge of the Department of Fashions.

Constance Rulison will spend the winter in Paris, sharing apartments with Marian Hickman, '03.

Jessie McBride Walsh (Mrs. John Henry Walsh) sailed in September for the Philippine Islands, where her husband has been ordered for two years of duty.

Edith Wright is Warden of Merion Hall.

Hilda Loines, ex-'00, won a prize offered by the Bolton (New York) Improvement Society for the best six perennials. She exhibited Phlox, Larkspur, Carpathian harebells, Alpine violets, Gaillardia, and Violas.

## 1901

Louise Brown and Gertrude Kemmerer, ex-'01, sailed on the *Mauretania* on October 4 to be gone for about a month. They will spend all their time in Paris.

Frances Ream Kemmerer (Mrs. John L. Kemmerer) has a son, John Leisenring Kemmerer, Jr., born on July 9.

Fanny Sinclair Woods (Mrs. Andrew H. Woods), her husband, and their four children are returning to China, where Dr. Woods is to hold the office of Vice-President in the medical college at Macao. They leave Bryn Mawr the first of November.

Sarah Towle Moller (Mrs. Irving C. Moller), ex-'01, has gone to Hartford to live.

Jane Righter, ex-'01, is Warden of Rockefeller Hall.

## 1902

Elizabeth Lyon Belknap (Mrs. Robert E. Belknap) has been east all summer, staying with her mother at Watch Hill.

Jean Crawford spent the summer in Europe.

Elinor Dodge, Frances Seth, and Marion Balch spent September together at Randolph Centre, Vermont.

Anne Todd spent the summer in England with Jane Cragin Kay. She also spent several days with Helen Nichols Estabrook, ex-'02.

Helen Nichols Estabrook, (Mrs. Mansfield Estabrook), ex-'02, and her husband have left Cambridge and are living for the present in England. Her address is care of Miles Bement Company, 25 Victoria Street, London.

Irene Sheppard, ex-'02, has gone to Buenos Ayres for the next two years. She is working for the Young Women's Christian Association.

Helen Stewart Huyler (Mrs. Edwin Huyler) and her husband spent July and August travelling in Devon and Cornwall. The first of September they returned to Syracuse, to 1324 James Street, where they will live in the future.

Mabel Norton is Warden of Denbigh Hall.

## 1903

Katharine Failing was married in September to Mr. Henry Clay Ritz, at Portland, Oregon.

Ida Langdon is taking her third year's work for a Ph.D. at Cornell University.

Grace Meigs has gone to Vienna for the winter to study medicine; she is specializing in children's diseases. She will later take a course in Berlin and will return to this country in a year.

Elizabeth Bryan Parker (Mrs. John E. Parker) has a son, John Emilius Parker, Jr., born in August, 1910.

## 1904

Maria Albee has announced her engagement to Edward Lewis Uhl, Yale,

'94 S., of New Haven, Connecticut. Mr. Uhl is connected with the Winchester Repeating Arms Company. Miss Albee will continue in her position as Business Manager at Bryn Mawr until March.

Fanny Cochran spent the early summer on her farm at Westtown, Pennsylvania, and the latter part camping in the Adirondacks and at Campobello.

Clara Case Edwards (Mrs. Arthur C. Edwards) and her husband went to Teheran during the summer with the expectation of being there for three years. Mr. Edwards is an Oriental rug expert.

Marguerite Gribi Creutzberg (Mrs. Otto A. Creutzberg) has gone to London for a few weeks.

Mary Lamberton is teaching in Philadelphia.

Florence Robins is teaching at Miss Madeira's School in Washington.

Alice Schiedt was married on September 28 to Dr. Paul Franklin Clark, of the Rockefeller Institute for Medical Research. The wedding took place at the house of Helen Schiedt Woodward, '01, at West Orange, New Jersey. Edith Campbell, '01, and Minnie Ehlers, '04, were the only Bryn Mawrtys at the wedding.

Katharine Scott is teaching in China.

Edna Shearer has taken Miss Crandall's place as Head of the Essay Department at Bryn Mawr.

Leda White is doing private teaching.

Elizabeth Whiting, Eloise Tremaine, Gertrude Klein, Amy Clapp, Miriam Chesney, Rebecca Ball, and Margaret Scott are all teaching in the Philadelphia High School.

Virginia Chauvenet, ex-'04, is to act this winter in "Rebecca of Sunnybrook Farm."

Edith McMurtrie, ex-'04, returned the last of September from her trip to Europe, whither she had gone as a prize-winner from the Philadelphia Academy of Fine Arts.

## 1905

Margaret and Theodora Bates are teaching in Washington, Margaret at the Holten Arms School and Theodora at Miss Madeira's.

Caroline Morrow Collins (Mrs. Chadwick Collins) has a son born on September 19.

Adaline Havemeyer Frelinghuysen (Mrs. Peter H. B. Frelinghuysen) has a son, George Griswold, born July 24.

Helen Griffith is studying and teaching at the University of Chicago.

Gertrude Hartman is Assistant to the Director in the Winsor School, Boston.

Bertha Marcus and Emma Thompson are teaching in the Philadelphia High School.

Amelia Montgomery was married in New York on May 1 to Mr. William Douglas Carter, an engineer. They are living in Quincy, Illinois.

Avis Putnam has announced her engagement to Mr. Edward Dethier of New York, a violinist.

Jane Ward is to be the Secretary of the Y. W. C. A. in New York this winter.

Mabey Parks Remington (Mrs. Percy Remington), ex-'05, has a daughter, Evelyn, born in August. Mr. and Mrs. Remington have left Cincinnati and have moved back to Germantown, Pennsylvania.

## 1906

Phoebe Crosby is studying this winter at the School of Civics and Philanthropy of New York.

Marion Houghton was married on August 8 to Mr. Stevens Thomson Mason. The wedding took place at the home of her sister, Katharine Houghton Hepburn, '00. Mr. and Mrs. Mason are living in Detroit.

Helen Brown Gibbons (Mrs. Herbert Adams Gibbons), ex-'06, has a son, Lloyd Irving Gibbons, born in Constantinople, Turkey, on July 31.

## 1907

Emily S. Cooper spent the summer with Anna MacClanahan Grenfell in St. Anthony, Newfoundland.

Julie Benjamin and Mabel Foster have positions for the winter at Greenwich House, New York.

Jeannette Klauder has an illustrated article in the October *Ladies' Home Journal*, on "Good and Bad Taste in College Rooms." Miss Klauder has announced her engagement to Lieutenant Thomas C. Spencer of the First Infantry, U. S. A.

Eunice Schenck is doing research work in Paris.

Ellen Thayer is teaching French this winter at Wolf Hall, Denver.

Margaret Augur, ex-'07, is continuing her course at Barnard College.

Miriam L. Cable, ex-'07, has announced her engagement to Captain Friederich von Ternes of Vienna, an officer of the Eleventh regiment of hussars of the Austrian army. The wedding will take place in November.

Harriot Houghteling, ex-'07, has returned from a six weeks' cruise along the coast of Labrador. She visited Anna MacClanahan Grenfell (Mrs. W. T. Grenfell) for a few days.

Berniece Stewart Mackenzie (Mrs. Charles Arthur Mackenzie), ex-'07, expects to leave New York in November to go West for a long visit to her family in Portland, Oregon. She will take her two boys with her.

## 1908

Mildred R. Bishop will tutor some children in St. Augustine, Florida, this winter.

Margaret Copeland and Emily R. Fox, ex-'08, spent a month camping and riding in the Jackson Hole, Wyoming.

Margaret Duncan was in Philadelphia for a short time in June, visiting Eleanor Rambo and Isabella M. Pyfer, '10.

Louise Milligan and Carlotta Welles, ex-'12, were travelling together in Italy in May. Miss Milligan had been visit-



ing Miss Welles in Paris and sailed for America in June.

Frances Passmore is living at Hull House, Chicago, for the winter and is taking a course at the School of Civics and Philanthropy.

Mary R. Waller is taking a course at the School of Civics and Philanthropy, in Chicago.

#### 1909

Margaret Bontecou returned from Europe in July, having completed her year of study abroad. Her work included courses at the University in Munich and at Oxford.

Judith McC. Boyer was married to Mr. James Alfred Sprenger on July 19 in Pottsville, Pennsylvania. Mr. and Mrs. Sprenger are living at 424 Walnut Street, Newtonville, Massachusetts.

Mary Goodwin is studying at Bryn Mawr as a Fellow in the Economics Department.

Mary E. Herr made a trip through the Yellowstone Park this summer and a trip on the Great Lakes, visiting Margaret Copeland on her way West. She has been promoted to the position of First Assistant Librarian and is now working in the East 96th Street branch of the New York Public Library.

Ethel Mattson was married to Mr. Prescott Heald on September 1, in Omaha, Nebraska. Mr. and Mrs. Heald are living at 107 South Glen Oak Avenue, Peoria, Illinois.

Mary Nearing is Director of Athletics at Miss Ethel Walker's School in Lake-wood.

Anna E. Platt has been visiting Louise Foley in St. Paul. She has been elected President of the Baltimore Equal Suffrage League, to take the place of Louise Carey, ex-'08, resigned.

Mildred Pressinger has announced her engagement to Mr. Otto Kienbusch of New York City. Mr. Kienbusch is a Princeton man of the class of 1906. He is now in the tobacco business. The wedding will be some time in January.

Barbara Spofford is continuing her work with backward children in the public schools of New York.

Margaret Ames, ex-'09, spent a month this summer travelling in Alaska.

Isabel L. Goodnow, ex-'09, was married on September 9 to Mr. Ezra Kendall Gillett. The wedding took place at her home in Norfolk, Connecticut, and many Bryn Mawr people were present. Mr. and Mrs. Gillett will live at Pelham Manor, New York.

Evelyn Holt, ex-'09, has a folk-dancing class in connection with Mary Flexner's work as visiting teacher under the auspices of the Public Education Association of New York.

#### 1910

Dorothy M. Child is continuing her course at the Johns Hopkins Medical School this year.

Katherine Rotan Drinker (Mrs. Cecil Kent Drinker) spent the summer with her husband in Norway.

Ruth George, ex-'10, is an English Reader at Bryn Mawr this winter.

Katherine Mildred Kelley was married on April 18 to Mr. William Reed Taylor. Mr. and Mrs. Taylor are living at 1816 Wilton Road, Cleveland Heights, Cleveland, Ohio.

#### 1911

Dorothy Coffin is studying at the Art Institute of Chicago.

Marian Crane did secretarial work at the Rockefeller Institute for Medical Research this summer. She is now teaching at the Bryn Mawr School in Baltimore.

Leila Houghteling made a short visit at Bryn Mawr in October. She is now studying at the School of Civics and Philanthropy in Chicago.

Frances Porter is to study at the School of Civics and Philanthropy in Chicago this winter.

Ruth Wells is teaching at Miss May's school in Boston.

## CLASS COLLECTIONS FOR 1911

(Corrected up to June 26)

Class of '89.....	\$136.00	Class of '01.....	no report
Class of '90.....	no report	Class of '02.....	164.20
Class of '91.....	204.00	Class of '03.....	no report
Class of '92.....	no report	Class of '04.....	438.90
Class of '93.....	98.00	Class of '05.....	no report
Class of '94.....	32.00	Class of '06 anniversary gift..	2167.50
Class of '95.....	50.00	Class of '07.....	12107.40
Class of '96.....	369.10	Class of '08.....	193.00
Class of '97.....	151.00	Class of '09.....	30.00
Class of '98.....	195.00	Class of '10.....	133.50
Class of '99.....	112.44	Ph.D. members.....	31.00
Class of 1900.....	132.00	Total.....	\$16,745.04

## NEWS FROM THE FACULTY AND STAFF

Dr. Albert Schinz, promoted to be Professor of French Literature, has been granted leave of absence for 1911-12 on account of illness. His courses will be given by Mr. Louis Cons.

Dr. William Roy Smith, Associate Professor of History, has returned after one year's leave of absence.

Dr. Tenney Frank, Associate Professor of Latin, has returned after one year's leave of absence.

Dr. David Hilt Tennent, Associate Professor of Biology, has been granted leave of absence for 1911-12.

Dr. Carleton Fairchild Brown, Professor of English Philology, has been granted leave of absence for 1911-12.

Dr. James Barnes has been promoted to be Associate Professor of Physics.

Marion Reilly, A.B., Dean of the College and Reader in Philosophy, has been granted leave of absence for one year. Marion Edwards Park, A.B. 1898 and A.M. 1899, will act as Dean of the College in her absence.

Dr. Grace Mead Andrews deLaguna, Ph.D. of Cornell University, 1906, has been appointed Associate in Philosophy. She was Reader in Philosophy in Bryn Mawr College, 1907-08; Sage Scholar in

Philosophy, Cornell University, 1903-05; Alice Freeman Palmer Fellow of Wellesley College, 1905-06.

Samuel Moore, A.B., Princeton University, 1899 and A.M. 1908; Instructor in English, University of Kansas, 1907-08; Townsend Scholar, Harvard University, 1909-10, and Weld Scholar in English, 1910-11; has been appointed Lecturer in English Philology as substitute for Professor Brown and will give the courses announced by Professor Brown.

Dr. Ellwood Austen Welden has been appointed Lecturer in French and Sanskrit. Dr. Welden received the degree of B.S. from the University of Pennsylvania in 1903 and the degree of Ph.D. in 1906. He was Scholar in Indo-European Philology in the University of Pennsylvania 1903-04, and Fellow, 1904-06; Fellow in Indio-Philology, Harvard University, 1906-07; Student in Berlin, 1905 and in Paris and Bologna, 1909-10; Non-resident Reader in Italian, Bryn Mawr College, Semester I, 1910-11.

Sydney D. M. Hudson has been appointed Lecturer in Economics and Politics. Mr. Hudson received the degree of Ph.B. from the University of Syracuse

in 1907. He was President's University Scholar at Columbia University, 1909-10, and George William Curtis Fellow in Political Science, 1910-11.

Dr. David M. Robinson, Associate Professor of Classical Archaeology in Johns Hopkins University, has been appointed Non-resident Lecturer in Classical Archaeology and comes to Bryn Mawr every Friday to conduct graduate work in Archaeology. Dr. Robinson is an A.B. of Chicago University, 1898, and Ph.D. 1904. He was Fellow in Greek, Chicago University, 1899-1901; Student of the American School of Classical Studies, Athens, 1901-02, and Fellow, 1902-03; Student, University of Berlin, 1903-04; Assistant Professor of Greek, Illinois College, 1904-05.

Frederick Aldrich Cleveland has been appointed Lecturer in History for the year 1911-12. Mr. Cleveland is an A.B. of Cornell University, 1908; he was assistant in Modern History in Cornell University 1908-09; President White Travelling Fellow, Freiburg and Heidelberg, 1909-10; Student, Harvard University 1910-11.

Dr. Regina Katharine Crandall, Reader in English, has been granted leave of absence for 1911-12. Miss Edna Aston Shearer, A.B., Reader in English, is in charge of the administration of the English Composition Classes in her absence.

Georgiana Goddard King, A.M., has been granted leave of absence for 1911-12.

Abigail Camp Dimon, A.B. Bryn Mawr College, 1896, and A.M. 1899, has been appointed Reader in Biology and is conducting Professor Tennent's Minor and Major classes in his absence.

Beatrice Daw, A.B. Vassar College, 1909, and A.M. University of Pennsylvania, 1910, has been appointed Reader in English.

Mary Ruth Ethelwyn George, Hearer, Bryn Mawr College, 1906-10, A.B. Cornell University, 1911, has been appointed Reader in English.

Cornelia Catlin Coulter, A.B. Washington University, 1907; Graduate Scholar in Latin, Bryn Mawr College, 1907-08; President's European Fellow and Student, University of Munich, 1908-09; Fellow in Latin, Bryn Mawr College, 1909-10; and Fellow in Greek, 1910-11, has been appointed Reader in Latin.

Mary Hamilton Swindler, A.B. University of Indiana, 1905 and A.M. 1906; Graduate Scholar in Greek, Bryn Mawr College, 1906-07, and Fellow in Greek, 1907-09; Mary E. Garrett European Fellow and Student, Universities of Berlin and Oxford, and American School of Classical Studies, Athens, 1909-10; Teacher of Latin in the Misses Shipley's School, Bryn Mawr, 1910-11, has been appointed reader in Latin.

The appointment of two readers in Latin has made it possible to divide the large Minor Class of over 100 students into four sections.

Helen Estabrook Sandison, A.B. Bryn Mawr College, 1906 and A.M. 1907, Graduate Scholar 1906-07; Fellow in English, 1908-09; Special European Fellow and Student, University of Oxford, 1909-10 and Scholar in English 1910-11, has been appointed Reader in English.

Helen Schaeffer Huff, A.B. Dickinson College, 1903, A.M. 1905, and Ph.D. Bryn Mawr College, 1908, has been appointed Reader in Mathematics. Dr. Huff was a graduate Scholar in Mathematics, Bryn Mawr College, 1903-04, Fellow in Physics, 1904-05, Mary E. Garrett European Fellow and Student, University of Göttingen, 1905-06, Demonstrator in Physics, 1907-08, Teacher in the Baldwin School and graduate student in Physics, 1907-08, and Reader in Mathematics, 1909-10, Semester II. Dr. Huff will give a two-hour course in Mathematics Preparatory to Science.

Dr. Marianna Taylor, A.B. Bryn Mawr College, 1903, M.D. Woman's Medical College of Pennsylvania, 1908, has been appointed Visiting Physician to the College.



Mabel Harriet Norton, A.B. Bryn Mawr College, 1902, has been appointed Warden of Denbigh Hall.

Edith Buell Wright, A.B. Bryn Mawr College, 1900, has been appointed Warden of Merion Hall.

Jane Righter, Student, Bryn Mawr College, 1898-1901, has been appointed Warden of Rockefeller Hall.

Maria Hawes Albee, A.B. Bryn Mawr College, 1904, and A.M. 1910, has been appointed Business Agent.

#### FORMER MEMBERS

Dr. and Mrs. Hermann Collitz have spent the summer in Germany, Norway, and Sweden. Dr. Collitz represented Johns Hopkins University at Christiania

at the one hundredth anniversary of the university there. Dr. Collitz is just about to publish a treatise on the *Weak Preterite*, which will be the first volume of a collection of monographs in Germanic Philology edited by Dr. Collitz and to be published jointly under the title of *Hesperia*, by Messrs. Vandenhoeck and Ruprecht in Göttingen, Germany, and the Johns Hopkins Press.

After Christmas Mrs. Collitz will publish *Selections from Modern German Literature* as a sequel to her *Early German Literature*, which appeared in 1910.

Dr. Arthur Stanley Mackenzie has been made President of Dalhousie University, of which he is a graduate.

## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed or reviewed as far as possible. The Editor begs that copies of books by or about the Bryn Mawr Faculty and Bryn Mawr students may be sent to the QUARTERLY for review.

### BOOK REVIEWS

**THE SHADOWED STAR.** By Mary Louise MacMillan. Published by the Consumers League of the City of Cincinnati, 1908.

*The Shadowed Star*—Miss MacMillan has hit upon a pretty name for her play. The title has quality in sound and sense. There is poetry in it and depth of suggestion.

A foreword explains that *The Shadowed Star* was written for the Consumers League of Cincinnati with a distinct and immediate practical object in view: to aid the League in its effort to impress on Christmas shoppers that they are responsible for the holidays being "a season of servitude to the workers in the shops."

The scene is the tenement house home of two shop girls absent at their work late on Christmas eve. The principal characters are the dying mother and the feeble old grandmother who is expecting a happy Christmas celebration, watching for the girls and for the *Star* which she thinks the clouds have shut away. She confuses in her expectation the shepherds and the *Star*, the "little people" and her husband and son, dead and buried in the old country, and thinks of the girls as coming home from their work across the bogs and by the hedges. A worn out, hungry little messenger boy and two weary neighbor women are their visitors during the evening, and the girls come in at last in the dark to find the mother dead and the grandmother sunk into sleep.

The play was presented by the College Club in Cincinnati on November 23, 1907,—too late, it would seem, to reduce the congestion of Christmas business that year, or to make people realize the duty of doing their Christmas shopping "early enough in July to allow the shop girls to enjoy their Summer vacation," a demand humorously made upon the sensitive conscience by Dr. Crothers not long since in the *Atlantic Monthly*. Afterward the Consumers League published the play in attractive pamphlet form, hoping to touch a larger public and enabling other clubs to attempt the quickening of the buyer's sympathy for the "workers in shops" by presenting the play in other places.

The problem of the buying and the selling of Christmas gifts is not simple. Early shoppers, those who have from conscientious motives actually accomplished their Christmas shopping before the Christmas rush, declare that the result to themselves has been a complete loss of the flavor and fun of Christmas, and probably, if all buyers went about it early and leisurely and sanely, the result would be such a lessening of expenditure that the workers in shops would find a great reduction in the Christmas harvest,—that welcome harvest, garnered from the percentage on a greatly increased bulk of sales or from the increased pay per hour for over-time work.

Miss MacMillan has made a little play quite in the spirit of the "modern Celtic Movement." To come to the reading of her work fresh from a course of Yeats and

Lady Gregory and Synge and the others—their laughter with its wild tang and tears, their minor melodies and discordant harmonies playing on the Irish heartstrings and awakening mysterious vibrations in our own—this is too severe a test of Miss Mac-Millan, though not improbably she came to the writing of it fresh from the same experience.

The Irish writers confine their suggestion of brogue to the choice of words, the turn of phrase, and the flow of imagery. In reading or playing their work the tongue seeks naturally the characteristic pronunciation, the voice strives instinctively for the characteristic musical tone of the Irish. An unsuccessful attempt to spell the brogue in *The Shadowed Star* makes the reading of it difficult and owing to that mistake the play makes an impression beneath its real value.

A dramatic performance in the hands of capable actors would, no doubt, bring out all the strong points in the work and increase the impression of “the sensitive mystic spirit and undefinable charm” mentioned in the foreword.

**THE PATH OF GLORY.** By Paul L. Haworth. Boston: Little, Brown and Company, 1911.

In his historical romance, *The Path of Glory*, Mr. Haworth has given a very graphic picture of the period of the French and Indian war. The setting of the story is accurate—for the most part the woods of the Ohio Valley and Quebec and the country round it. The account of the capture of Quebec combines the well known details of Wolfe’s brilliant strategy with a most sympathetic and lifelike picture of the two commanders. The action is vigorous and the interest well sustained. Barnaby Currin, the Irish frontier settler, has more individuality than any other character in the book; one follows with interest the story of his marriage with the daughter of a Virginia planter, his long search for his child captured by the Indians, and the reconciliation with his wife’s family on his return to the South after honorable service in the war. Jacob Van Braam also has possibilities of interest; but his dialect obtrudes itself tiresomely into the narrative. The other persons are also stereotyped, their conversation is too much marked by the formality of the period, and contains, very often, little but the obvious.

In accordance with the modern conception of American History Mr. Haworth sees the French and Indian War as a part of the larger struggle that was then agitating the European countries at home and in their colonial empires; but he does not always succeed in conveying this broader aspect of his story to the reader without forcing historical detail into the narrative in phrases that savour too much of the class room and the text book.

**THE LADY.** Studies of certain significant phases of her history. By Emily James Putnam. Illustrated. New York: Sturgis and Walton Company, 1910. xxi, 323 pages.

And when the reviewer had turned the last page and read the last words, he rubbed his eyes. Was it possible? He could not believe it. A whole book, with such a title, a large book, a book written by a woman, and by an A.B. from Bryn Mawr, too,—and not one word on the suffrage question. How unexpected, how fascinating, how refreshing! The rubbing was useless. Yes, it was actually so. And this is not all. Not the fighting woman, not the toiling woman, not the college woman, not



the slum woman, not the negro woman are "discussed"; no, but the dear old sweet queen of the world, avenged for an age's neglect, is restored to us. One might almost say a resurrection of the fairies. All the other species of "females" (awful word, used to one's great surprise by Mrs. Putnam, p. vii—evidently an unhappy reminiscence of Dalton Hall) must have a place in our preoccupations undoubtedly. They are victims of circumstances, or necessary evils, or geniuses; but there is no reason why we should forget the woman who is normal, or let us say the woman that will exist wherever conditions of life are normal. Unless it be, as Mrs. Putnam somewhere says, that "fiction appears to be the only form of statement that in the long run carries conviction" (p. 284). But we have no right to complain any longer. Mrs. Putnam has spoken, and spoken in a style so witty that one is oftentimes reminded of the exquisite *mémoires* or letters "genre Sévigné" of those ladies who, in past centuries, had not infrequently in their hands the fate of great nations—without needing armies of voters behind them.

It would be an unpardonable blunder to "criticize" *The Lady*. It is a book to be enjoyed, not to be analyzed or scrutinized or microscopized by a seminary-conductor. But this does not imply by any means that the author is not extremely well informed. On the contrary, Mrs. Putnam knows all about the Greek lady from the time of Homer to the time of Pericles (and, by the way, how masterly she handles the Pericles-Aspasia situation! There you see the difference in sound judgment between a college-bred woman and some of her non-collegiate sisters, who are no more conservative, perhaps, but infinitely narrower!); she knows all about Plato and Aristotle, both in antiquity and in the middle ages; she even knows that while the divine love of the *Imitation of Christ* and the worldly love of the Troubadour were somewhat at odds, Plato it was who provided a "connecting link" between the two (one wonders whether many poets of that time had Plato courses under Dr. Shorey?); she knows of course about Hildegard, and Heetsvith; she thinks, too, that "we must regard the immense popularity of the convent in Europe in early times as largely due to the uneasiness of women under a patriarchal régime" (p. 76) (which, to a certain extent, reminds one of the theory of Dr. Stanley Hall that the popularity of mud-pools with boys is largely due to the uneasiness of descendants of amphibians under the modern régime of living out of the water altogether); she knows about the *amour de grace* and the *amour de débte*, about the ladies of the Italian Renaissance, about the salonières in the seventeenth and eighteenth centuries in France; she knows delightfully about the blue stockings; she knows about Miss Martineau and Fanny Kemble; Mrs. Putnam, finally, has almost a "theory" which is back of most chapters in the book, namely, that "the man shapes the house, and the house shapes the lady" (p. 106 ff, 159, etc.), a theory which "has evidently a good deal of truth in it," to use the non-committal sentence so much honored by modern scholars. But with all that, every one will agree that the value of the book is chiefly (not exclusively) in its style, so well adapted to the subjects treated and betraying in every line a very observing and thoughtful mind; no deadweight of erudition in those pages; everything is alive, *i.e.*, told so as to determine in the most delightful fashion some specific "reaction" on the part of the reader—in one word, it is true art. Read how Mrs. Putnam tells the anecdote of the grave scholar, Thesmopolis, and the lap-dog (52, 3), the remarks about woman's conversation (103, 4), the explanation why French women do not need to be beautiful and how the most influential among them have a sort of pride in owing nothing of their success to that too easy way of arguing (234), the two conceptions of aristocracy, Latin and Anglo-Saxon, and how they work in practical life (245-249), the description of the anomalous situation of the lady in England at the time when

Walpole and Johnson, neither of whom "cared to talk seriously to a woman," were "each the center of such a group as in France would have been gathered about a lady" (263). Sometimes Mrs. Putnam has that disconcerting way of expounding with the utmost calm ideas that most men would consider not only revolutionary, but, from their point of view, shocking. "One of the fundamental principles of the doctrine of courteous love was its incompatibility with marriage," she writes, for example. And then she goes on with the following theory, which will give an innocent man a weird feeling of a colossal fraud perpetrated by women since the beginning of the world to our blessed day: "It is true that no age had imagined that love and marriage were ever, except by accident, coincident. Since marriage is primarily founded on economic considerations the continued effort of mankind to make its sentimental aspect prevail involves a paradox." (p. 133, 4. Then 135-7, 274). And do not tell me that this quiet frankness is due to the author's having visited an institution of higher learning, for with college-bred women to be unprejudiced usually means chiefly to feel free in erudition (to approach any subject in the physiological laboratory, or in middle-age literature), not in thought.

There is one thing that has pleased the reviewer particularly, namely the emphasis put by Mrs. Putnam on the fact that it is by no means easy to be a lady. We are apt to consider the earning of one's livelihood as the only beautiful thing and the only thing that requires effort; but that is only a prejudice of our age; we confuse necessary things with great things, and hard things with difficult things. Herbert Spencer protested against that childish view of our democratic centuries. Mrs. Putnam, in her own way, protests too. The lady may be "the female of the favored social class" (p. vii), but if she fulfils her part as a lady she will none the less achieve something most admirable. "No one but a Puritan," says Mrs. Putnam, for instance, "will imagine that to be the mistress of a king or a minister or a savant,—to be Madame de Pompadour or Madame de Boufflers or Mlle. de Lespinasse—was a matter simply of *beaux yeux*. Such women and hundreds more of the same type were possessed of talents so great that if they had been men they would have been men of distinction" (p. 226).

This, and many other passages of the sort, force upon us the question: What is a lady? Mrs. Putnam purposely avoids a definition; one regrets that she did not try to go further in her analysis. It could have been done without becoming pedantic when one writes as she does. The characteristic features of the lady seem to us to come out quite distinctly from her pictures. A lady seems to be a woman of leisure who makes superior use of her leisure.

The first part of the definition needs not much comment. A woman who has to work (which, once more, is not the same as to have occupations) cannot claim to be a lady in the strict use of the term. Thus the Roman woman before the Empire could hardly be called a lady,—she was called a "matron," and that word has kept a special meaning, too; only when wealth and luxury invaded the country and slaves relieved her of all preoccupation with the household work could the wife of the influential Roman begin her career as lady. The virtuous Livia, who compelled her imperial husband to wear home-made togas, was no lady in the strict sense of the word. Nor was the woman of the Slave States, as depicted by Mrs. Putnam, a lady; she could not be, she had no leisure. Nor are today's college professors' wives (unless they have independent means) ladies according to our definition.

By the second part of the definition—a woman of leisure who makes superior use of her leisure—is meant that a lady will develop all in her and about her that puts humankind above the animal conception of life; she can afford to look beyond the

mere useful, saying with Renan: *C'est l'utile que j'abhorre*, and has brains enough to do it well. She cultivates everything that makes life worth living,—luxury, to say it in one word. It may be in the form of art, it may be philosophy, it may be love in the higher sense of the “Minnesaenger,” it may be dress. The lady is in a position to know practically nothing but this life of higher enjoyment; other women have a little bit of it here and there only. There are of course occupations in men's life that are perfectly “useless,” and therefore mean luxury; only they have been desecrated by modern work-fetichism. There was a time when there were gentlemen just as there were ladies; today sports, arts, literature, science are in the hands of “professionals,” abominable term, which simply means that man has voluntarily condemned himself to be a slave of his occupation instead of acting like a really human being. Of course there are a few who still endeavor to be gentlemen; a professor, *e.g.*, even if his wife cannot be a lady, can be a gentleman, if he knows how to consider his occupation in the proper light and has not too many quiz papers to correct! The same is true of an artist, the same even is true of men like Mr. Rockefeller who, being in no need to earn any money, enjoys making it as a sport. It is time to stop. Mrs. Putnam might inspire the reviewer with no end of paradoxes!

In conclusion: The book is a comfort and a hope. It shows conclusively, by a *fact*, that college life does not necessarily crush spontaneity, individual thought, and art possibilities. For there lies the vital danger of modern education by erudition; greater danger for women than for men, because they are more conscientious in their studies, greater danger still for Bryn Mawr women, who want even to outdo the others of their sex. What a pity that we have no occasions to enjoy life—literature, art, science—as gentlemen and ladies! The “lecturing” is about as high—or low—as we now get. What a pity that the “salons” have been driven out of existence by the unisexual “clubs!” What a salonière Mrs. Putnam would have been!

## CONTRIBUTORS TO THE NOVEMBER “QUARTERLY”

ELMA LOINES graduated from Bryn Mawr with the class of 1905 in the group of Economics and Politics and Philosophy. She has for four years served as an officer of the Brooklyn Auxiliary of the Consumers' League. Her avocations are music and gardening.

ELIZABETH KLEIN is the younger daughter of Professor Felix Klein, the celebrated German mathematician, Professor of Mathematics for many years in Göttingen and a member of the Herrenhaus. She has lived in Göttingen, and attended courses there for two years, 1908-10. She came out to Bryn Mawr as one of the German scholars and spent 1910-11 in Bryn Mawr, working at Mathematics and Physics.



# THE BRYN MAWR ALUMNAE QUARTERLY

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No 4

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## GENERAL CULTURE

Last year at Bryn Mawr a number of us, members of the Faculty and Alumnae Association, were interested in offering to such Seniors as liked to take it an informal examination to serve as a test of their general culture, or general information, at the end of their four years' training. The examination was in part the outcome of discussions of the value of culture courses, so-called, and courses of general information; but it was immediately suggested to Dean Reilly, Dr. Parris, and myself by a set of "Fellowship Examinations" that came to us from Trinity College, Cambridge, on "The Principles of Knowledge" and "The General Aspects of Literature, Art, and History." Our paper, which I print below, was largely made up from the Trinity examinations, though a certain number of questions were added by members of the Bryn Mawr Faculty, who, following pretty closely the Trinity rule, framed their questions each in another's department. A few of the questions, it will be noted, are questions of fact merely, but more of them ask the student to show her training by using her information to some end in discussion, argument, or the development of a point of view. The questions starred were the most popular.

## BRYN MAWR COLLEGE

SATURDAY, MARCH 11, 1911

*Time, 3 hours*

Answer at least two questions in each section

### I

#### PHILOSOPHY, MATHEMATICS, AND SCIENCE

- \*1. How do new species appear in the animal world?
2. "The character of necessity ascribed to the truths of mathematics . . . is an illusion."—*J. S. Mill.*

3. The Antiquity of Man.
4. "There are some people—and I am one of them—who think that the most practical and important thing about a man is still his view of the universe."—*G. K. Chesterton*.
5. Are the boundaries between the various sciences merely settled by practical convenience, or do you recognize essential gaps between them? Point out where these gaps, if any, may be expected to be found.
6. The nebular hypothesis.
- \*7. "Empiricism means the habit of explaining wholes by parts, and rationalism means the habit of explaining parts by wholes."—*William James*.

## II

### LITERATURE, ART, AND HISTORY

1. What are the literary antecedents of the modern problem play?
- \*2. "However much from curiosity and personal feeling toward him (Shakespeare) we may wish to know his opinions and beliefs about morals or religion or his own poems or Queen Elizabeth, we have not really any reason to suppose that their value would prove extraordinary."—*A. C. Bradley*.
3. "The great instrument of moral good is the imagination."—*Shelley*.
4. "All art constantly aspires toward the condition of music."—*Pater*.
- \*5. "All good art was romantic in its day."—*Stendhall*.
6. The Spire in Architecture.
- \*7. The history of civilization is the record of continuous conflict between Orient and Occident.

## III

### POLITICS, ECONOMICS, AND SOCIOLOGY

1. If you could evoke the spirit of Aristotle, what would you show him in proof and justification of modern civilization?
- \*2. The ideals of democracy versus government by experts.
- \*3. What do you understand by socialism?
4. What are the modern analogues to Bacon's Idols of the Cave?
- \*5. The Mendelian Law and Race Improvement.
6. Mob spirit in modern politics.
7. H. G. Wells and Galsworthy as critics of modern society.

Of the thirty Seniors who wrote the paper six obtained the grade of Credit, fifteen Merit, six Passed, and three Failed. As the students felt some shyness before this unusual test, they were permitted

to number their papers, instead of signing their names, and for this reason it has been impossible to trace the history of the results obtained except, by chance, in the case of the five best papers. Although the data from these are too meagre to justify any general conclusions, I give them for what superficial interest they may have. The first, third, and fifth students in rank had been prepared by private schools; the second and fourth by high schools; the first and fourth had chosen as major subjects English and Philosophy; the second Biology and Chemistry; the fourth Mathematics and Philosophy; the fifth French and Spanish.

After reading the papers here, we sent all above the grade of Passed to Mr. Bertram Russell of Trinity College, who had read a recent set of Trinity papers, in order to have an outsider's opinion on the papers and an English opinion on the results of an American education. Though Mr. Russell, like ourselves, ranked none of the papers above Credit, he wrote in praise of the students: "They can express what they know and their knowledge covers a wide range." In general criticism he said: "It did not seem that originality was sought after—there was a desire to repeat the correct opinion rather than one's own."

The words of praise I let go, thinking them not undeserved. The criticism, of course, gives me pause. Some truth, I do not doubt, there is in it, as there is in the general criticism of the American nation as conventional and, in matters of scholarship and the arts, imitative. But my personal experience, now with not a few generations of Bryn Mawr students, is that they are in fact ever less and less inclined to take what Mr. Russell calls "the correct opinion" and ever more and more desirous of thinking things out for themselves. One has only to pause in an undergraduate lecture and start a discussion, to find the room that a moment before had seemed the abode of docile note-taking full of nothing but ardent opposition. Youth of spirit and intelligence reacts proverbially—and sometimes, it seems, almost mechanically—against whatever is imposed on it with show of authority; but on the other hand it is imitative, quite extraordinarily imitative, of influences that it finds, or believes that it finds, for itself. This set of papers that Mr. Russell criticizes as unoriginal does not seem to me more so than the work of one and twenty in general, more than, for instance, the *Juvenilia* of the poets. Poems and papers alike are packed with other people's ideas



and with phrases borrowed from books. Originality comes out in youth chiefly in the power to feel intensely and not faintly, which again shows itself quite as often in enthusiastic following of some friend's, teacher's, writer's, hero's habits of mind and manner, as it does in revolt against "required work."

But since the inclination of the modern world is, probably, too much towards uniformity and conventionality, and since the wisdom of the best psychologists, away even back to Marcus Aurelius, tells all for independence and self-confidence, Mr. Russell's warning is very timely. The professor, indeed, can never be too often put on guard against the student who, it may be unconsciously and if so with all the more charming flattery, gives back general conclusions dropped from the lecture platform.

Mr. Russell's criticism of the results of the examination, however, hangs on a criticism of the paper itself. "It was obvious," he says, "that most of the questions were on subjects on which lecture courses had been given; now I should have thought the object of such questions was only secured by making them a test of what people have done independently of lectures." This, of course, is an English point of view of our American system of education. An English undergraduate course, I need hardly explain, is as much specialized as is our work in a graduate school. That is, a student works throughout his time on a single subject or a group of closely allied subjects,—on History for example, or on Greek and Latin. On matters of general interest he informs himself, or not, as he chooses; the examinations of Trinity College that I quote show, however, that of the best men, of the applicants for Fellowships, for instance, a certain amount of general and contemporary reading is expected.

Now Bryn Mawr, while very notably among American colleges recognizing in her group system the importance of specialization, falls in with the habit of our country in requiring of every candidate for the Bachelor's degree work in four languages including English, in Philosophy, in Science, and in History or Economics. Art excepted, there is, then, no subject in the general curriculum in which every Senior will not have had, by rule, definite instruction in lectures. By such means, it would seem, a new country must make good the lack of an inherited culture, of "a national tradition in language and literature, and the controlling consciousness of this tradition in the minds of teachers and taught" that, as Dr. Shorey wrote in *The*

*Nation* of last May, a Frenchman or an Englishman takes so easily for granted by right of birth.

Mr. Russell's comment is interesting, however, in view of the tendency at Bryn Mawr, as elsewhere, to extend the range of elective courses, and not infrequently to devote these courses to subjects of immediately popular interest. The enthusiasm with which one-hour electives in Italian Art, for instance, and physics, and modern poetry have been welcomed is noteworthy. Such courses at Bryn Mawr, with the exception of the courses in art and archaeology, are, it is true, safe-guarded from superficiality by the required work in literature, science, or philosophy, as the case may be, that must precede the elective work, thus assuring at least a year's training in the technique of the subject. But, on the other hand, there is little doubt that elective work in a number of subjects not closely related does weaken the student's intellectual independence, and sate rather than quicken her intellectual curiosity. This danger was put vividly before me last year by a student whom I was reproaching for ignorance of some book of contemporary importance: "But we have so many interesting courses, we do not feel the need of outside reading." The student in question, I ought to say, was well read for her age and held opinions on Kipling and Chesterton that I had tried in vain to influence; in fact, she was the student who wrote the best "Culture Examination" paper.

Her unconscious criticism, however, supplementing Mr. Russell's comment on the examination questions, only bears out President Thomas's advice to the Freshmen this autumn, to plan their course very seriously, as a whole, from the start, and to inform themselves thoroughly well in the subjects most likely to be useful to them in their life and work on leaving college.<sup>1</sup> A more academic ideal, doubtless, is to work for the work's sake, regardless of the future; but in this practical age it is an ideal not many will follow and, personally, I do not see that it is in itself a finer ideal than the one set up by President Thomas.

To my mind the matter of supreme importance is, not that the student elect classics, as was the fashion in my day, or economics, as is the fashion at the moment, or even that she work for the future or disregard it in her work, except in so far as the one subject or

<sup>1</sup> Of course at Bryn Mawr no student can take "vocational" work; what she can do is to choose as her electives studies closely allied to her major courses.

the one plan may help her more than the other to work better and more interestedly; but simply that she should work long and hard at some one subject or group of allied subjects, that she should drink a deep draught of knowledge somewhere and not sip, so to speak, from every glass. So far as my observation goes, such things as temperament and background being equal, the Bryn Mawr students are not more cultured who elect culture courses than those who work in mathematics and science; and the other way about. What I do find to hold true now, as always, at Bryn Mawr, is that the student who has profited by our admirable Major and Elective system to specialize in her subject is of a superior culture to the student who has scattered her courses and acquired more general information.

But here those who define culture in terms of general information will differ from me; and in reply I can only say that a little information in many subjects seems to me the mere snobbery of culture. For culture, in any serious sense, is surely not a collection of facts, or great names, or knowing phrases, but an attitude of mind—a sureness of standard, a sophistication of judgment, a simplicity and sincerity of point of view—that comes only from knowing a few things really well, from having learned how to order and combine one's facts—"to think," as the undergraduate puts it; in a word, from having had real intellectual experience. The truly cultured person, I observe, is able without regret to reply "I do not know" to many questions; for it is obvious that no person can know very many things very well and that no serious person can "rest satisfied with vague general views," or be content "to say yes to every glib talker." Moreover, right discipline in youth puts one in the way of learning later anything one wills very easily and pleasantly, and whoever has not too early rubbed the bloom from every subject feels still in the middle years a zest for tasting "the scientific apple."

LUCY MARTIN DONNELLY, 1893.



## THE NEW CALL OF THE ASSOCIATION OF COLLEGIATE ALUMNAE

Having been asked to write for the *QUARTERLY* an account of the convention of the Association of Collegiate Alumnae held in New York in October, I find myself confronted at the beginning of my effort by an oft-repeated question: "What is the A. C. A., and what does it do?"

Since this last convention the New York branch of the Bryn Mawr Alumnae Association has no excuse for ignorance. But whether the things which happen in New York are as vital to the country at large as we New Yorkers like to think them, is always an open question! So the *QUARTERLY* seems the most fitting medium through which to remind the older alumnae and to inform the new of the part that the Association of Collegiate Alumnae plays in the higher education of women.

Its foundation dates from the days when the relative importance of an A. B. and of a certificate from an academy was very obscure in the popular mind. So certain women's colleges and universities admitting women students formed this association, hoping by the motive power of exclusion to force the institutions which did not conform to certain requirements to elevate their standards, to the end that they too might become of the elect. These standards were not merely questions of curriculum. The admittance of women to the faculties and to the boards of trustees was felt to reflect so clearly the attitude of an institution toward the position of women in the intellectual field that membership in the new association was refused to those colleges and universities where such was not the case. Thus, in the days of the standardization of women's higher education all over the United States, the A. C. A. played a very important part. It plays the same part still in those parts of the country where the establishment of local institutions of learning, such as new state universities, is a present question.

But that day has largely passed. What does the A. C. A. do now?

This very question occupied the attention of the whole convention which met in Denver in 1910. How could we get new blood into the A. C. A. and how use the possibilities for power which lie in such an aggregate of trained women all over the country? It is

the custom of this association to suggest at each convention, held alternately East and West, the topics for discussion at the next convention. So the questions propounded in Denver in 1910 became subjects for discussion in New York in 1911, viz., *The new basis for membership*, Dean Talbot of the University of Chicago being chairman of the committee in charge, and *Re-organization*, with President Thomas as chairman.

President Thomas's committee presented no report, because of the absence of the chairman from the United States during the past year, but an informal conference was held at which the presidents of the various college clubs around New York were invited to speak. The discussion centered around coöperation between local branches of the A. C. A. and college clubs. Antagonism or coöperation seemed to lie not in the inherent quality of a college club, or of the A. C. A., but in local conditions. The general sense of the meeting was that the social purpose of the college club could not be fulfilled by the A. C. A., but that the latter more general organization should point the way to work along educational or civic lines, to be undertaken with the separate college groups.

Bryn Mawr was most unfortunate at this meeting, because of the usual confusion between the Bryn Mawr Club of New York and the New York Branch of the Bryn Mawr Alumnae Association. Other college clubs about New York represent all the alumnae in the neighborhood from their respective colleges, banded together for social relaxation or with a civic purpose. The Bryn Mawr Club, on the other hand, is a close organization like the Harvard Club or the Yale Club, owning a house where Bryn Mawr women can live, entertain their friends, or meet each other, with no ulterior purpose. From its nature, the Bryn Mawr Club could not coöperate with the A. C. A. The misunderstanding grew from the mistake of the committee on speakers in inviting the president of the Bryn Mawr Club to speak, instead of Mrs. Learned Hand, president of the New York Branch of the Bryn Mawr Alumnae Association.

For the committee on *The New Basis of Membership*, Dean Talbot presented various plans for enlarging the membership, and Plan I was accepted by the delegates: "To admit to the A. C. A. all institutions of learning, having women graduates, which fulfilled the requirements of the Carnegie Foundation, with, however, the omission of the religious clause in the above Foundation" (I

quote from memory). The old stipulations of the A. C. A. about women on the faculty were added. This change in the basis of membership increases the possible numbers of the A. C. A. by about one-third. The colleges admitted are many of those whose standards have not been those of the A. C. A. but now seem to the A. C. A. of equal value in the education of women.

One great difference between the two standards lies in the credit given in these colleges for "vocational" subjects, such as domestic science, sex hygiene, manual training, music, etc. Bryn Mawr, through Miss Thomas's influence, has always stood in the Association for "cultural" studies, as opposed to "vocational," in the college curriculum. What is to be the position taken by the A. C. A. as a whole upon this very important question? Is the pressure of numbers from these newly admitted colleges to decide entirely its course? This is the time when those alumnae of Bryn Mawr who believe in a purely cultural college course as a preparation for life may exert a great influence upon educational standards for women all through the country by joining the A. C. A. and expressing the faith that is in them.

A recommendation which might be approved by both parties was made by Mrs. John H. Huddleston (Mabel Parker Clark, B.M. '89) in her very compelling paper on "The Modification of College Entrance Requirements." Her committee, the Committee on Public Education of the New York Branch of the A. C. A., finds as the result of a two-years' canvass that college women who are engaged in social work are coming to perceive the unfitness of the high school training for the girl who in the high school has her last glimpse of formal education. The high school claims that the college entrance examinations have to form the basis of their course, and Mrs. Huddleston's paper therefore urged a much greater freedom in the entrance examinations, so as to enable the high school to find room in its curriculum for manual training and domestic science.

The general trend of the whole discussion of the convention settled along the lines of cultural and vocational subjects in secondary and college courses. The opening address of the convention was by Dr. Felix Adler, who made the point that any study, treated from an historical and evolutionary viewpoint, is cultural. The day which the delegates spent at Columbia was marked by the plea



made by Dean Russell of the Teachers' College for recognition of the domestic sciences. At the final dinner at the Hotel Astor, the majority of the speakers were in favor of letting vocational courses receive credit in work for the A.B. degree. But President Thomas and President Taylor, of Vassar, were stout champions of the purely cultural.

Plainly we must all inform ourselves of the facts and necessities in the case and be prepared to cast an intelligent vote. The decision of the A. C. A. to throw its influence for or against vocational training, at any point, may affect the lives of hundreds of thousands of girls who will never enter the doors of a college. This fact gives us a glimpse of the new interests and aims of the Association. Mrs. Morrison, the new president, held a very important post in the recent struggle of California women for the suffrage, and from all sides is heard the verdict that it was the splendid organization of those women perfected by their officers which won the day. Her election seems like a sign pointing out the way we may pursue.

If Mrs. Morrison can perfect the organization of the A. C. A. so that it become a mighty weapon for civic righteousness, shall Bryn Mawr stand aloof? Even as we led in the old days in the struggle for a high standard of women's education, let us, under this equally inspiring banner, add our numbers and our voice.

HELEN HOWELL MOORHEAD, 1904.

## The Bryn Mawr Alumnae Quarterly

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### THE DISPOSITION OF THE WOERISHOFFER BEQUEST

Readers of the *QUARTERLY* will be interested in quotations from two recent speeches of President Thomas. At the meeting held in memory of Carola Woerishoffer at Greenwich House on October 30 she said: "Carola Woerishoffer has given Bryn Mawr College the great gift of \$750,000. She has left us a great trust and also a great responsibility. Coming as it does at just this time of high prices and diminished incomes it means to her Alma Mater the power to grow. It means better teaching and better salaries for teachers, and the strengthening and broadening of all our academic work. It means more efficient training for generations of college girls. In the presence of this little company of friends and mourners I accept with profound gratitude this great proof of her loyalty and faith in the College. On behalf of the Directors and Faculty of Bryn Mawr College I venture to promise that the Carola Woerishoffer Endowment Fund will be used in a manner worthy of her who gave it and that we shall bear in mind first of all the strengthening of those courses of study which we believe—and her own life of social work went far to confirm this belief—will best fit our students for the service of their kind. We hope to be able to associate her name and memory in a lasting manner with such teaching."

At the annual luncheon of the Bryn Mawr Club of Boston, on December 9, President Thomas said that although definite action had not yet been taken it seemed to be the unanimous opinion of the Trustees and Directors that the interest on the Woerishoffer fund should be used for college purposes. The

income will just about suffice—besides enabling the college to avoid the deficits of the past—to fulfil the promises of promotion made in outstanding contracts with members of the Faculty, and, if the Directors think best, to raise to \$3,000 the salaries of such of the full professors as are now receiving but \$2,500 and to give \$3,000 to those who may in time become full professors. This means that the college is assured of being able to continue the work it is now doing. The \$750,000 came, she said, in the nick of time to prevent unavoidable retrenchments.

In view of the fear that has been expressed by certain alumnae that some part of the bequest may be put into halls of residence, it is worth while to quote what President Thomas said, in conversation after the luncheon and later in a letter to the editor, about a new dormitory. Although she would never approve, she said, of using for dormitories any money now belonging to the college or given to the college in future which could be set aside as endowment, yet she hoped that some one who would not be willing to give endowment might give the one additional dormitory which was planned by the architects, John Stewardson and Walter Cope, in conjunction with the landscape gardener, the late Frederick Law Olmstead, to continue Rockefeller Hall and thus complete the line of college buildings extending along our boundaries from Low Buildings to the house of Dean Reilly. The present halls of residence, accommodating 398 students, are now, so to say, more than full, as eight graduate students are obliged to live outside; next year, when the new school of education is opened, President Thomas expects this number to be increased by thirty or forty. That the college is to be somewhat larger is therefore a settled fact; as it now numbers 437 students, the school of education may in the near future bring it up very near the 500

mark which President Thomas proposed ten years ago as Bryn Mawr's limit of growth. Her most cogent argument in favor of the greater number is her conviction that many of the major and post-major courses, free electives, and graduate seminaries are now really too small to do the most satisfactory kind of report work.

As a dormitory yields annually a small return on its cost plus the tuition fees of the students who live in it, it of course involves no financial burden to the college. When it comes to accepting or refusing the gift of a new dormitory, the vital question is whether it will prove a burden to the faculty. President Thomas is certain that the teaching staff of 1912 will be capable of taking care of fifty more undergraduate students, for the large required classes, like Latin, History, and Economics, are already too large to be handled by one professor and must be subdivided in any event. Indeed she thinks that the additional tuition fees would give better teaching facilities to the present students. There needs inside knowledge to make the nice calculation that can fix the exact psychological moment when the slightest increase in number of students means a sacrifice of the standard of work; it is satisfactory to know that Bryn Mawr, profiting by the errors of other colleges, is not likely to make a mistake in her calculation.

#### THE "COMMITTEE TO VISIT"

At the risk of stealing the thunder of the Committee on Reorganization of the Academic Committee, which is to report to the Alumnae Association at its approaching annual meeting, the *QUARTERLY* has a suggestion to make. The Academic Committee is a group of seven graduates chosen by the Alumnae Association to keep in touch with the college and to assist the college authorities by suggesting improvements. It has done a deal of work first and last in gathering

the information on which its suggestions are based, and first and last a goodly number of these suggestions has been put into practice by the college. Its only prescribed means of getting information, however, are its annual meetings with the Alumnae Directors, with the President and two members of the faculty, and with the President alone. An obvious omission in this list is that of any provision for discussing the work and needs of their departments with members of the faculty, for the two who are invited to meet the committee with the President are confined to the discussion of subjects introduced by the committee or by the President. The *QUARTERLY* proposes that the Academic Committee recommend to the President of the Alumnae Association for appointment a small committee to visit each department, not necessarily finding every member in the Alumnae Association, of course, as the work would call for experts. These committees could get every year more detailed information about the needs of the college than the Academic Committee unaided could collect in a life-time, let alone that such information, to be valuable, must be synchronous for all the departments. Such "committees to visit" exist in connection with many colleges and universities, reporting to that element in the government of the institution which is either wholly or in part composed of alumni. Thus our "committees to visit" would report regularly to the Academic Committee in season to be of service at its February meetings and at the annual meeting of the Alumnae Association. Certainly such an arrangement would strengthen the service of the graduates to the college at the point where it is now weakest.

#### WHAT IS "VOCATIONAL"?

Mrs. Moorhead's account of the present situation in the Association of Collegiate Alumnae and her summons to Bryn Mawrtys to take their part in both its



work and its educational discussions because of the almost equally immediate civic bearing of both ought to meet with a hearty response in these practical and public-spirited days. Certainly if there is any question on which college women have a better right to an opinion than other people it is the question of the education of girls and women. And if a supreme right, then a supreme duty. We can do no better social service than to help settle this matter of "vocational" training for our sex,—what it shall be, when it shall be, and, if you like, whether it shall be.

It should be said, however, that to arrive at a practical opinion on this vexed subject is not simply a matter of walking into one camp or the other. It is easy to say, as loyal daughters of Bryn Mawr, that "vocational" domestic science and manual training should be studied not in college but at a technical school, either after college or instead of it; and that these same subjects should be studied non-vocationally in the lower schools. So far, so good. But most subjects do not classify so easily, and subjects that have been assumed to be "vocational" have a disconcerting way of turning out, in some special case, to be "cultural," and *vice versa*. Music, for instance, is one of the "vocational" subjects for which many women's colleges have given credit toward the A.B.; and yet even instrumental or vocal study has been a means of culture to a hundred where it has helped ten to earn a livelihood. On the other hand, courses in English composition train for the profession of writer, and any subject may be "vocational" to the student who plans her college course with a view to teaching, or indeed to a Freshman class the majority of which intends to wrest to the uses of professional training the purely cultural curriculum offered by the college. Even Latin and Greek, the subjects *par excellence* in behalf of which their advocates unanimously claim a "cultural" influence, are pursued by most of the women who study them as

"vocational" and are, alas, too often taught in the same fashion. Two years ago Mrs. Huddleston presented to the New York Branch of the A. C. A. another interesting report; it suggested as a modification of the college curriculum required courses in personal hygiene and in the hygiene of environment, in general biology and bacteriology, and in law; electives in the hygiene of childhood, the family, political science, and the history of industries and the status of women in industry. The report said of this program: "This group is sharply differentiated from the so-called 'Domestic Science' groups. The quality of professionalism inherent in these distinguishes them from the cultural work which it is the function of the college to give." Yet this scheme is objected to as "vocational" in some quarters because, as applied to women, the word is sometimes used in the sense of preparatory to the vocation of being a woman—that is, wife, mother, and home-maker.

As for the meaning of the word "cultural," we have only to look at Miss Donnelly's article to find ourselves in another universe of discourse entirely—a universe where the term "cultural" has been used to mean the humanities, the studies that treat of man and his doings, and where it has been set over against not "vocational" studies but science and mathematics.

From such a universe the battle of "vocational" and "non-vocational" might seem remote enough, if we did not know better. Indeed, it is chiefly on Miss Donnelly's principle after all that we must rely in our attempt to decide what the college, in pursuance of its mission as a training of the intellectual powers to deal with life, shall offer to teach. That which determines whether a given subject is too much out of touch with life or too deeply involved in the technique of some trade or profession to constitute such a training is not so much the matter taught as the manner in which it is taught,—not so much what is studied as how it is studied.

## NEWS FROM THE CAMPUS

## THE LIBRARY FUND

At the meeting of the Philadelphia Branch of the Alumnae Association, on November 25, Mrs. Dudley, who has in charge the fund for the library, addressed the members, quoting the following letter from Miss Jones, the librarian.

"November 24, 1911.

"The needs of the library are so great and so varied that it is difficult to reduce them to writing, but a few facts may be significant, illustrating the most pressing calls for help. Last year we spent \$6822.26, roughly divided as follows:

Building.....	\$744.22
Continuations.....	746.77
Periodicals.....	1542.08
Books.....	3427.54
Postage, express, etc.....	61.31
Supplies.....	300.34

"Of these sums \$3000 came from the regular library appropriation, \$1939.12 from condition examination fees, and \$1541.35 from invested funds, special funds, and gifts. The last two items vary from year to year, and seldom if ever before have they reached these amounts. There are departments in which no books have been bought for years—biology, botany, chemistry, and Semitic literature. The periodical lists have been kept up, but there comes a time when books are imperative. We seem to have reached that time. Then in other departments, the departure of professors who have been here for many years has worked havoc, as the money for books in the library, the recommendation for which is practically all in the hands of professors, has been spent largely with a view to what they had in their own collection. This was notably the case with Dr. Andrews and Dr. Collitz. I shudder to think what would happen if Miss Donnelly, Miss Hatcher, and some others should leave.

"While each subject represented in the appeals of the professors last spring<sup>1</sup> needs building up, there are all through the library gaps that no one is really responsible for, and yet which mark the incompleteness of the library more than more specific needs. Sets of periodicals such as the *Fortnightly* are not complete. The proceedings of societies and the publications, such as the *Camden Society* and the *Surtees Society*, have very distressing gaps. Individual volumes have been bought as needed, but the one we fail to have is the one most wanted. At least that is the way it strikes me; I never hear of the books the readers find, but complaint of the ones not there comes to me. We borrow from other libraries really commonplace things that I am ashamed to confess we do not have. Then the binding should be attended to. Only a few days ago my assistant who looks after this came to me and asked for \$5,000 to put the library into the condition it should be in. Books bought many years ago need rebinding. Pamphlets and sets coming in in parts are getting dog-eared and broken. The whole library will soon look shabby if this is not attended to.

"As for tempting books of general interest, we can not buy them to the extent we should, and consequently the students fail to become interested in the library except

<sup>1</sup> See the *QUARTERLY* for April, 1911.

as a place for grinding work. Many interesting books have been bought by professors for special courses. These the entire college could, with the merest effort, be interested in. But we can not do it, for they are promptly placed on the reserved shelves for required reading, and those students who would gladly read them for the mere love of reading fail to see them till they have lost interest in them."

Mrs. Dudley wound up her remarks by suggesting that the Branch should forthwith pledge itself to raise \$5,000 for the library; she met with immediate response, and already a start has been made. Meanwhile the readers of the *QUARTERLY* will be interested in a second letter from Miss Jones to Mrs. Dudley, which shows in what fashion immediate use can be found for every small sum that is put into the librarian's hands.

"December 7, 1911.

"It gives me great pleasure to acknowledge the three checks you gave me today<sup>y</sup> for the library, and to assure you that the money will be spent as directed, namely:

- \$159.87 The Michi Matsuda Library fund to be spent for books in history and economics.<sup>1</sup>
- 50.00 The gift of Mrs. Alba Boardman Johnson, to be spent for books in biology.
- 25.53 Contributed as follows:
  - 5.00 Miss Gertrude Ely, to be spent for art.
  - 10.00 Adda Eldredge.
  - 5.00 Elizabeth D. Marble.
  - 5.00 Mrs. C. M. Andrews.
  - 0.53 Interest on the above, the last named sums, to be spent as the librarian decides.

"Since you are so kind as to leave the expenditure of the last named sums to my judgment, the books I shall purchase first are volumes 3, 4, and 5 of Farnell's *Cults of the Greek States*, published by the Oxford Press at \$15.74. The need for this book is so characteristic that I think I will tell it to you in detail. The first two volumes were bought some years ago when they first appeared. The Greek department has received very little besides the regular appropriation for years, and other needs being so pressing, the later volumes were not bought. It happens this year that two graduate students need these books for their dissertations, and I was forced to borrow them from the University of Pennsylvania. Other libraries are very willing to loan, but the needs of their own students come first, and only this morning came a note recalling the books. Both our students require the books for consultation all through the year, and I shall buy them at once.

"This is a definite, but not an isolated case, and I assure you the gratitude of the Library at large to the alumnae for their assistance is most sincere."

#### THE INCREASE IN ROOM RENT

Through a mistake of President Thomas's stenographer the increase in room-rent (for all rooms except the ninety of which the rent is to remain at \$100) was stated in the November *QUARTERLY* to be \$25. The figure should have been \$50.

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<sup>1</sup> The residue of the Michi Matsuda fund, given to the library by Emma Guffey Miller, trustee.



## CAMPUS NOTES

## CHAPEL GLEANINGS

*Lantern Night.*—President Thomas told of the origin of Lantern Night, which dates away back to 1886. There are two traditions concerning the origin. According to the first tradition, the Sophomores presented the Freshmen with lanterns to light them through the mazes of the group system. The second tradition, which is supposed to be the more authentic, is that the lanterns were for the purpose of hunting biological earth-worms by night. In any case, like all customs, the ceremony has grown from a humble beginning to the artistic development of today. 1912 were the first Freshmen to receive their lanterns in the library cloister. President Thomas reminded us that throughout all literature, light is a symbol. With us the lantern's soft glow is a symbol indicative of the college woman's responsibility to other women. We are the lantern bearers, the leaders.

*The Choir.*—Dean Park spoke recently in chapel about the origin of the choir in 1896. In those days there were 8 o'clock classes (how times have improved!) and one morning a certain professor, talking to an 8 o'clock class about the exciting political campaign then in progress, so thrilled his students that they gave vent to their excitement in chapel by singing "My Country, 'tis of Thee" just as President Thomas and Dr. Barton opened the chapel door. Dr. Barton encouraged them by joining in. Next day President Thomas consulted with the students and made arrangements for a chapel choir.

## MRS. PANKHURST'S ADDRESS

On October 28 Mrs. Pankhurst spoke under the auspices of the Equal Suffrage League on the general topic of suffrage, drawing her illustrations from recent events in England. She laid particular stress on the necessity of the woman's point of view in politics. The kind of influence that women without the ballot have—"backstairs influence"—is irresponsible and ineffective. To all women the vote is a symbol of citizenship; to working women especially it is a necessary protection.

PAULINE CLARKE, '12.

## BANNER NIGHT

Banner Night this year was delightful. In spite of the fact that Bryn Mawr students still miss the old custom of having a real play on Banner Night, the Junior show was a great treat and was thoroughly enjoyed by enthusiastic spectators in the "gallery" as well as downstairs.

The show was more than a collection of dramatic "stunts;" it was, in fact, an opera, with ballet-dancing and other features as interludes.

"Excalibur, or the Nickel-Plated Sword," was artistically adapted from early romantic legend to modern life, and embellished by a beautiful operatic chorus. King Arthur (Miss Pond), sheathed with shin-guards and a complete athletic outfit to steer him safely through Bryn Mawr, found his counterpart in tall, distinguished Sir Launcelot (Miss Tongue) who, with his high hat and aristocratic boredom, was "the glass of fashion and the mould of form." Lady Guinivere (Miss Irwin) was irresistibly ingénue and original, wholly free from all stiffness of manner or restraint.

Miss Ziesing's graceful ballet-dance, Miss Owen's fascinating rhythmic sailor's pit-pat, and the Merion chorus filled in the interstices delightfully. Of course the crowning event of the evening was the presentation to the Freshmen of their beautiful new green banner—1915.

L. L. B., '12.

## SOPHOMORE PLAY—"THE TAMING OF THE SHREW"

Freshmen are always the favored beings in college life. They attend innumerable teas and parties, they hasten from Senior Reception to Junior Banner Show, and last, but by no means least, they go to the Sophomore play. To one who had seen 1912's rollicking Sophomore circus, and 1913's poetic tragedy, 1914's presentation of *The Taming of the Shrew* came as a "grand finale." The Elizabethan setting of the play was reproduced with as much fidelity as if Raleigh had been assistant stage manager. "Good Queen Bess" herself, in the person of Miss Edwina Warren, looked down from the gallery on the performance, and gentlemen and ladies of her court surrounded her in the gallery or sat beside the stage.

When 1914 congregated behind the dark green curtain, which formed the only background for their play, and sang their Elizabethan song of welcome, we were all prepared for something unusual. In place of the induction to the play as Shakespeare has it, four musicians appeared on the stage and sang to mandolin accompaniment the lyric of Spring from *Love's Labour's Lost*. Then they hung a sign "Baptista's house" over the footlights, and the play was on. Catharina (Mistress H. Hinde, as the program had it) swept angrily through the first acts, her gowns now flaming red, now glittering white, showing to excellent advantage against the curtain. Bianca (Mistress A. White) was captivating in her prettiness and grace, and her first scene with Hortensio (Mistress I. Pritchett), in which he bent over her and sang "Mistress mine, where are you roaming," was quite the loveliest in the play. Baptista (Mistress M. Hobson) was a capital perplexed father, and Mistress E. Lord acted the difficult part of Gremio with great skill and effectiveness. The Petruchio of Mistress E. Balderstone was, in all except the lack of masculinity in the voice, the most convincing part in the play. You saw, as perhaps you never had before, how even Catharina was forced to yield to such a man. His behavior in the turbulent wedding act was in sharp contrast with the Elizabethan song, sung by the assembled wedding guests, with which the act closed. In the remaining acts Bianca's lovers were finally induced to yield her to Lucentio, and Catharina, now in royal purple, proved by her closing speech on the duty of wifely submission that she was successfully "tamed."

But the success of *The Taming of the Shrew*, though due in large part to the acting of the principals, was effected in no little measure by the care with which details were worked out. The minor parts were done excellently well, especially the parts of Biondello and Grumio, and the stage "business," even down to the breaking of Hortensio's lute and Petruchio's reckless handling of the china, was very effective. In fact, it was Shakespeare and well acted, and there is no higher praise.

ADELAIDE D. SIMPSON, '13.

## PROFESSOR PERRY'S LECTURE

On December 9 Professor Ralph Barton Perry of Harvard lectured at the college under the auspices of the Philosophical Club. His subject was "A Realistic Philosophy of Life." After briefly sketching and criticizing the theories of Pragmatism and Idealism he told us a little of the philosophy which he and the four men who are working with him are evolving today. This "New Realism" is set forth in his book, which will appear next month, entitled *Tendencies in Modern Philosophy*. Much of his lecture Professor Perry took from the proof sheets of the book, which is evidently not only interesting but of great significance in present-day philosophy.

M. A. M., '12.

## THE CONSUMERS' LEAGUE PARTY

On Saturday evening, December 16, the Consumers' League gave the college a moderately remunerative party in the Gym. Alumnae, graduates, and undergraduates shared in it alike, and thereby hangs a tale that we might all well take to heart.

The Consumers' League this year is in especial need of funds for the Philadelphia inspection work that it is forwarding, since it did not seem wise to renew at once the Calendar Club that last winter brought in over \$400. Hence the moderately paid party. For weeks beforehand posters had shouted the news from every bulletin-board; so, when the evening arrived, most of the college appeared at the Gymnasium doors, quarter in hand.

The program opened with a short stereopticon talk by Miss Lane of the Philadelphia Consumers' League. She showed the conditions of child-labor and tenement-house work that the League is seeking to combat. Next came a series of "stunts" by alumnae and graduates. Those of us who remembered from underclassman days the joys of Georgina Biddle's "Gert" and Jane Smith's "Lady packing a trunk" were ready to applaud even before the monologues began; but when they were ended our little cheering-section was well drowned in the general uproar. Clara Owen, '13, next won a good share of applause by her excellent dancing. But most popular of all was the "Grad. Chorus" of Christmas shop-girls. It pointed a very good little moral with all its fun, and the singing and dancing were delightful. Last of all, after an interval for refreshments—quite an important item to the laughter-dry consumers—the mandolin club got out their instruments and the floor was cleared for dancing. The party accordingly ended in a blaze of international glory—the German and English and American waltzes, the Boston, Spanish, and Schottische all whirling happily along cheek by jowl, to the classical if unaccustomed music of the devoted orchestra.

Now the moral of this little tale is very simple. Why should not the college have more such unconventional festivities? We all enjoy informality and spontaneity; yet there seems little room for them on our systematized and traditionalized calendar of events. Plays and class dances are all very well, but they cannot take the place of more simple recreation. When we look back at the golden age of the college when everything was being done for the first time, we begin to realize how far on the road to institutionalism we have travelled. Let us, undergraduate friends, stop and consider and mend our ways, while our influence on the campus can still tell directly. And, when once we have our degrees, let us be very charitable in judging any innovations that future classes may see fit to make, even in our most cherished traditions.

DOROTHY S. WOLFF, '12.

## SCHEDULE OF EVENTS

- December 4 Thanksgiving vacation ends at 9 o'clock.  
President Thomas At Home to the Senior Class at the Deanery, 8 to 10 p.m.
- December 6 Faculty Tea for Graduate Students in Denbigh Hall, 4 to 6 p.m.
- December 8 Class of 1914 to Class of 1915. A Dance. The Gymnasium.
- December 9 Meeting of the Philosophical Club. Address by Professor Ralph Barton Perry. Subject—"A Realistic Philosophy of Life."
- December 10 Sunday evening service. Sermon by the Rev. William Herbert Perry Faunce, D.D., LL. D., President of Brown University.



- December 15 Second of series of musical recitals by Mr. Arthur Whiting of New York City. Schubert Programme. Taylor Hall, 8 p.m.
- December 16 Entertainment by the Consumers' League in the Gymnasium.
- December 17 Sunday evening service. Sermon by Dr. Wilfred Thomason Grenfell, C.M.G., of the Labrador Mission.
- December 18 President Thomas At Home to the Graduate Students at the Deanery, 8 to 10 p.m.
- December 20 Christmas vacation begins at 1 o'clock.
- January 4 Christmas vacation ends at 9 o'clock.
- January 7 Sunday evening service. Sermon by the Rev. Hugh Black, M.A. Litt.D., Jesup Professor of Practical Theology in Union Theological Seminary, New York City.
- January 11 Faculty Tea for Graduate Students in Rockefeller Hall. 4 to 6 p.m.
- January 12 Swimming Meet.
- January 13 Meeting of the College Settlement Association.
- January 14 Sunday evening service. Sermon by the Rt. Rev. Arthur Selden Lloyd, D.D., President of the Board of Missions of the Protestant Episcopal Church, and Bishop-Coadjutor of Virginia.
- January 15 President Thomas At Home to the Senior Class at the Deanery, 8 to 10 p.m.
- January 19 Third of series of musical recitals by Mr. Arthur Whiting of New York City. Modern French Piano Music. Taylor Hall, 8 p.m.
- January 20 Swimming Meet.
- January 21 Sunday Evening service.
- January 22 President Thomas At Home to the Graduate Students at the Deanery, 8 to 10 p.m.
- January 24 Mid-year collegiate examinations begin.
- January 28 Sunday evening service. Sermon by the Rt. Rev. William F. McDowell, D.D., Bishop of the Methodist Episcopal Church of Chicago.
- January 30 Winter matriculation examinations begin.
- February 3 Collegiate examinations end.  
Meeting of the Alumnae Association.
- February 5 Vacation.
- February 6 Vacation.  
Winter matriculation examinations end.  
End of First Semester.

#### STATISTICS OF THE FRESHMAN CLASS

Number.....	123
Average age.....	18 years 6½ months
Median age.....	18 years 7 months

#### Entrance conditions

		Percentages
Clear.....	48	39.02
Clear except for punctuation or spelling.....	13	10.56
		<hr/> 49.58

*Preparatory schools*

Girls' High School, Philadelphia.....	9
Baldwin School, Bryn Mawr.....	6
Veltin School, New York.....	6
Bryn Mawr School, Baltimore.....	5
Misses Shipley's School, Bryn Mawr.....	.5
Rosemary Hall, Greenwich.....	5

Sixty-five schools represented by less than 5 each, of which 47 prepared 1 each.

Eighty-five members of the class prepared by private schools.

Thirty-four by public schools.

Four by public and private.

*States*

		Percentages
Pennsylvania.....	.37	30.08
New York.....	.24	19.51
Massachusetts.....	9	7.31
Illinois.....	9	7.31
Ohio.....	8	6.50

Eighteen states represented by less than 7 each, of which 10 sent 1 each.

*Nationality*

		Percentages
American on both sides for three generations.....	.28	22.8
American on both sides for two generations.....	.48	39.0

*Occupation of father*

		Percentages
Professional.....	.53*	43.03

*Size of family*

Only child.....	.19	15.4
Not more than three children.....	.68	55.3

*Denominational affiliations*

Episcopalian.....	.28	22.4
Presbyterian.....	.24	19.2
Unitarian.....	.12	9.6
Methodist.....	.12	9.6

Eleven denominations represented by less than ten each, of which four count one each.

*Health*

		Percentages
Good.....	.110	92.4
Fair.....	9	7.5

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\* "Professional" here includes two editors, a dentist, and an oculist, classified at the college office under "business and commerce."—Ed.

*Miscellaneous*

Thirty-seven (30.1) have always intended to go to college.

Eighty-four plan to follow some profession after graduation, 33 of them to be teachers.

As favorite studies English comes first with 38, then Latin with 24, then Modern languages.

## THE NEW INFIRMARY

The plans for the new infirmary have been pronounced admirable by the various experts who have examined them carefully. Nothing has been omitted that makes for safety or comfort, although the utmost economy has had to be observed. Provision has been made to meet every emergency, from a student in need of a few days' rest-cure to an epidemic of scarlet fever. Two large roof gardens have been provided opening from the main ward, two smaller roof gardens opening from the isolating ward, and on the flat roof of the isolating ward, if necessary, a tent infirmary can be erected. There is ample provision for sleeping out of doors on these roof terraces. The infirmary will be lighted and heated from the central plant of the college.

Work will be begun on the building in June if the Class of 1905, which has already raised \$19,000 by the most self-sacrificing exertion, can secure in payment or promises the remaining \$6000 that is needed. The Athletic Association has asked that the old infirmary should be rolled down to the athletic field to be used as an Athletic Club House. The Faculty on its side has requested that the infirmary should be removed to College Hill to be used as a gymnasium by the Faculty living on the hill and in Yarrow East and West.

## CHRISTIAN ASSOCIATION

The Christian Association is beginning its second college year with an effort to come into closer touch with the alumnae. When the Association was first formed, it seemed wise to send out membership invitations only to those who had formerly been members of either the League or the Union. Now the Board feels that it is time to appeal to all former students of the college. Letters are accordingly being sent to them, explaining, as well as mere printer's ink can do it, just what the undergraduates are striving and hoping for and how much they need the coöperation of the alumnae.

But membership is only the beginning. For real coöperation we need personal intercourse. The plan is afoot, therefore, to establish regular Alumnae Centers of the Association in the larger cities. Each Bryn Mawr Club is to have a representative, and with these representatives the undergraduate Board will confer.

Within the college the work of the Association is growing steadily. Our membership is now 361. The weekly vesper service and Sunday evening service are well attended, and the interest in Bible and mission study classes and in the less glittering routine of committee meetings is most encouraging. Last year's system of weekly hall prayer-meetings has been modified to include, besides smaller, informal meetings, a general weekly prayer-meeting for all the college. This is held on Wednesdays at 9.30. In Bible study, our outside leader this year is Dr. Johnson, of the Church of the Saviour, Philadelphia. His subject is "The Parables," and that he makes it interesting is shown by his enrollment of 102. The Philanthropic Committee is as busy as ever. Its exhibition this fall of summer sewing makes one wonder at the legend of the impractical college student; while the reports of the Daily Vacation Bible School leaders arouse doubts as to her exhausted condition after the Spring term.



Of all the committees, the Federation Committee perhaps most deserves a paragraph to itself. The Board has always felt that this committee should afford a signal contribution to the religious life of the college, but hitherto its work has not been satisfactorily defined. Its original object, to maintain relations with the World's Student Christian Federation, with the religious associations of other colleges, and with the church, has been elaborated and modified, so that now the emphasis falls most strongly upon the church. The clause chiefly affected under the heading "The Aim" accordingly now reads: "To bring more forcibly to mind our allegiance to our several churches, the pledges we made on joining the church, and our present duties as church members."

In the field of missions the policy of the Association is toward greater concentration. One large home and one large foreign mission are beginning to take up more and more of its attention. Abroad, its interest is of course centered upon the medical mission of Mr. Tonomura in Tokyo. The little \$3,000 Bryn Mawr hospital that we have pledged ourselves to build must this year get \$2000 out of its total \$3000. Of this amount \$650 remains still to be contributed.

At home, the object of ambition is a Bryn Mawr summer camp for working-girls. The originator of the project is Mr. Roswell Bates, of Spring Street Settlement fame, who for the past two years has been so helpful and inspiring a friend of the college. It seems that he has been offered the foundation and complete equipment of such a camp, on the condition that others pay for its running expenses. This we have, in great measure, undertaken to do. We have pledged, for this initial year at least, \$2,000. The sum may seem large at first sight, but when it is considered that it represents the opportunity of a fortnight's vacation for from 200 to 300 people, its digits dwindle.

Two facts about this project should appeal to us especially. One is that it fills a community need which New York, in common with other large cities, is thus far systematically disregarding, viz., a wholesome, cheap, and accessible place of recreation for girls of working age. The Tribune Fresh Air Fund and similar organizations have done much for little children and for working mothers, but the girl going through with her first years at store or factory has been left, perhaps because she is less picturesque, to shift for herself. The second interesting fact is that the camp will offer an all-summer paid position as manager to one Bryn Mawr graduate or student, and that this manager is to be assisted by groups of two or three volunteers, also Bryn Mawrtys, who are invited to stay a week or two at a time.

D. S. W., '12.

#### MUSIC

By unanimous vote of the Undergraduate Association, Mr. Arthur Whiting was invited to repeat his series of Chamber Music Expositions at the college this winter. The funds are being raised among the undergraduates, as heretofore, with the assistance of interested alumnae.

The first concert was given November 24, in Taylor Hall, and illustrated seventeenth and eighteenth century music as performed on the instruments of the period—harpsichord, flute, violin, and viola da gamba. Compositions of Corelli, Bach, Händel, and Purcell were played, the assisting artists being Miss Constance Elson, Mr. George Barrère, and Mr. Paul Kefer. Mr. Whiting's use of the harpsichord gives this formal music a new meaning, unsuspected by those who know it only through the medium of the piano.

This re-creation of the musical atmosphere of a bygone time brings out the tendencies of today in sharp relief, and the later programs of the course, illustrating the

Romantic School and the art of our own time, are heard with all the more pleasure and interest.

This being the fourth season of Mr. Whiting's work at the universities, he expressed the hope that the students, on leaving collegé, might carry with them a standard of taste and appreciation that should constitute them a body of intelligent listeners, for without the sympathy and encouragement of such listeners the growth of musical art in America is impossible.

ETHEL PARRISH, '91.

Following is the program of the second concert, given on December 15.

1911-1912

EXPOSITIONS OF CLASSICAL AND MODERN CHAMBER MUSIC

Program II

Miss Christine Miller, Contralto  
Mr. Horatio Connell, Bass  
Mr. Arthur Whiting, Pianoforte

FRANZ SCHUBERT

1797-1828

(Pianoforte)

SONATA—A minor, op. 42, First movement

(Contralto)

Der Tod und das Mädchen  
Litanei

An die Leier  
Die Forelle

Heiden-Röslein

(Bass)

Der Lindenbaum  
Aufenthalt  
Huntsman, Rest

Der Doppelgänger  
Frühlingstraum  
Wohin?

(Pianoforte)

MENUETTO—B minor Moments musicaux, op. 94

I. A flat major. II. F minor.

(Contralto)

Die junge Nonne  
Der Wachtelschlag  
Du bist die Ruh

Wehmuth  
Rastlose Liebe  
Hark, hark, the Lark!

*Third Exposition*—Yale, January 8; Harvard, January 11; Bryn Mawr, January 19; Princeton, January 20.

ATHLETICS

TENNIS SINGLES

Interclass Matches

1912 versus 1913, October twenty-fifth, 1911, Won by 1912

Faries, '12, Page, '13.....	Faries—3-6, 6-1, 6-2
Vennum, '12, Patterson, '13.....	Patterson—6-3, 6-2
Corwin, '12, Williams, '13.....	Corwin—3-6, 6-3, 6-4

1914 versus 1915, October twenty-six, 1911, Won by 1915

Ayer, '14, Harrington, '15.....	Harrington—6-4, 6-0
Baldwin, '14, Rapello, '15.....	Rapello—6-4, 6-2
Miller, '14, Smith, '15.....	Miller—6-1, 6-2

Finals—1912 versus 1915, Won by 1915

Faries, '12, Harrington, '15.....	Harrington—6-1, 8-6
Chase, '12, Rapello, '15.....	Rapello—6-2, 6-2
Corwin, '12, Smith, '15.....	Corwin—6-2, 5-7, 6-3

College Championship Matches

Faries, '12, Ayer, '14.....	Ayer—6-1, 6-4	} ..... Harrington—6-2, 6-2.
Page, '13, Harrington, '15.....	Harrington—8-6, 6-4	

HOCKEY

All the match interclass games in hockey were played off before Thanksgiving. 1912 won the championship.

1914 versus 1915

7	2
4	3

1912 versus 1913

4	1
4	1

1912 versus 1914

9	1
6	1

The 'Varsity lost its first game against Merion but won against Germantown, Philadelphia, the Alumnae, and Baltimore. The All-Philadelphia game has not been played as yet.

Much enthusiasm over hockey has been aroused lately by the hall games. Radnor has beaten Rockefeller; Denbigh, Merion; and Pembroke East and Pembroke West have tied. It is a great question who will be the final victor.

IN MEMORIAM

On the morning of July 11 Elizabeth Swift died, and her death will always be a great sorrow to her class and to all who have been undergraduates with her. She was so bright and lovable, so ready to sacrifice her time or strength to any of the numerous demands made on her by her class and her friends. She meant so much to so many people; few could resist her gay enthusiasm and charm of manner. Her ready sym-



pathy with all and her genuine interest in every one made her friends wherever she went. Modesty was one of her most distinguishing characteristics, and she did not know the meaning of envy or affectation.

She had not expected to take the full course when she came to college, but after staying two years she decided to work for a degree. Her subjects were History and Economics, and in them she showed great promise of ability. Her unfailing faithfulness in her college work and in everything else she determined to do won the admiration and love of the entire college. It is wonderful how full of joyousness her life was, and how much of it she communicated, not only to her own class of 1910 and to the classes above and below her in college, but also to her friends everywhere. We must agree with President Thomas that, even though death came so soon, a life of such happiness is a completed life.

J. B. K., '10.

#### RESOLUTIONS ADOPTED BY THE CLASS OF 1910 ON THE DEATH OF ELIZABETH SWIFT

*Whereas* Elizabeth Swift was a much loved member of our class and whereas in her death we feel a deep loss and have a quickened sense of the beauty of her life, we, the class of 1910 of Bryn Mawr College, desire to express to her family our most sincere sympathy.

*Resolved*, that her ready sympathy, her absolute loyalty, her merry comradeship, gave her a place among us which can never be filled. By her splendid determination and courageous fulfilment of purpose in the face of death she has commended to us the reality of the undying spirit.

*And be it further resolved*, that a copy of these resolutions be sent to her family and a copy be inserted in the class records.

## NEWS FROM THE CLUBS AND BRANCH ALUMNAE ORGANIZATIONS

### BOSTON

The Club holds its teas as usual on the first Tuesday in every month at the club room, 40 Commonwealth Avenue. The fall business meeting was held before the tea on November 6. Anna N. Clark, '08, was made chairman of the House Committee, and Esther Williams, '07, of the Membership Committee.

The yearly Bryn Mawr Club luncheon was held on December 9 at the Hotel Vendome, Boston, and was unusually successful and well attended. There were thirty-eight present, more than ever before, and as Marjorie Young, the club president, said in her speech of introduction, "the reason was not far to seek," as President Thomas was the guest of honor and speaker. Miss Gar-

rett was also present. Much praise is due the luncheon committee: Leslie Farwell Hill, '05, Eleanor Jones, '01, and Anne Sherwin, '03.

Under the leadership, as usual, of Marjorie Young, '08, the club has this fall been very active in hockey. Practice games were held every Tuesday afternoon and Saturday morning, when the weather was fair, and two games were played against the girls' team at Milton Academy and two against Radcliffe. The scores in these games were: Bryn Mawr-Milton, 4-1 and 0-1; Bryn Mawr-Radcliffe, 2-0 and 2-1. It should be said, however, that only once was there a full Bryn Mawr team, the other games being played by teams filled in by volunteers. The complete Bryn Mawr team, which played the first game with Radcliffe, was

as follows: forwards, Helen Emerson, '11, Helen Kempton, '05, Elizabeth Harrington, '06, Anne Whitney, '09, Cynthia Wesson, '09; half-backs, Grace Hutchins, '07, Esther Williams, '07, Marjorie Young, '08; full-backs, Charlotte Simonds, '10, Agnes O'Connor, ex-'12; goal, Margaret Vickery, ex-'09. The club athletes hope to keep in trim during the winter by having weekly paper-chases out in the country.

#### WASHINGTON

Officers of Bryn Mawr Club of Washington elected in November, 1911: Presi-

dent, Gertrude Dietrich Smith, '03; Vice-President and Treasurer, Aurie Thayer Yoakam, '00; Secretary, May Wolf, ex-'97.

#### NEW YORK BRANCH

Members of the Alumnae Association who have moved this year into the neighborhood of New York City are requested to send their names and addresses to the Corresponding Secretary of the New York Branch, Elise M. Gignoux, Great Neck, New York, in order that they may be notified of the meetings of the Branch.

### NEWS FROM THE CLASSES

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr students everywhere would constitute themselves regular contributors to it.

#### 1892

Mary Mason, having spent the past two years at Bryn Mawr taking Minor Physics and Biology and Major Chemistry, is now at the Johns Hopkins Medical School. In the first-year class of ninety-six students eight are women, of whom four are from Wellesley, one is from a college in Mississippi, one from a college in Jacksonville, Illinois; from Bryn Mawr are herself and May Putnam, '10.

#### 1893

Susan Walker Fitzgerald (Mrs. Richard Y. Fitzgerald) is a candidate for the Boston school-committee. She is also continuing her work for the cause of equal suffrage, as president of the Massachusetts League.

Eliza Adams Lewis (Mrs. Frank N. Lewis) came to Bryn Mawr in October to introduce a member of the class of 1915.

Louise Brownell Saunders (Mrs. Arthur Percy Saunders) has a second son, Percy Blake Saunders, born on August 27, 1911.

#### 1898

Hannah Carpenter is spending the the winter in New York, teaching at the Music School Settlement.

#### 1899

Margaret Hall and Laura Peckham Waring (Mrs. Edward H. Waring) visited Bryn Mawr in October.

Mary Towle has passed her bar examinations and is now a full fledged New York lawyer. She practises law with Bertha Rembaugh, '97

#### 1900

Katherine Houghton Hepburn (Mrs. Thomas N. Hepburn) is state president of the Woman Suffrage Association of Connecticut.

Edith Houghton Hooker has a second son, Russell Houghton Hooker, born October 10, 1911

Elizabeth Perkins Lyders (Mrs. E. C. W. S. Lyders) has a daughter Margaret Louise Lyders, born on October 29, 1911.

May Blakey Ross (Mrs. Thomas Ross) visited Bryn Mawr in October.

## 1901

Caro Buxton Edwards (Mrs. Henry Lee Edwards) has a daughter, born in December, 1911.

Edith Edwards is chairman of a committee on awards in a garden contest held annually by a large industrial plant for its operatives. At a recent civic exhibition in Providence, R. I., photographs showed these gardens to be the most "model" home surroundings for working people reported in the entire state.

Eleanor Jones is treasurer of the House Committee of the College Club of Boston.

Marion Parris spent about a month last summer in Panama, studying the canal.

Marion Reilly, after spending two months in Siena studying Italian, went to Rome the middle of November, when the University opened, and is now working in the mathematical seminars.

Helen Robinson is teaching Latin at Rosemary Hall, Greenwich, Connecticut.

## 1902

Jean Crawford and Anne Todd were elected school visitors at the November election in Philadelphia.

Elizabeth Chandlee Forman (Mrs. Horace Baker Forman, Jr.) is building a house at Haverford, near Haverford College grounds, and expects to move there in the spring.

Jean Clark Fouilhoux (Mrs. Jacques André Fouilhoux) has been visiting in Baltimore, Boston, Providence, and New York. Mr. and Mrs. Fouilhoux have now returned to their home in Portland, Oregon.

Jane Cragin Kay (Mrs. D'Arcy H. Kay), with her husband and daughter Elise, has gone to Switzerland for the winter.

Helen Stevens, after having spent the

last two winters in New York, has returned to Washington.

May Yeatts Howson (Mrs. Charles Henry Howson), ex-'02, has a son, George Frederick Howson, born December 1, 1911.

## 1903

Margaretta Stewart Dietrich (Mrs. Charles H. Dietrich) has returned to live in Hastings, Nebraska, after two years spent in the East on account of the illness of her husband.

Amanda Hendrickson was married in Paris, on November 2, 1911, to Signor Cesare Molinari, of Venice.

Constance Leupp has returned to Washington from New York, where she has spent the last four winters as Circulation Manager of *The Survey*. She is engaged in literary work.

Mary Montague Guild (Mrs. George Mullins Guild) has a son, Montague Guild, born on September 14, 1911.

## 1904

Alice Boring has been promoted from Instructor in Zoölogy to Assistant Professor, in the University of Maine.

## 1905

Marguerite Armstrong continues her work as secretary of Miss Madeira's School, Washington, D. C.

Caroline Morrow Collins (Mrs. Chadwick Collins) has moved from her former home in Kinson to a larger house. Her new address is "Howe Lodge," Kinson, Dorset, England.

Elisabeth Henry is taking a course in writing at Barnard College.

Helen Kempton is District Secretary for the Boston Associated Charities in Roxbury.

Gladys King is very much interested in the Home for Seamen's Children at Staten Island, New York. She has been making a special study of the art of storytelling, in order to tell stories to the children there.



Avis Putnam was married in New York, on December 27, 1911, to Mr. Edouard Dethier.

Carla Denison Swan (Mrs. Henry Swan) will spend part of the winter in California.

Margaret Fulton, ex-'05, has completed her course in architecture at the Massachusetts Institute of Technology and is now working in an architect's office in Philadelphia.

## 1906

Louise Cruice has announced her engagement to Mr. John H. McD. Carter of Overbrook, Pennsylvania.

Anna MacClanahan Grenfell (Mrs. Wilfred T. Grenfell) returned to the United States with her husband and baby in November. She went with Dr. Grenfell on his yearly lecture tour to Boston, New York, etc., leaving the baby in Chicago.

Jessie Hewitt is teaching English in a girls' school at Berkeley, California. She is living with her sister, Miss Elise Hewitt, who is also doing work there.

Alice Ropes Kellogg (Mrs. Edwin D. Kellogg), who went to China with her husband as a missionary two years ago, has a daughter, Katharine Cynthia, born in February, 1911. In a letter to a friend, written September 16, Mrs. Kellogg gives many interesting details of her life. Her headquarters are at Shas-wu on the Min River, but she spent this last summer with her husband and baby on a mountain near Foochow,—a place popular as a missionary summer resort. "A gay and happy summer," she describes it, though it was distinguished by typhoons, ending in heavy downpours which caused their house to leak in a number of places. Her letter was written on the boat by which she was returning along the Min River to Shas-wu, and they expected to make the journey, a distance of two hundred and fifty miles, in seventeen days. The boat was propelled in three different ways: rowing in deep still water, poling in still shallow water, and "trock-

ing" in the rapids,—which means that the men haul the boat by big bamboo ropes.

Mrs. Kellogg also writes that she expects to work hard this winter at learning the language, in which she has been delayed by illness and the care of her baby. Mr. Kellogg is teaching a little in the boys' school at Shas-wu.

The rebellion had not broken out when this letter was written, but as Shas-wu is not near the scene of hostilities it is probable that Mrs. Kellogg is in no danger.

Adelaide Neall continues her work on the editorial staff of the *Saturday Evening Post*. She has been interested lately in getting out an "Equal Suffrage" calendar for Christmas. The calendar was much liked and had an excellent sale.

Ethel Pew is taking a course in book-keeping and business method at the Drexel Institute, Philadelphia.

Helen Smith is an interne at the Johns Hopkins Hospital. She graduated third in her class last spring, and at once obtained this position.

Maria Smith is studying design at the School of Industrial Art in Philadelphia. She is also teaching as usual in the girls' private school of which she is principal.

Mary Withington continues her work as Secretary of Rosemary Hall, at Greenwich, Connecticut.

Lucia Ford, ex-'06, is taking a year's vacation from her work at Hull House, Chicago, and is going abroad in January, with a friend.

Erma Kingsbacher Stix (Mrs. Ernest William Stix), ex-'06, has a son, William Stix, 3rd, born October 5, 1911.

## 1907

Gladys Haines is still teaching German in the Wilkes-Barré Institute. Ida Mac Williams recently visited her there.

Jeannette Klauder was married on December 11, 1911 at Bala, Pennsylvania, to Lieutenant Thomas Charles Spencer

of the First Regiment of Infantry of the United States Army.

Miriam Cable, ex-'07, was married on November 21 to Friederich Ternes von Hattburg, Captain in the Eleventh Hussars of the Austrian Army.

## 1908

Anna Newhall Clark has become one of the directors of the College Club, Boston. Miss Clark is also working for the Associated Charities.

Lucy Carner is going to Wilkes-Barré in January, to occupy the position of Extension Secretary in the Young Women's Christian Association.

Margaret Copeland made a short trip in the East in November, visiting Emily Fox, ex-'08, and Mary Herr, '09.

Dorothy Dalzell and Mayone Lewis are both teaching at Rosemary Hall, Greenwich, Connecticut.

Myra Elliot expects to take a trip to the Nile this winter.

Madeline Fauvre was married on New Year's Day to Mr. Thomas L. Wiles, of Boston.

Caroline Schock Jones (Mrs. Chester Lloyd Jones) has a daughter, Caroline Lloyd Jones, born November 12, 1911, at Madison, Wisconsin.

Margaret Jones is teaching Ancient History in Miss Irwin's school in Philadelphia.

Mary Kinsley was married in the fall to Dr. William Best. Grace Woodelton, Elizabeth Crawford, and Marguerite Morgan, '10, were bridesmaids. Mrs. Best will help her husband in his practice.

Margaret Lewis is spending the winter in Paris, studying at the Sorbonne.

Jacqueline Morris was married in September, 1911, to Mr. Edward Evans, of Philadelphia. They are living in Germantown.

Dorothy Merle-Smith Pyle (Mrs. David Pyle) is living in Cambridge. Mr. Pyle is in the Harvard Law School and Mrs. Pyle is taking courses at Radcliffe.

Dorothy Straus has passed her bar examinations and is working in a law office at 60 Wall St., New York.

Margaret Washburn has been traveling in the eastern states.

Anna Welles was one of two delegates from the Student Branch of the Y. W. C. A. in Paris to the World's Student Federation conference in Constantinople last spring. The two delegates and Mrs. Welles stayed with Helen Brown Gibbons, ex-'06, while in Constantinople. Miss Welles was called upon a number of times to translate addresses from English into French and from French into English, repeating sentence by sentence after the speaker. After the conference she traveled with her mother in Greece, returning to Paris by way of Italy.

Marjorie Young was active in the management of Mrs. Pankhurst's lecture in Boston on December 5, 1911.

Stella Nathan, ex-'08, was married on December 11, 1911, to Mr. Charles Bock, of Buffalo.

## 1909

Pleasaunce Baker has recently been at Bryn Mawr.

Fannie Barber is teaching English at the National Cathedral School for girls in Washington, D. C.

Bertha S. Ehlers has been appointed Secretary-Treasurer of the Philadelphia Branch of the Bryn Mawr Alumnae Association, to fill out the unexpired term of Virginia Stoddard, '03, who resigned on account of going to teach in Grace Jones's School in Columbus, Ohio.

Agnes Goldman is studying Psychology at Columbia.

Olive Kelley was married in the autumn to Mr. George Craig. Mr. Craig is in the lumber business, and they live in Winterbourne, West Virginia.

Mildred Pressinger was married on January 4 to Mr. Carl Otto v. Kienbusch. Mr. and Mrs. Kienbusch will live at 48 W. 83d St., New York City.

Shirley Putnam has been visiting in England and is now in Paris.

Leone Robinson visited Mary Holliday in Indianapolis for a week in November.

Annie Whitney is teaching in the primary department of the Milton Academy, Milton, Massachusetts.

Emily Maurice, ex-'09, was married on December 19, 1911, at Jekyl Island, Georgia, to Mr. Charles Whitney Dall. They will live in New York City.

Emily Whitney, ex-'09, was married on December 2, 1911, in New York City, to Captain Allan Lindsay Briggs, of the 26th United States Infantry. Mrs. Briggs's new address is Fort Wayne, Detroit.

#### 1910

Susanne Allinson, Georgina Biddle, Katherine Rotan Drinker, Jeanne Kerr, Edith Murphy, Hilda Smith, and Mary Wesner have recently visited Bryn Mawr.

Katherine Rotan Drinker (Mrs. Cecil Kent Drinker) is in the second year of her course at the Woman's Medical College of Philadelphia. Mr. Drinker is in his second year at the Medical School of the University of Pennsylvania.

Elizabeth Hibben has recently spent

several weeks visiting relatives and friends in the Middle West.

#### 1911

Willa Alexander and Angela Darkow are graduate students at Bryn Mawr.

Helen Emerson, Helen Henderson, Mary Higginson, Margaret Hobart, Laura Miller, Ethel Richardson, Louise Russell, and Emma Yarnell have lately visited Bryn Mawr.

Phyllis Rice visited Mary Williams in Indianapolis in November.

Ruth Vickery Holmes (Mrs. Bradford B. Holmes), ex-'11, has a son, Robert, born in the summer.

#### Ex-1912

Agnes Chambers, Margaret Fabian, Lucie Kenison, Florence Loeb, and Mary McKelvey have lately visited Bryn Mawr.

Helen Colter Pierson, (Mrs. Newbold Le Roy Pierson) has a son, Newbold Le Roy Pierson III, born last summer.

#### Ex-1913

Margaret Brown and Henrietta Runyon recently visited Bryn Mawr.

## NEWS FROM THE FACULTY AND STAFF

### FORMER MEMBERS

Edith Mendall Taylor was married in December, 1911, to Dr. Ellwood Barker Spear, Assistant Professor of Chemistry

at the Massachusetts Institute of Technology.

## NOTICE TO SUBSCRIBERS

Wanted: one copy of the *QUARTERLY* for November, 1910, and one for June, 1911. Will any subscriber who is willing to sell please communicate in regard to

the first with Miss Ethel Parrish, Radnor, Pennsylvania, and in regard to the second with the Business Manager of the *QUARTERLY*?



## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed or reviewed as far as possible. The Editor begs that copies of books by or about the Bryn Mawr Faculty and Bryn Mawr students may be sent to the QUARTERLY for review.

## BOOKS RECEIVED

ACCENTUATION OF PREFIXES IN ENGLISH. By K. Hechtenberg Collitz. *Englische Studien*. Leipzig: O. R. Reisland.

## CONTRIBUTORS TO THE JANUARY "QUARTERLY"

LUCY MARTIN DONNELLY graduated from Bryn Mawr in 1893 in the group of Greek and Latin and then studied during four years at Oxford, the University of Leipsic, the Sorbonne, the Collège de France, and Bryn Mawr College. Since 1896, when she was first connected with the English Department at Bryn Mawr, she has twice had a year's leave of absence for study in England and in Italy. This year she has been made Professor of English; she teaches the General English Classes, and gives also major, elective, and graduate courses, coming in contact with something over two hundred students, of whom 110 are in the First-Year English. Miss Donnelly has at various times written articles for the *Atlantic Monthly*.

HELEN HOWELL MOORHEAD graduated from Bryn Mawr in 1904 in the group of English and French and afterwards studied at the University of Grenoble. Before her marriage in 1907 she had done social work in New York with the Association for Improving the Condition of the Poor; since then she has studied for a short time at the School of Philanthropy and served two years on the executive board of the Committee for the Reduction of Infant Mortality. She is now on the board of the St. Andrews Convalescent Hospital for Women and is doing girls' club work in connection with the John Hall Memorial Chapel. During the recent convention of the Association of Collegiate Alumnae she was chairman of the Committee on Arrangements.



# THE BRYN MAWR ALUMNAE QUARTERLY

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## THE ACADEMIC CRISIS IN FRANCE

When the tawny sands of the Luxembourg Gardens begin to darken with the autumn rains of Paris, and when the benches, over night very nearly, change their population from plump *bourgeoises*, feeding the pigeons, to slender lightly-bearded students, sharing their chestnuts with the *petite amie* under one arm, as the *serviette* is under the other: when November comes to the Latin Quarter, the American student has a good deal to see and hear and try to understand. There are eight hundred years of classical example and training, in living, local tradition, with use and abuse of logic and Latin, as well as of liberty. There is, besides, touching all these matters, the crisis of the hour, the alleged *crise du français*.

On November 3, 1910, it was by the special Providence that guides Americans in Paris, more than by any official announcement, that I found myself wedged breathlessly between a window, closed hermetically, and the blue and white walls of the Sorbonne, where operatic-ballet muses in fresco swarm elusively above susceptible youth. The special Providence incarnate who had given me the needed ticket for the Dean's Address, appeared somehow—a god in a basket—and he said it would be an event. M. Croiset, the Dean, was going to answer his critics and discuss the *crise du français*. My Scholar smiled, "I rather fancy it will be a *douche* for all parties; 'the *Collège*' (Collège de France) with the rest, may come in for its share. *Croiset, c'est un fin lettré.*" There was something democratic, both amusing and touching, in this great savant, coming in with the students, standing while they sat, to mark the current of things and incidentally to greet old pupils and enlighten the stranger, to give, here a word, there a smile.



M. Liard, the immortal Vice-Rector, was naturally not to be seen; his place is not *en Sorbonne*. He may be a myth, or, my philosophic guide reflected, a pair of eyes that merely 'see' dissertations, for which a rubber stamp would do as well. "Eyes that see not"—he shook his head sadly, "that have seen nothing of what is passing since the Education Act of 1892"—which transformed and, some critics feel, deformed entirely, the proportions of French instruction, the old, humane trend of French thought.

The Dean, however, is not, a bureaucrat. A teacher in every fiber, he looks what our classic English used charmingly to call 'a Grecian'—a clear gain from the system of caste. His father before him, his brother, have been famous Hellenists, too. He came in, alert, attentive to the undulating cheers of the students for this or that professor who followed, all in red-ribboned frock coats—his own button-hole was red-rosetted, the only token of superior rank in the academic hierarchy. Physically, he was much the slightest, distinctly the *pur cérébral* among them: fat and bland, fond of being professors; black and saturnine, wielders of ferules; or silky-blond, rather actively charming,—types of the clerk, the Parisian scholar, as old as the *Romance of the Rose*.

As Lanson, the great, omnipotent Lanson, entered, a curious hush occurred. My cicerone twirled his mustaches, and looked uneasy himself:

"When all is said, back and forth on both sides, he remains our really superior"—what he said was, *intelligent*—"man. But not *sympathique*,—sad and queer." "*Sémitique*," hissed a student beside me; and the old M. Gabriel Monod, head of the Protestant faction, as well as of the "scientific cabal," according to rumor, received cool, perfunctory cheers. Even on the tiers of benches reserved for the *École normale supérieure*, of which M. Monod is Director, his entrance caused nothing like the burst of admiring devotion accorded M. Emile Boutroux. Old, grey, austere, an Academic Simeon, he smiled benediction on the youths and his colleagues—"Lord, now lettest Thou Thy servant depart in peace." At thirty, a colleague had told me, M. Boutroux commented Kant's *Critique of Pure Reason* in sixteen lectures without a note. His like, he said, would not be seen again,—"the soul still of our newest thought."

M. Croiset announced M. Boutroux's retirement, and "though for the moment his chair remains empty, as it long must, M.

Boutroux himself is still with us; it is our prayer"—*nos vœux*, the Pagan phrase—"that his work shall go on, Divine Philosophy, Ethics,—that is, manners and morals, joined with the Letters the Muses gave to beguile the children of men. For this union of *éducation* with *instruction* the good Robert de Sorbon went, as you, who are Mediaevalists, know, to St. Louis; and M. Gréard gave us this true Abbaye de Thélème to work in, with his beautiful book on Plutarch's *Morals*, that we might learn to do well what we will, by 'nature, reason, and use.' "

The philologists look none too content, and at the same time I hear a murmur from one of the *École normale* benches: "Why not eulogize Fustel de Coulanges?" The author of the *Cité Antique* is the idol just now of *Normaliens*; to praise instead the pro-Semitic Gréard, who conciliated the Rothschild millions for the new Sorbonne, is not quite to their somewhat Catholic-reactionary mood. It seems that neither in life nor posthumous apotheosis is Fustel de Coulanges to have his due. M. Monod's ways of scientific research were not his.

Then the Dean proceeds to statistics,—what happened at the recent examinations, in Paris and France as a whole. First "State Doctors"—men now commonly thirty or over, with a big French book to their credit; and "Doctors of the University," often younger or foreign, with a thinner book and unofficial fate.

The reports read were, to a hearer used to American optimism in statistics, not much less than appalling; I understood the significance of the word *passer* for examinations in France, that it does not mean to slip through. Out of the theses presented, after all the previous sifting that doctoral aspirants had suffered, half had been refused, most often for want of perspective, massing, and point of view. Very few had been "sustained" with honor. For the *agrégation*, nearer our ordinary Ph.D., the *École normale supérieure* gave twelve successful out of twenty-one; other preparation, six out of eighteen. The *license* tests were less shocking in numerical result, but "an almost universal mediocrity," especially in French composition, was charged. Now mediocrity, in M. Croiset's idiom, is not the product of a *juste-milieu*, gilded by the easy wealth of lavish parents and perhaps a good enough university product, for the average man. It means rather, "unsupportably common and dull," a reproach to a man, as constituting betrayal of the state and opportunity. It is almost beneath contempt.

So, at least, M. le Doyen shaded the word, with really bitter irony of expression, as much as to say to the students assembled: "Mesdames, Messieurs—go and be mediocre no more—you, Frenchmen and heirs of the ancients, must not next year furnish any such damaging statistics as these."

This critical mood certainly, through the preceding summer and down to the present hour, has been the growing persuasion of the non-University world, supported by the Academy. Tests must not be relaxed, but neither must students fail so sadly to meet them, and their teachers must see that they shall meet them. "Agathon," M. Jean Richepin, M. André Beaunier, M. Jules Lemaitre, M. Victor Giraud, in addresses and journals, have not failed to make the sentiment plain, with various figures and graces of style. The state of things in the University cannot be suffered: we are face to face with a *crise du français*. "Agathon's" whole thesis is simply that the scientific spirit, misapplied, and the scientific method, imperfectly grasped and administered, in imitation of Germany, are sapping the roots of sound discrimination, crowding out humanistic culture, and producing an inchoate mind and manner, as false to truth, even to scientific progress, as they are unlovely and arid. French measure and taste seem dying, fine intelligence—*esprit*—is no more. With *esprit*, *honnêteté*—sound, moral living—is falling, he holds, very sadly away. Ibsenism, Nietzscheism,—German materialism, are coming in. And the University he holds to blame.

M. Croiset on various occasions has answered the charges with all the graceful moderation, wit, and good-humored acuteness, that the Sorbonne is accused of banishing and undervaluing. He recalled, in his opening speech, the good old times—of vagueness, shallow or emphatic rhetoric, of Latin dissertations and verses, of pose, pretense, and second-hand material, as well as of rare excellence, independent thinking, and personal form. Whatever ails the present student, he holds it is not that he knows too much, not even too many bare facts. If inelegant, he is so from indifference, natural crudeness, "mere ignorance," oftener than from scientific zeal, true or false, or cerebral fatigue, involved by his burden of undigested information on cards. The student of the *École normale*, who chiefly receives the "scientific" training objected to, who comes nearest to the alleged "living on notes," also wrote



and spoke, in the late examinations, the best French, and commonly in direct ratio to his store of facts and rigor of method. In a word, the ablest man, of highest tests and training, was still the exceptional really cultivated, gracious writer and speaker. He hoped, however, that next year's doctors "would take the time to be a little more brief." And certainly a "personal" manner and independent thinking, were *bien jolis et bien français*, and the Sorbonne bore them no grudge.

But some searching of professorial hearts plainly followed, through the year, the apology of the Dean. In the French Seminar of the *École des Hautes Études*, M. Lefranc enlarged at each meeting on the need and value of reading classic authors rather than learned journals, even for sound results in research. As M. Bergeret told his student—for Anatole France is behind all the crisis—"it is well to read a text before commenting upon it," and humanity, even the Aristotelian benevolence, and ventilation as a remedy for pessimism, can do scholarship no serious harm.

Certain German students, and the sort of Americans who have continued somewhat longer than needed the habit of looking first for final e's in Chaucer, held the Seminar to be chiefly talk. Especially at the first of the year. But as the rains began to freeze in the courtyard on the statues of Pasteur and Victor Hugo, the meaning of what was said so benignly in the Seminar began to appear in "closed courses." A beautiful piece of penmanship on the door of Salle Guizot informed candidates for the *agrégation* and the *license* that M. Fortunat Strowski had been called from Bordeaux as *chargé de cours*, that is, he would correct and criticize French *compositions* (which are midway between examinations and what we call "term theses"), and polish off candidates. He succeeded in some sort—in subjects—to the place of M. Boutroux. His *agrégation* class was soon as crowded as, the year before, M. Charnard's instruction in minute philological, textual reading of Molière's *École des Femmes* had been. And this crowding was not without some pressure from behind, from the Dean and the *École normale* Director of Studies, as well as from curiosity. M. Strowski is preparing the city of Bordeaux edition of Montaigne—from that his new duties called him, but he is also the author of the brilliant study in the history of moral ideas he calls, *Montaigne à Pascal*. His French thesis was on St. François de Sales, his Latin,

on the Pedagogy of Isocrates, and he has worked besides on Mediaeval Latin Mystics. He is not, then, a philologist, except incidentally, as means, not end. He is a disciple, in the intensest, if not the fullest sense, of Brunetière, and what at present he labors to prove both logically and by documentary research is that the humanistic religion of Fénelon has nothing inconsistent with democracy, that one may, in fact, be a Christian and still rejoice in, and serve, republican rule. Great finesse, with half poetic, half patrician, fiber, give him, in the *bourgeois* Sorbonne, a certain picturesque charm. No one could handle to more real moral effect such a license *leçon* as one where the student protested that, though of course everybody wept for love, still he thought Sainte-Beuve's *Joseph Delorme* really wept rather too often, and was a mere "René of the faubourgs"—a pretty shabby sentimentalist. M. Strowski took up and cleverly enlarged on the theme, in smiling appreciation. The close and drastic composition lesson on this occasion ended with the scientific *constatation* that when Sainte-Beuve lived the way he ought to, at Geneva, he wrote the forever admirable *Port-Royal*—despair of every scholar since; and that whenever he was a good friend he achieved a good contemporary portrait, and not otherwise. One began to see that M. Croiset knew the man who had dedicated his *Pascal* to him, his diplomatic qualifications for the academic cure of souls—and French style.

It was not till late in the spring, however, that across the rue Saint-Jacques, in the Collège de France, behind the statues of Marguerite de Navarre and Budé, M. Joseph Bédier announced a "conversion" which was fairly Augustinian in quality, if not perhaps in universal significance. M. Bédier had suffered acutely all the year under charges of ingratitude towards the memory of Gaston Paris—from philologists; he had also won the great and famous Gobert prize from the Academy for his eloquent, ingenious—and heretical—study of *Les Legendes Épiques*. What M. Bédier's conversion comes to is a new and vital persuasion that written Latin, clerical, learned traditions, mattered more than folk-lore, Germanic, Celtic, Oriental, what you will, in shaping Mediaeval epics and generally the mind of the Middle Ages. The disposition and corollary, with M. Bédier and his following, a quiet *élite*, is in some sort to erase the Renaissance as a cultural cataclysm by a new Renaissance of classical research—which, dealing with

the Middle Ages, shall also be Christian in tone, and finely humane in method rather than facilely-scientific or humanitarian. "What is science?" he asks, smiling sadly, and answers, "unless it is using well every power of the soul." The old mystical *intelligence*, really, is opposed by him to ordinary pragmatic research.

And indeed one feels in the Latin Quarter that none of the famous stories of sixteenth century humanism—of crowds listening for hours out of doors to Greek lessons—but is matched by the throng of fine ladies, preceded by footmen to hold places for them on the backless oak benches, of young soldiers, who have moved Heaven and Earth to have duty in Paris, foreigners of all ages and races, grave scholars, clever journalists, who listen to the mystical rationalism—really so little Pragmatic!—of M. Bergson; or who elsewhere flock to the dramatic readings of M. Richepin. A re-assertion of fine training, fine values, of the ancient, typical, French *correction* in thought and speech, against scholastic barbarism, material leveling, and worship of barren Teutonic efficiency, is the pure gold of the concerted movement. Its motto might be Pascal's dictum, "Man's whole duty is to think as he should."

That some dross of personal ambitions and political purposes enters also is doubtless to be allowed. The flower of Frenchmen are chauvinistic, along with the common people, and the Moroccan incident of last summer did nothing to erase for either the memories of 1871. Still, whether with M. Jules Lemaître and M. Charles Maurras, the new gospel of taste and measure allies itself to the Orleanism of the Action Française; or whether the Sorbonne professors who call themselves "Puritan Catholics,"—M. Gazier, M. Rébelliau, great *érudits* whose lips are touched at times with pure altar fire, M. Strowski and M. Romain Rolland, whose literary talents were primarily fed by Tolstoy,—dream universal old dreams and see impossible visions, rather than new or national ones, at all events they give the foreigner pause. These men "live in order to think." M. Séailles, who collects masterpieces of art to bequeath to the State, while teaching Ethics, has no automobile. The "social" work of his daughter does not overlook their concierge, their maid, and their seamstress, nor admiring Scandinavian students come to escape German materialism at Stockholm, to tamper instead with the private affairs of unoffending, self respecting working people she does not know. A French law, indeed, makes a



mistress now financially responsible if a maid under age in her employ goes wrong, and aids charity to begin at home. French logic and the French social instinct, having together found most "scientific" philanthropy snobbish and stupid, have combined to drive steadily toward state ownership and personal benevolence, and the foreigner, watching, has, as it were, seen underscored the text of M. Croiset—cultivation is a charming thing. It is more charming than pertness, mechanical bulk, and clock-work performance, and perhaps it is in the end as efficient, as its residue of waste and negative product is less. Anyhow, it is just now French economy and French antithetical instinct to feel that it is.

MAUD ELIZABETH TEMPLE, 1904.

## THE EMANCIPATION OF THE SECONDARY SCHOOL

It is inevitably with a certain compunction, a certain sense of disrespectful temerity, that any daughter of Bryn Mawr undertakes, in a publication bearing the name of her Alma Mater, the advocacy of what may be condemned at first glance as a relaxation of college entrance requirements. First of all, then, let me insist that the changes which some years of partial responsibility for nearly eight thousand public school children impel me to support spring naturally from two preceding changes, one in the whole character of our daily life, the other in the relative estimation of various kinds of knowledge, and should in no way involve any lowering of standards. Moreover it is to the colleges themselves, and to their creation in half a century of a new ideal, that we are indebted for the clearest demonstration of the inadequacy not only of the present preparatory schedule just when it has been most rigidly standardized, but of the whole conception of education on which it rests. The doom of this conception might have been read above the door of every college, when it opened to welcome those giant innovators, Election and Research. Here was the critical concession, as fateful in its consequences as the first affirmative answer to the query—"Shall women be allowed to learn the alphabet?" Once admitted, Election and Research have so worked together to enlarge the borders of the knowable that all the old landmarks—the sacred Termini—have vanished. When science and modern languages mounted

to chairs beside mathematics and the classics,—nay, when the “classics” began to include philology as well as literature,—there was an end forever of the uniform “éducation of a gentleman.” Who today is too widely informed to furnish instances of an ignorance that some neighbor thinks grotesque? Is it not whispered that of a hundred students of literature at a great university not one could date even approximately the life of Aristotle, while six were ready to affirm that he was born after 1840? While the region of the knowable becomes daily more vast, the proportion that every one may be required to know on pain of any appreciable penalty daily diminishes. The real test of the educated mind today, as in the days of Socrates, is not its knowledge but its comprehension of the nature of knowledge, and its realization of its own ignorance. “Culture,” in Miss Donnelly’s words, is “an attitude of mind.” The half-educated gravitate inevitably to cock-sure theories, to plausible etymologies, to quick and easy solutions for problems demanding infinite patience; they assert self-complacently—“It stands to reason.” The educated know that for an explanation to appear obvious, simple, self-evident, is almost to shout aloud its own inadequacy.

Now to the building up of such a conviction of ignorance, such an appreciation of the nature of knowing, the mere conning of lesson books is, for reasons to be touched on later, not wholly conducive. Nevertheless it is to this sort of work that colleges largely restrict the preparatory schools, which in turn react upon the elementary schools, until almost the entire education of most children is limited to the acquisition by one-sided methods of a mass of information so narrowly selected that if the course be interrupted before completion much that has been painfully acquired is virtually wasted; and even if the bachelor’s degree be reached, the uneven mental training detracts somewhat from its value. Much as graduates of our colleges have achieved for themselves and the world, there is a strong conviction abroad that they have done less in proportion to the time and money spent upon them than the world which has contributed thereto might rightly expect. The wisdom of the colleges is not so indubitably justified of their children as we who love the colleges could desire. “The highest product of Education,” it has been truly said, “is an informed and disciplined mind at work.” Against the college boy and girl alike stands the criticism

that it is often years after graduation before they find themselves effectively at work. The varying types of "grind" and blue-stock-ing scattered through literature and still to be found among us; the inward experience of some of us; all point to a lack among scholars of the power of attack, of seizing for one's self the elements of a problem instead of waiting for the problem to be presented "in good set terms." Once a question is freed from foreign complication, those other powers of concentration, of analysis, of suspension of judgment before generalization, which the study either of science or of the classics is potent to develop, facilitate a sound solution. But life today moves with tremendous rapidity, and the graduate is slow in getting under way. The constant practice of the critical faculty makes for an over-development of inhibition, the paralyzing effect of which there is little to neutralize, except the haphazard practice of the graduate in his own affairs.

It is largely about this want of an efficiency commensurate with their opportunity that the current criticism of college men and women is centered both in social discussion and in countless periodicals, from the *Educational Review* to the *Sacramento Union*. For men's colleges the remedies proposed are various. For women's there is but one, time-worn and trite but of ineradicable vigor—the introduction into the college curriculum of courses "directly preparatory for feminine life," by which are usually meant either such elementary practice in the household arts as is already furnished with excellent effect to girls of twelve, in "Little Mothers' Leagues" and elsewhere; or such elaborate technical courses in Home Economics as would be more properly placed among the professional schools of a university. Ill-advised and ill-adjusted to the aim and scope of college work as we must think such a panacea, yet its perennial vitality argues a germ of truth within it which might find fitter embodiment at some other stage of education. Especially must we believe this, when we find the same sense of a real need, unfulfilled by women's colleges, among the graduates themselves. For instance, out of 368 replies to a canvass of 1000 college women recently made by the New York Branch of the Association of Collegiate Alumnae, more than two-thirds expressed, either directly or by implication, their sense of the desirability of specific domestic training somewhere in every girl's life, although the majority agreed that it belonged outside the college.



The error of the colleges, however, in my belief, lies not in shutting out such courses from their own curricula but in making them inaccessible to all but the absurdly small percentage who can take them after graduation, by leaving not a crevice whereby they may enter the preparatory courses. And it is an error not merely because of the utility of such courses—though assured usefulness to thirty per cent of all girl pupils is not to be despised—but because the domestic arts stand high among the means available for inducing in children that mental activity which is so closely allied to bodily activity as to be seldom entirely achieved without the real manipulation of palpable materials.

To seek both the basis of truth underlying the criticism of the whole college system, a basis much wider than that of household needs, and the more fitting formulation of the proposed remedy, we must return to the point just touched upon—the inadequacy both sociological and psychological of even the best education through books alone. The sociological inadequacy, of course, arises from the failure of most of the matter taught to coincide with the ground covered by modern life; the psychological from our premature reliance upon those economical mental processes which, when often repeated, tend to operate automatically. We all know how quickly we become almost unconscious in our reading of the exact value of the separate word; how soon we come to grasp a sentence, or a paragraph, as practically a single whole; how apt we are to snatch a general impression for whose several elements we might be hard put to it to give chapter and verse. Through the very increase of scope thus facilitated most of us acquire a richly wrought background of memories in which we should be puzzled to point out the exact design, a mysterious consciousness of

All heights, all deeps and all immensities  
Arrased with purple like the house of kings,

which beautifies our experience and allures us to further exploration, yet which, though it may delight us with a vague sense of knowing, cannot be defined as knowledge. Such a background is veritably one of the finest products of education, in no way deserving to be despised as a smattering when duly balanced by acquaintance with its incompleteness and with methods of verifying any part of it. Nevertheless are we not sometimes chagrined at

finding that what we had considered secure possession was only hinterland, and must be fought for inch by inch? The mind, when it projects an inquiry, a book, a plan of action, tends like the eye to glide swiftly over intervening steps, which in performance must be taken with care and precision, in their appointed order.

But if such mirage of knowledge is possible for minds which have been subjected to long and severe discipline, how absolutely inevitable is it for the undisciplined mind of the fidgety, uninterested child!

"It is a simple matter of psychology," says a writer in the *Journal of the American Medical Association*, "that reading for content instead of simply for verbal recognition cannot go far beyond the individual's experience. In mathematics, for example, O'Shea ascertained by experiment that many children could without hesitation recite the words in problems in arithmetic and geometry which they could not interpret in terms of experience."

The wonder is not that our perpetual book-work fails to induce either exact knowledge or a clarifying sense of ignorance, but that in so many cases some zest of the child or some personal force of the teacher triumphs over its stultifying effects and supplies an equivalent of the element now missing from the educative process.

When sight and hearing were named, and rightly,—for their power of rapid transit,—“the school senses,” they were still used by those who had already gained their sense of distance, as it were, by walking; those whose motor training had been already furnished by the industries of a home-life lived close to concrete fact. The symbols of space, of time, of matter, for which the written words stood, had been built up through reiterated attempts at doing and making which had at once trained the muscles and developed the brains of practically all children. This active and varied life has disappeared from the home by degrees so imperceptible that it was long before any one except Froebel and his followers recognized the ensuing need of restoring its essential elements in the school. Only when science turned its attention to those abnormal children who could not do “well enough” in ordinary classes did it lay its finger on an ultimate cause for the vague dissatisfaction that has long been grumbling “what ails our schools?”

When Dr. Seguin, in his application of physiology to education, replaced the hand as an educational medium beside the eye and

the ear, his action was as applicable in principle, if not in manner of performance, to the normal as to the sub-normal child. He summoned back to the school-room entire children in place of the unreal beings, all head and wings like cherubs of Mantegna—creatures in the vernacular literally “footless”—to which its pupils had been gradually dwindling. Our city-bred youth, automatically warmed, lighted, and served, at home, live almost as remote as birds from the soil and the processes by which human life must indisputably be sustained upon it; and the worst result of this state of things is not the pitiable helplessness before emergencies of Mr. Barrie’s noble family on their desert island, which we deride even while privately aware of much closer resemblance to them than to the *Admirable Crichton* who saves and enthralls them. The danger most to be apprehended is the atrophy of some portions of those so-called higher faculties to which we have been willing to sacrifice the basic endowment.

For the magical senses of sight and hearing, with their remote and rapid journeyings, their secret by-paths, are still dependent for full support and development upon the stay-at-home muscles and the blind finger-tips; and the final capacity of that arch-wizard, the brain, seems to be largely determined by the foundation plan of association laid by the early exercise of the unrespected sense of touch and by the inward consciousness of exertion. “We forget,” says the editor of the *Medical Record*, “that our brains were evolved as organs of motor coördination and that lacking this kind of exercise their metabolism may be deranged.” “Manual training, appealing to the eye and the hand,” says Dr. Balliet, “establishes a coördination between the sensory and motor parts of the brain which is a most important step in the thorough organization of the brain.” “The working hand makes strong the working brain.” On the other hand, unless carried on in exceptionally small groups, book-education can call for only a small proportion of individual response and permits an undue amount of passivity. “This country of ours today,” says Superintendent Heeter of St. Paul, “needs schools where children listen less and act more . . . schools which require of every child some education by occupation.”

“An impression which simply blows in at the pupil’s eyes or ears, and in no way modifies the active life,” insisted our great William James, “is an impression gone to waste.” “It is physiologically



incomplete," and "leaves no fruit behind it in the way of capacity acquired. Its motor consequences are what clench it."

"Did the Almighty, holding in his right hand Truth and in his left hand Search after Truth, deign to tender me the one I might prefer, in all humility, but without hesitation I would request Search after Truth;" thus is a similar thought expressed by Lessing.

Whoever has watched what nearly amounts to the creation of mental capacities through the "intellectualization of the muscles," in classes for abnormal children and such institutions as the Templeton Farm Colony of Massachusetts, is prepared for belief in the power of even a modicum of motor training to develop the latent capacity and individuality of normal brains far beyond the point reached through exclusive preoccupation with abstractions of letter and number. "It is a difference," says Dr. Fernald, "of degree and not of kind."

If the value of motor and sense training lay merely in its ability to enlarge the basis of apperception and provide through smooth association tracts for completer concepts and saner judgments, that alone would appear to be good cause for urging that a continuous thread of such training, varying with the temperament of different children, be woven through the whole duration of elementary and secondary education. But such training also provides the antidote for those faults of superficiality which have been found to be characteristic of mere eye and ear work, by exacting and registering accuracy both of knowledge and of execution. To deal directly through the most formative period with tangible and more or less unmalleable substances, where slurring or coaxing can produce no results, where vagueness or carelessness cannot be concealed, where a thing is definitely done or not done and cannot be left to luck in the hope of an easy question, like a half-learned lesson,—this is to gain a sense of reality, of "tactile values," for the whole content of life; to learn to distinguish finally the accurate from the inaccurate.

We are often told, and justly, that true culture is a matter of slow and sure assimilation, not of cramming or sudden crises, and the kind of work I am advocating has this in common with such culture that it too cannot be hurried through, cannot as a whole be "scamped" or "bluffed," but must be done bit by bit until it has laid its permanent impress upon the brain. Moreover it

entails that actual struggle with external things which alone can give maturity. The passive student whose only virtue is the childish one of daily taking from a book the prescribed ration of knowledge is still a child, be he ten years old or thirty; but a mind matured by handling practical problems in workshop or household management will know how to apply its college acquisitions in pure chemistry or physics or economics. Even though it be not seeking new material for the sake of a vocation, it will reach out for it with a definiteness and zeal which is the most valuable element of what has been called the vocational motive. "We must introduce vocational studies freely," declares one expert on secondary education, "for the professional skill and creative energy they will give the learner."

As matters stand at present, however, most colleges, whether for men or women, not only fail to recognize the worth of work of this kind but expressly bar it from the preparatory courses by their minute prescription of book-work. The pinching effect on all secondary education may be epitomized on the one hand by the private school which advertises, "No time wasted on subjects not essential to college entrance;" and on the other by the insistent pleading of the superintendents of our greatest public school systems for concessions from the colleges to make entrance possible for students whose individualities demand courses slightly less rigid, since certain types of mind can only be introduced to intellectual pursuits through practical studies.

Thus the proscription of all manual courses by the colleges excludes a valuable form of mental training, which possesses also great general utility, not only from their own students but from countless pupils in public schools and a majority of those in private schools, who will never share the benefits of college life. A recent investigation by the New York Branch of the A. C. A. found some thirty out of forty New York private schools for girls inferior in scope to the city public schools, which give some, though not nearly enough, instruction in sewing, cooking, or household decoration to every girl; and the case is doubtless much the same as regards shop-work for boys.

"The greatest hindrance," says Dr. E. Davenport, "to the natural evolution of a single system of schools adapted to the education of all classes of our people is academic tradition, which needs substantial modification in a number of important particulars. All

people cannot be educated upon one model, and to attempt it not only greatly disturbs the social and industrial balance but produces too many failures. There is one thing worse than illiteracy, and that is incompetence." "A misfit education," says President Jordan, "is no education at all."

A recent private inquiry into the opinions of sixty educators of high standing is said to have drawn from more than two-thirds expressions of dissatisfaction with the limitations of entrance requirements as a standard for the secondary education of girls.

"The excellent preparation of pupils for college," reported, in 1910, the superintendent of the remarkable schools of Newton, Massachusetts, "is scarcely synonymous with the best development of those pupils each according to his capacity."

"The stipulations set by colleges," declares Principal Baker of the Philadelphia High School for Girls, "so dominate the curricula of the secondary schools as to make the course extremely narrow and barren of many opportunities which the girl should enjoy in school." "Consequently," comments President Barton of Smith College, "the highway between the secondary school and the college, instead of becoming inviting and appealing, has become repelling. The high school is the natural feeder of the college. To block the way between these two constituent units of our educational system is nothing short of suicidal."

Fortunately the movement toward a saner relationship is already under way. A committee of the National Education Association would assign to the colleges control over approximately three-fourths of the required units, leaving the remaining fourth "to the discretion of the high school." Chicago University is ready "to accept the work of the accredited high school not only in academic studies, but in manual training and domestic science as well." Harvard University and one or two other colleges have set up beside their old system of examinations covering total preparation an alternative plan, which permits a greater elasticity in coördination with the secondary school.

#### SUBSTANCE OF THE NEW PLAN FOR ADMISSION TO HARVARD COLLEGE

A candidate must present evidence of his secondary school work in the form of an official detailed statement showing,



- (a) The subjects studied by him, and the ground covered.
- (b) The amount of time devoted to each.
- (c) The quality of his work in each subject.

To be approved, this statement must show

(a) That the candidate's secondary school course has extended over four years.

(b) That his course has been concerned chiefly with languages, science, mathematics, and history, no one of which has been omitted.

(c) That two of the studies of his school program have been pursued to the stage required by the present *advanced* examinations of Harvard College, or of the College Entrance Examination Board.

#### THE EXAMINATIONS

If the official detailed statement presented by the candidate shows that he has satisfactorily completed an approved secondary school course, he may present himself for examination, all to be taken at one time, in four subjects, as follows:

- (a) English.
- (b) Latin (or for candidates for S. B. French or German).
- (c) Mathematics, or Physics, or Chemistry.
- (d) Any subject (not already selected) from the following list: Greek, French, German, History, Mathematics, Physics, Chemistry.

That this "New Plan" is not a letting down of bars we have President Lowell's declaration: "Far from having lowered the entrance requirements, Harvard has merely readjusted its work to meet the varying conditions of preparation in high schools throughout the country." "The high schools give evidence of the quantity of the work done, Harvard examines as to the quality."

As regards the working of the experiment, though the time has been too short for any conclusive results, the testimony is wholly favorable as far as it goes. All those entering by the new plan "had good records at the November reports," says the *Alumni Bulletin* of January 10, 1912. "No one of them went on probation, and many of the records have the promise of distinction."

"If anything like this record can be maintained till the close of the year," says the *Harvard Graduates' Magazine*, "there will not be much room for doubts as to the superior average quality of the students who come to us under the new admission plan."

Where Harvard has led the way with so assured a step, the women's colleges need not fear to fall if they should follow. Would not the gain in intensity of interest, in variety of experience, of those most vital minds which are lost to the colleges while entrance means four years in an intellectual strait-jacket, more than compensate for some difficulty in precisely measuring each variation? For women's colleges to grant even this increase in flexibility would be to deliver the girls' secondary school, as the college has already been delivered, from the fetish of "a general education," which has been defined as "one that fits nothing in particular, leaving the possessor stranded without occupation or other field for the exercise of his trained activities." More exactly, however, what is called by this name is one of the most specialized forms of education known. Its narrow form has tended to make women's colleges mere fitting schools for the single vocation of teaching, while its broader and truer aim is to inform a chosen group of especially privileged minds with that knowledge of relative values with which the thought of a nation must be permeated if it is to continue sane and enlightened.

An education truly general, on the other hand, would be one that sought to illumine as many sides as possible of as many different minds as possible.

For the creation of a real system of general education and for leadership yet more advanced than that of Chicago and Harvard, the opportunity still lies open for the college that dares to seize it and not merely tolerate but strongly recommend, for a quarter or a fifth of the preparatory course, domestic and industrial training, in the broadest sense, a sense which would include in the later years of the secondary school courses combining a considerable degree of manual skill with no insignificant amount of scientific or sociological information. Such a step should effectually check the increasing pressure for "home-making" or vocational courses in the colleges where they could reach only a few, by practically ensuring their presence in the lower schools where they would afford to all pupils the "preparation for life" even more essential to the student who leaves school at fourteen or eighteen than to the student whose longer discipline will serve her even in unfamiliar territory and whose special privileges of education claim a return of service in helping to solve problems larger than those of the individual life.

The greater justification, however, of the recognition of manual

training in entrance requirements would lie in the restoration to its rightful place as an essential part of mental and spiritual culture of that unfolding of the brain through the hand which both academic tradition and commercialism have been trying to make narrowly and sordidly commercial.

For all colleges to do this would be to make the greatest possible contribution to the cause of universal education, and, by carrying out their own principle of entrusting each province of knowledge to the hands of investigating experts, to sustain, rather than as at present to discountenance, the authority of a majority of such experts in early education, against the reactionary pressure of those who can see usefulness only in the traditional three Rs. The newspaper of today announces a threat in New Jersey of "reducing the curriculum in the grammar schools to an exhaustive study of the elementals—geography, arithmetic, grammar, spelling, reading, writing and composition, and of "turning the high schools into technical schools where the pupils can be made proficient in the specialties in which they hope to make their living."

Such a mistaken conception of education as this, erring at one stage by exclusive devotion to the industrial solely for its material value, and at another by over-attention to the school arts, the mere dry bones of knowledge, is less properly called "exhaustive" than exhausting to body and mind alike. This program, which finds support not merely in New Jersey, means a return to that system, already partly discarded through successive public demands, which Dr. Paul Hanus, professor of education at Harvard, thus characterizes: "It took a lot of useless arithmetical puzzles . . . of meaningless parsing . . . of useless geographical statistics . . . of deadening re-reading of a single reader, to fill up eight years . . . and to deaden hosts of children's interests in intellectual pursuits forever." "Contemporary programs are congested," he further asserts, "because they comprise too large a remnant of the old rubbish that used to be needed to take up all the time and attention of the pupils, for the eight pre-high school years."

Colleges, whose breath of life is interest, ought surely to recognize what that element, so often lacking when the mere tools of education are confused with its end, may be made to signify at the very inception of education. An ambitious six-year-old of my acquaintance who goes to a Montessori class only one hour a day, but must be



almost forcibly restrained from incessant study at home, is perhaps an extreme instance, but reveals what is at least possible. Whatever the mechanical means of learning, interest is the prime motive power; indeed, interest is sufficient in itself; it attracts knowledge like a magnet; and of more than one great mind has been the sole competent teacher. Each association made vital by a sense of delight or of achievement prepares, as it were, a living sensitive plate, which will thenceforth not only spontaneously record new impressions but multiply by means of them its own powers of assimilation.

The richest results, then, of the first school years are to be derived from devoting them above all to the establishment of the widest possible association-paths in the brain, to opening the farthest reaching lines of interest. To the child material substances and, above all, things he can make himself are the natural first sources of interest and stimulation; these therefore are to be classed not as sordidly practical, but as the sound foundation of a rich and individual culture.

Only let the colleges adopt this kind of work as even a small portion of the cultural base which they demand, and the consequent development of it in secondary schools would open the remainder of the academic secondary program to numberless children from whom the necessity of seeking industrial training in separate schools now shuts out all that we call liberal education; and, while decreasing our huge school mortality of from 50 to 90 per cent, would make each child's education, wherever interrupted, a rounded and serviceable whole, both for practical use and for mental discipline. Conversely, to force children to choose, long before they know what they do, between two dissevered and imperfect halves of education, between training exclusively the hand or the head, while both stand in need of guidance,—this is to deny the most precious principle of democracy, that of the "open door." "Separate schools are inferior schools. . . . The line between the technical and the non-technical, between the narrow and the liberal, runs across individuals not between them," says Dr. Davenport, discussing "Education for Efficiency." "It is well that we do not forget these considerations; and in our enthusiasm for technical instruction see to it also that every individual has a fair share of the liberal as well. . . ."

"To see to it that no individual shall be compelled to choose between an education without a vocation, and a vocation without an education, to unite education and activity by the closest possible bonds, to prevent on the one hand the acquirement of knowledge to no purpose, and on the other the development of operative skill with little knowledge of the true relations of things,—this responsibility . . . rests heavily upon every American community just now."

"If our democratic institutions are to be preserved, all classes must be educated in an atmosphere at least as liberal and as broad as all the interests of any single community can make it. The industrial people constitute 90 per cent of the population and, in the last analysis, their education will really constitute our system, just as their numbers will fix the status of our civilization."

The true method for the colleges to combat the movement toward utilitarianism that threatens their peace and their equilibrium is not stiffly to resist, but to control it, through permitting it free play, side by side with culture studies, in the impressionable minds of the very young. It is the very commercialism which would devote the colleges to vocational courses which demands for the lower schools exclusive attention to the three Rs; and the colleges, instead of engaging their enemy there, make common cause with him.

Nor need the colleges fear lest, in yielding to the almost unanimous demand of the scientific educators of our epoch, they are countenancing rash experiment. Far from it, only thus can they check the impetus of the huge radical experiment of universal education which has had its way with American youth for more than two generations—a period long as regards the individual life, but of the crudest modernity as regards the biological history of the race—an experiment, too, in which some half of the subjects fail to respond according to expectation. "So extensive a readjustment of the life habits of the young of a species, has never before been attempted," says Dr. Luther Gulick.

"The introduction of universal education has changed the whole life of the child from one of active to one of sedentary occupation," declares Prof. L. M. Tiernan of Stanford University, "nor is it reasonable to suppose that man presents any exception to the biological law that the ultimate survival of an organism is threatened when-

ever it is subjected to conditions of environment widely different from those which directed its evolution."

The common result of all those methods of reform which may be designated by Dr. G. Stanley Hall's term of "paidocentric," in contradistinction to the prevailing "scholastic-centric" methods, would be to return the child to a regimen more comprehensive and less artificial. To do this is not to decide for one theory of education against another—it is merely to reopen the question, to permit experimentation to work along many lines instead of along one or two arbitrarily chosen through a priori reasoning in an unscientific age. It is to act upon the conviction expressed by high authorities, among them the president of Harvard University, that whatever may be the right track, we have certainly not discovered it yet. It is finally, for the colleges, the body most highly privileged to rejoice in knowledge, interest, beauty, to waive their prejudices and habits—not, I firmly believe, their standards, since these are properly concerned not with quantity but with quality of education—to make a little richer, a little more complete, not only their own wisdom, but the scanty store which the children who go early to earn their own living take with them as their only safeguard through precarious ways, where all the issues are of life and death.

MABEL CLARK HUDDLESTON, 1889.



## The Bryn Mawr Alumnae Quarterly

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### GENERAL CULTURE.

Perhaps no more pertinent illustrations could accompany the text of Miss Donnelly's essay on General Culture, printed in the January QUARTERLY, than some of the vivid pictures of the *crise du français* which Miss Temple has painted for the present issue. The illustrations are none the less pertinent that they are not the type that slavishly reproduces in color and line the printed word, but rather that which illuminates the written ideas by suggesting, in its own medium, still others. Being French, moreover, the pictures are marvellously clear-cut. First, the deterioration in the University of the old French standard of culture, the gradual coming of the day of "rhetoric, of Latin dissertations and verses, of pose, pretense, and second hand material;" next, a revolution in favor of German thoroughness and specialization; then the equally violent reaction. And then, fitting Miss Donnelly's conclusion like a glove, the ideal suggested by the words of M. Croiset: the student who, receiving the "scientific" training, also writes and speaks the best French, "and commonly in direct ratio to his store of facts and rigor of method."

The impressive final pictures of Miss Temple's series, representing the scholars of the new movement, are, after all, not so entirely special nor so exclusively French as they look on a first glance. Whatever the special subjects that preoccupy these men, it is still their attitude of mind and the attitude of mind they would induce in their disciples that constitutes the "fine training" and the "fine values" and holds off "scholastic barbarism, material leveling, and wor-

ship of barren Teutonic efficiency." Truly is such an attitude of mind called *bien joli*.

### ENTRANCE EXAMINATIONS

"The New Call of the A. C. A.," published in the QUARTERLY for January, prophesied in the near future a great opportunity for college women to influence education in the lower schools and to declare for or against training for girls or women in domestic science. Now Mrs. Huddleston's article on "The Emancipation of the Secondary School" explains how one of our opportunities is coming and ardently recommends one way to meet it. Her plea for making the college entrance requirement concern itself with a smaller part of the total work done in the secondary school cannot really derive any additional strength from the results in Freshman work of the new Harvard scheme of entrance requirements, which are being from time to time set forth in the papers by the Harvard office: they represent so short a term of experiment that they are not convincing, especially to anyone wedded to the Bryn Mawr policy of obtaining through entrance examinations a body of students who have all had practically the same preparation for college. Those of us, however, as have already believed in less omnipotent entrance requirements and also in more training throughout the school course for senses and muscles are watching the Harvard experiment in the belief that the principle on which it is based is right and must ultimately prevail.

### FUTURE OF THE ACADEMIC COMMITTEE

Before the QUARTERLY reaches its readers the annual report of the Alumnae Association will doubtless have given us all a chance to familiarize ourselves with the plan for reorganization of the Academic Committee. This plan was approved by the Alumnae Association

at its annual meeting practically without discussion, in the course of a few minutes between perhaps 1:20 and 1:40. Such had been the course of the meeting that it could be brought forward even at that late hour only by the omission of some business and the postponement until lunch-time of other. The members of the Association felt the less reluctance at thus disposing without consideration of so important a matter since they had every reason to have confidence in the wisdom of the committee presenting the report. The members of this committee had been selected by the President for their fitness both as individuals and as former members of the Academic Committee—of the eighteen years of its existence their united terms cover fifteen—and the report and plan of reorganization that they presented was evidently the result of very careful thought. Yet many of those present,—including the committee on reorganization itself,—were disappointed that the report could not have had a thorough discussion.

In particular the present members of the Academic Committee were concerned to understand more exactly the duties prescribed by the new plan. Their natural impulse was to feel that since the Alumnae Association had not elected them with these new duties in view they had best resign and give the Association a chance to choose again; but the members of the Reorganization Committee, pointing out in reply that the new plan followed the old method of election, declared that there was no reason why the Association should desire to change a single member. The Academic Committee accordingly deferred discussion of the question until they should have informed themselves and considered further. The result of a meeting held by them in New York a few weeks later was that most of them will continue in office.

There is no question that the new plan increases the burden and responsibility

of the Academic Committee, as, indeed, the committee on reorganization intended that it should. The Academic Committee should be in closer touch with the college and more systematically in touch with it, and this result can not be obtained without more work and more worry. Especially the first year, when the seven sub-committees must be defined and their whole list of membership filled, looks very arduous. On the other hand, that all seven sub-committees should by next February have a full record of accomplishment to report would be a calamity. The new system is on trial, and a fair trial means deliberation, caution, and tact in putting it into execution. The committee must go slowly enough to admit of a reversal of the engine at any moment before it meets with disaster. Its members, therefore, may well look forward this first year not so much to a frenzy of hard work with a fine show of results all along the line as to an absorbingly interesting study of possibilities and methods.

#### "LETTERS TO THE EDITOR"

In opening with this issue a new department, the *QUARTERLY* is, as it happens, following an inclination of its own that has been strengthening steadily for several months. In its estimation, it would be more valuable to its readers—to say nothing of being more lively—if that silent constituency should find a tongue in its columns. There are plenty of ideas stowed away between its brown covers, discoverable even in such unlikely places as the familiar Schedule of Events or the oft-reiterated statement that "A. B. has been making a visit with A. M.;" it is not conceivable that anyone who cares enough about Bryn Mawr to read through the magazine should fail to re-act to some of them. She must agree or disagree with ideas in the leading articles, the editorials, the book reviews; she must approve or disapprove of ideas underlying the policy of the magazine

and the policy of the college, as revealed from point to point either outright or between the lines; she must be moved in some fashion to reflection or at least to surprise. Now if the *QUARTERLY*, if her fellow-readers, could only hear her comments, there must result a quickening of interest all around the circle. One can imagine some Idea being followed up in the next issue by a group of letters, and those, in turn, by another group in still the next issue, much as the Idea of a public address is followed by discussion from the floor. Or someone might merely have a question to ask; someone else might wish to set forth an idea not related to any either expressed or implied by the *QUARTERLY*. Thus we should have a forum for "Senex," "Audax," "Group of Physics and Chemistry," "Pedagogue," "Recent A. B.," "Progressive," "Standpatter," "A Mother," and other signatures repre-

senting as many more types as one must believe there are in our ranks. Such a forum might be considered to have achieved complete success—not inconsistent with complete inconclusion—when the editor should be obliged to utter herself: "The *QUARTERLY* will be unable to print any more letters on this subject."

This may sound like levity, but in truth the *QUARTERLY* is in earnest. If we might look upon it as a meeting ground, a reunion taking place four times a year if we might at that reunion hear not only about each other but also from each other, we might find ourselves immediately in communion touching the real stuff of our lives—our labors, our opinions, our idols, our ideals. The *QUARTERLY* might thenceforth be of more service to its readers, and perhaps to the college as well.

## NEWS FROM THE CAMPUS

### THE LIBRARY

The class of 1906 has given \$1,000 to the Library, in memory of Frances Simpson Fahler, who died March 15, 1910. The money is to be expended on books for the department of history.

Mr. Alba Johnson has given to the Library, through the *QUARTERLY*'s Library Fund, \$150, of which \$50 is to be spent for the department of biology and \$100 for general literature. With this contribution the *QUARTERLY*'s Library Fund may well close its account, since the campaign it desired to inaugurate is now under way.

Following is the circular letter sent out in January to class secretaries by the finance committee of the Alumnae Association. The recommendation in the final paragraph that class collections be given to the Endowment Fund and the interest thereof devoted to the Library was adopted, for the year 1912, at the annual meeting in February; the accompanying recommendation to clubs and branches to raise money directly for the Library deserves especial attention.

"The Finance Committee desires to call the attention of the Association to the needs of the College Library. These are more imperative, the Committee believes, than the Association at large realizes, absorbed as it has been during the last years in providing money for buildings and salaries. During this time, however, the Library has fallen behind all other departments of the College in equipment and efficiency. It is not too much to say that the College is better provided in every other respect, whether for teaching, housing or heating and lighting, than it is with the



books that are the foundation of all its work. The Committee, therefore, sends out the following statement of the condition of the Library, in order that the members of the Association may take its needs into immediate consideration.

The annual income of the Library is from \$5,000 to \$6,500. The College appropriates \$3,000 each year to the Library and a like or slightly larger sum is made up by special gifts, the income from four small legacies, hall library dues, and, notably, fees and fines from conditions and deferred examinations varying yearly from \$1,500 to \$1,900. Out of this total not only books and periodicals must be paid for, but binding, postage and expressage, and general supplies.

The annual appropriation to each of the 18 departments is \$150 with the exception of a few smaller departments, such as Italian, to which only \$75 is given. In addition, sums varying from \$50 to \$150 are granted from time to time to new and special courses. \$75 is applied yearly to "general literature." Collections made from the students in required courses, such as philosophy and English, supply the hall libraries with the duplicates of the books in the main library that are needed for large classes.

From its annual appropriation the first obligation of each department is to provide itself with the periodicals and reviews essential to the maintaining of its graduate school. Often these subscriptions absorb the entire \$150, as is the case this year in the English department. Next year the French department will not have sufficient funds to cover even the reviews "indispensable" to the courses offered. For the last five years, the Librarian's records show, not \$150, including two special gifts, has been spent for books for the departments of mathematics, chemistry, biology, and botany, all told.

In other cases, where there is a margin for books, the necessities of the graduate students absorb it. But here again the demand so far exceeds the supply that the graduate school is obliged to borrow from other libraries books that too often must be returned when most needed, or to wait on some gift to the College. In December the gift of an Alumna of \$25 went the day it was turned over to the Librarian to purchase a book that was seriously needed for two theses.

The Library has thus become a workshop for specialists with a minimum provision for the undergraduate work and for general reading. What new books come into it are wanted immediately for the reserves of special courses and cannot be released until their freshness is faded and the interest in them has dulled. As a result the College fails to cultivate the habit of general reading in its undergraduates and year by year they use the Library less.

As it stands, moreover, the Library is in bad condition. Much binding needs to be done, many worn-out books to be replaced by clean and complete copies; sets need to be filled out and in particular new critical editions of standard authors to be placed upon the shelves. The Library is not only without books of fundamental importance in every subject, but it is thoroughly shabby and out of date.

This condition is due largely to the fact that the Library expenditures have not kept pace with the growth of the student body and with the constantly increasing number of courses; in part it is also due to the rise in prices. Binding has latterly become more expensive, and book publishers have effected a "combine" that gives the Library a discount of only 10 per cent on new books for the first twelve months, where formerly it had a discount of from 20 to 33½ per cent. Moreover the economy of the Library is necessarily bad. The Library being too poor to buy books until they are needed for a definite purpose can rarely purchase books of obvious importance as they offer themselves at special values in the second-hand shops or book-

sellers' catalogues. In consequence, the Library often pays double what it would for a book if it had more money at command.

The situation of the Library is little changed by the Woerishoffer Endowment. The fund will have too many demands to meet to make adequate provision either immediately or permanently for the Library; but as this endowment will meet the most urgent increases in academic salaries, the Finance Committee recommends that the Alumnae Association should continue to work for the Alumnae Endowment Fund, but that for the immediate future the interest on class collections be given to the Library, while the local branches work either for Library endowment, or for gifts that could be applied to immediate needs. No other Academic need, the Committee cannot emphasize too strongly, is so pressing as the need of the Library, and if it is not met the teaching efficiency of the College will be seriously impaired in all its departments."

#### THE NON-RESIDENT CLUB

After but a few weeks of College in the autumn of 1911 the non-residents, who number twenty-two, decided to ask permission to form a Non-Resident Club. The permission was granted and the following officers elected: Pearl Boring Mitchell, '12, President; Elsie Steltzer, '15, Vice President and Treasurer; Helen Lee, '13, Secretary. A constitution was drawn up and committees were appointed to care for the various and immediate needs of the club. A club room in Rockefeller was given, a miniature library for the use of non-residents was placed in the room, and many furnishings to make the room attractive were presented. The club's Débutante Tea was given on November 19 to introduce the new organization to the College. During the second semester a series of four small teas is to be given, a series of class teas, besides many informal afternoons "at home." To promote interest in athletics Miss Nathans organized basket-ball teams which play every Friday afternoon. The purpose of the club—to bring non-residents and residents of the college to know each other better—is nearing achievement, we think, and every non-resident is glad that the club was organized.

H. L., '13.

#### REPORT FROM THE SETTLEMENTS ASSOCIATION

When, on account of our scarlet fever episode last spring, President Thomas felt that, owing to the attitude of the Board of Health, active settlement work in Philadelphia should be given up, it seemed as though the Bryn Mawr Chapter of the College Settlements Association had no other purpose except that of collecting dues. I do not wish to under-rate the importance of dues, for I realize they are what keep the big organization of college settlements going, but I felt at the time that the mere annual collection of dues was not conducive to arousing interest in social work nor the spirit of enthusiasm to join in the work.

We have tried a new plan here this winter, and the end of the term will show whether it has been successful or not. After all, we are only groping to find something to replace our little share of the activities of the college settlement in town. What we need is to interest the members and also to give them information about social work.

There have been several informal teas at which someone engaged in social work has spoken to us. Miss Bill was here and also Miss Darby, of the Christian Street set-

tlement in Philadelphia. At one of the teas we made a great many bean-bags which were sent to the settlement. So much for the way we have tried to interest people. I now come to the more serious part of the work—the instructive side.

We have taken the town of Bryn Mawr as a typical social community and are finding out all we can about the institutions which do social work of any description. There are several committees: the Church, School, Hospital, and Investigating Committees. Each finds out all it can about its own particular institution; what its purpose is, whom it helps, etc. We are going to catalogue the results of these investigations for future reference. The thought in mind is that this work will give people at college a general idea of what work is being done, so that if any member should choose social work as her vocation, she will know the elementary principles.

The Hospital Committee has already handed in its report and is doing active work; the head nurse at the hospital has set aside a certain day on which students may go and read to the patients.

At first glance we may not seem to be doing much, but, as Miss Bill and Miss Darby assured us, what we are doing does count, and I earnestly hope that, as each year goes by, the Bryn Mawr Chapter will gain in strength and purpose through the interest and endeavor of its members.

HELEN RUTH RICHTER, '13.

*President of the Bryn Mawr Settlements Association.*

## CAMPUS NOTES

### LADY GREGORY

When I first saw Lady Gregory, when she lectured here on the evening of January 10, I was rather disappointed. I could not believe that this quiet, benignant, home-like old lady could be the life and mainstay of the Abbey Theatre. But as soon as she began speaking in her easy, charming way, I felt the power of her personality. What first impressed me was her voice. She spoke in high, clear monotone, with an accent which is difficult to analyse. I next became conscious of her person. It gave me quite a shock to realise that she looked like Queen Victoria, with her grey parted hair, her simple black dress, and widow's cap, with the flowing black veil. The diamond Irish cross which she wore at her throat gave her distinctiveness. Her hands were very white and not small, and she used them effectively. At times, when she spoke about the Irish people, she had the inspired look of a seer.

What she said was, indeed, calculated to inspire rather than to direct. The advice she gave upon the subject of writing plays was extremely good, but was not sufficient as the whole of a working basis. It was suggestive of a working basis, even as her sketches are suggestive of true dramas. Particularly suggestive was her fundamental piece of advice. In deciding upon the matter and method of treatment for a play, "A fable must be chosen, and then one must be chosen by an emotion." Lady Gregory made a great point of the writer's being passively acted upon by the inspiration of the moment. Indeed, she said that such inspiration must be at the base of all good creative work. After the matter of the play and the point of view have been decided, it must be given a beginning, a climax, and an end. Lady Gregory recited, as instance of what she meant by climax, "The Bells of St. Clemens," in a most charmingly dramatic way. Besides giving a play the proper construction, the young playwright must not make the stage directions too difficult or subtle, like Mr. Henry James' "Enter a lady who has just been drinking a cup of tea." The style of the play must be as carefully attended to as the construction.



In speaking of style, Lady Gregory said that there are two kinds of language for use in verse and prose plays. For verse plays—and she said that Yeats' poetical dramas were the most popular productions of the Abbey Theatre—poetic language, archaic if necessary, but always beautiful, must be used. For prose plays, on the other hand, a living language must be used and it must be a vital language. The English of the Irish people is a particularly strong and beautiful speech. The Irish people have an abundant vocabulary, since, when an English word fails them, they can draw from the Gaelic, because they think in Gaelic. Their phraseology and sentence-structure is extremely emphatic. They use always balanced sentences, in which the important word is always put in the important place. They have, in common with the Hebrew poets, the characteristic repetition in the second part of the sentence of the main idea in different language.

When Lady Gregory spoke of the kind of play to write, she said that it was much easier to write tragedy than comedy. For in tragedy the writer has merely to pick out his set of circumstances and then to mould his characters into them. The Irish do not believe in free-will, they believe that every man must do what the Woman in the Stars, who is always hurting herself, was doing at his birth. The beautiful pale king's children are the heroes of tragedy, whereas the heroes of comedy are the brawny, irresponsible sons of the people. This Lady Gregory illustrated most charmingly by turning the tale of Jack and Jill into a tragedy and then into a comedy. And as she told the tragic tale there arose the beautiful scene of a quiet garden, with a marble fountain basin and splashing water, of golden hair and golden coronets and pale hands, which reminded one of "*Pelleas et Melisande*." But when she turned it into a comedy she had greater difficulty, for the characters were real people and could do real things. Lady Gregory said that she was more proud of her translations than of her creative work, for they were inspired, and she said, "Inspiration is the gift of God." She read some of her translations of Molière. The translation was almost literal and very like the Irish speech, and was really delightful. It is interesting to compare Lady Gregory with Mr. Yeats; he is more obviously poetical than she is, but one notices that he mentioned her name continually, whereas she hardly spoke of him. From this one may draw the conclusion that Lady Gregory is the inspiration, in part at least, of Mr. Yeats.

That is, indeed, what is most wonderful about her. She is inspiring; her vitality and force, combined with her individuality, make one feel that she is really one of the great women of the time.

JEAN SATTLER, '15.

#### DR. STANTON COIT'S LECTURE

What is Socialism? Will it come in our time? How will it come? Will it destroy individual liberty? What about Socialism in America? These were among the questions dealt with by Dr. Stanton Coit in the course of a most interesting lecture given in Taylor Hall on the evening of February 9.

Dr. Coit is a member of the British Labor party, and his Socialism is of the intellectually persuasive type known in England as Fabianism. The scheme outlined in his lecture does indeed comprise a revolution in the prevailing systems of production and distribution, but a revolution so parliamentary, so gradual, that the great change will be a part of our life before some of us have even begun to regard it as a matter of theory.

Dr. Coit defines Socialism as the state ownership and production of wealth and distribution for the good of all, his theory being based on the principle of spiritual

collectivism—that what no man or woman or class can do, the State can do. Like Mr. Bernard Shaw, he believes in absolute centralization of the national capital, enabling “every man, woman, and child to have an equal portion of the national wealth divided among them every Saturday night”—an equal portion, that is, of the income, the capital remaining always the property of the nation as a whole. For this wage those who can are to do a week’s work, and nobody is to be paid simply for living, as under present conditions. Low-grade and high-grade loafing are alike discouraged under Dr. Coit’s system, and as for those who resist the call to work for a living—as for the anti-social people, “descendants of Cain”—these are the people on whom Socialism will use force. Plato and his ancient and modern friends, advocates of a leisure class, would grieve at the fate which is to overtake their pillars of society.

Will Socialism come in our time? Socialism is with us now, says Dr. Coit. It has been steadily increasing for the last forty years and more, and now England and Germany are coming face to face with some of its most radical proposals. German Socialists have this year almost trebled their representation in the Reichstag; England is on the brink of manhood suffrage, woman suffrage, and Irish home rule—measures all destined to let the great tide of Socialist feeling have free way, a legislative outlet. England has already a graduated income tax, and everything the rich use is taxed enormously; land taxes and death duties combine to diminish the riches of the wealthy, while state insurance, workingmen’s compensation, maternity payments, and old age pensions actually distribute this surplus wealth among the poor. Thus already socialistic legislation has begun its work of equalizing rich and poor; the twentieth century has begun. In England eighty-seven million dollars are now being distributed annually among the least effective members of the population in the form of old age pensions. “This,” said Dr. Coit, “eliminates the pauper old.” It will not be long, he prophesies, before similar measures reduce the pauper child to a thing of the past. Are we to infer that Socialism proposes to make an end of pauperism by gradually pauperizing the whole community?

Less problematical than the distributive is the productive aspect of the socialistic system. Ever since 1865 more and more of the capital of England has passed from private into public hands. Street-car franchises are replaced by municipal ownership and management, paying better wages, requiring shorter work-hours, reducing fares (sometimes by half, e.g., from four cents to two), and occasionally even lowering the city tax-rate. Such saving is equivalent, as Dr. Coit observes, to an immense distribution of money among the people. That public ownership of public utilities is correct in theory few will dispute; the controversial point is whether it can be made to work in actual practice. In so far as England and Germany and, to a lesser degree, other European nations are successful in applying this system to the conditions of every-day life, in so far Socialism is an accomplished fact today.

Yet a third sign of the times in England is the intellectual unrest which prevails in respect to Socialism. Even the man in the street has to take one side or the other; very many, alarmed by the disastrous events of August, 1911, are taking the other. In this connection Dr. Coit emphatically disclaims any connection between his party and the strike-leaders of last summer’s disturbance. Trades unionism, moreover, is not Socialism, and the railroad and dock strikes were managed by agitators of non-parliamentary and syndicalist views entirely out of sympathy with those of the constitutional Socialists of the country. Nevertheless, it is undeniable that the reasoned literary expositions issued by the Fabian Society, the clear-cut principles underlying the wit and magnetism of Bernard Shaw’s plays, the bitter inten-

sity of the works of Galsworthy and others—all these and many other influences are helping to fan a flame which before it shall die down is destined to sweep away the economic order of the past.

As for the accusation that Socialism interferes with private liberty, Dr. Coit argues that its aim is simply to deprive any man of the liberty to curtail the liberty of any other. Men are to be deprived of private liberty so-called in order that true liberty may be protected and increased—"The State should stoop with infinite discrimination lest somebody should rudely trample upon the individuality of any nobody."

Finally, what is the outlook for Socialism in America? This country, says Dr. Coit, is not yet ripe for Socialism; born in that most disintegrating of centuries, the eighteenth, the American democracy bears yet too strongly the stamp of the spirit of that age. Nevertheless a real democracy is surely a social-democracy: "A man who is a democrat," says Bernard Shaw, "must be a Socialist if he is a gentleman," and "The essence of being a cad is not to mind the sufferings of others unless one is to be reimbursed." But how is socialistic legislation to be made effective, it may be objected, where there is political corruption? Well, says Dr. Coit, even democracy presupposes character; first attain to a real democracy by straightening the political tangle, and thereupon a socialistic organization of wealth will follow. Socialism and corruption are of course incompatible. However, there is more Socialism about the large-scale capitalism of America than the smaller business units of Europe. If you must have a capitalist, said Dr. Coit, have a big one! Little capitalists are the meanest of all—they can't afford to keep a conscience.

Dr. Stanton Coit is not only a delightful speaker but also a skilled debater, and the keen discussion which followed his lecture was not the least interesting part of the evening. Surely Dr. Coit found his Bryn Mawr audience unexpectedly congenial, for who could have accused us of sharing what he considers the villainy of American audiences, "to sit with a breathless silence while a lecture is given and then—afterwards—not to say anything?"

MARGARET S. DISMORR,  
*Graduate Student.*

#### PROFESSOR BAKER'S LECTURE

On February 10 Professor Baker of Harvard spoke on modern drama, under the auspices of the English Club. His subject was "The Signs of the Times." Professor Baker began by showing what a vital force the drama is in modern American life; how plays and pageants are being used for purposes of social work and education as well as for amusement. He then traced the changes which have made dramatic writing of universal as well as of local interest. He said that American drama, while still in its infancy as compared to European drama, shows clear signs of improvement and vitality. Professor Baker believes that the technical training given in so many American universities to young playwrights will tell for a great future in our drama.

Professor Baker then represented our need for a trial theatre which should correspond to the Théâtre Libre in Paris or the Manchester Theatre in England. He mentioned the Toy Theatre in Boston as a move in this direction and spoke hopefully of the work it might accomplish in "trying out" the work of young writers.

In conclusion, Professor Baker appealed to all theatre-goers to be more open-minded and sympathetic in their attitude toward new plays. For, he said, responsibility for the sort of drama that is presented rests, in the last analysis, not with the dramatists, not with the managers, but with us—the audience.

I. V., '12.



## THE HISTORY CLUB

Washington's birthday was celebrated by the History Club in a very pleasant and memorable manner. About thirty members of the faculty were invited to be the guests of the club at a dinner in Pembroke Hall. At half-past six the faculty guests, the members of the club, and other undergraduates fortunate enough to be asked to fill in, assembled in the hall and on the stairway of Pembroke East. The seating had been arranged with the utmost care: Dr. Richmond, President of Union College, who was the guest of honor, sat by Miss Alden, the President of the History Club, at one end of one of the center tables; at these two tables were seated the men of the faculty and many of the women, with the officers and a few members of the club. At each of the other tables were one or two faculty guests and many undergraduates. The tables were trimmed with little flags and the dining room looked very festive. The dinner was highly successful and afterwards the Seniors sang a few songs, the oral songs being especially appreciated and admired. At eight o'clock every one adjourned to the chapel to hear Dr. Richmond's address on "Democracy and Education." Dr. Richmond was most amusing and delightful, and the college was much entertained at finding out how clearly an outsider could understand its beliefs and its foibles, its naïve snobbishness and its curious disgusts and enthusiasms. We left the chapel regretfully, inspired, we trust, to a cheerful and democratic patriotism.

M. L. C., '14.

## DR. UPHAM'S LECTURE TO THE GRADUATE CLUB

On Friday evening, February 23, Dr. Alfred H. Upham lectured to the Graduates Club on "The Literary Coterie in England." Beginning with Lucy Hay, Countess of Carlisle, with just enough of a digression on the coterie in France to show what the movement was in its original home, he reviewed the chief women who were or aspired to be coterie-leaders: Mrs. Katharine Philips, rebaptized the matchless Orinda, and her following of rebaptized satellites; the Duchess of Newcastle; Lady Mary Wortley Montagu, a born coterie-leader, destined by a perverse fate always to lack a coterie; the Duchess of Mazarin, bringing a fresh access of inspiration from France; Mrs. Elizabeth Montagu, at whose gatherings the term blue-stocking arose; and, contrasting strangely with the "female minds" above noted, Samuel Richardson, nestling snugly in his little circle of admiring femininity. In spite of the women, undoubtedly original and brilliant, who aspired to rule a salon in England, and in spite of the really great men who frequented one or two of these gatherings, we carried away the impression that the coterie in England was an exotic, scarcely cultivated except as a somewhat pale and provincial imitation of the brilliant French original. One feels very strongly that if these keen and restless minds had had the benefit of the modern college education their energies would have been turned into other channels, less picturesque perhaps, but more satisfactory to posterity.

## SCIENCE CLUB

The first Science Club lecture this year was given February 24 by Miss Dora Keen, '96, on "The Lure of the Peaks." Miss Keen told the story of a series of climbs she made near Chamonix, describing first the ascent of Mont Blanc, and ending with a vivid account of the difficult and dangerous Aiguilles de Requin, de Grépon, etc. She showed many beautiful views of the mountains and gave a very good idea of the dangers and fascinations of mountain-climbing,

W. S., '12.

*President of the Science Club.*

## MR. CECIL BURNS ON BERGSON

Mr. Cecil Delisle Burns, who has been in Philadelphia lecturing before the Ethical Culture Society, spoke at the College March 1 on "The Philosophy of Henri Bergson." It was perhaps the most interesting lecture on philosophy which the college has heard in some years.

Mr. Burns regards Bergson as part of a general movement of original thinking in the world today, of which Croce is the exponent in Italy, Eucken in Germany, and Mr. Bertram Russell in England. He sketched Bergson's philosophy from his early work on Laughter, based on the conflict between the vital and the mechanical, through his three important works,—*The Immediate Data of Consciousness*, *Matter and Meaning*, and *Creative Evolution*.

Bergson represents, Mr. Burns said, a revolution in Psychology. He introduces a new point of view. In the old problem of the relation of meaning to expression, the meaning of a book to the words of a book, the meaning of the world to the world itself, former philosophers wondered that any meaning at all had come to us through expression; to him the problem is why the meaning is so limited. His addition to metaphysics is the introduction of the ideas of duration or *durée* and vital impetus. There are two ways of explaining the present, Mr. Burns pointed out; by the past, which is mechanical, and by the future, which is finalism. Yet neither explanation gives one the real experience of the moment. This fundamental thing is *durée*. Existence cannot be divided up into a succession of states, like beads on a string. Real experience is the flow, the flux. Bergson distinguishes between the scientific intellect, which looks at existence as if it were a moving picture, and the artistic reason or intuition. The first "looks the wrong way along *durée*." To know reality we must set this aside and rely on intuition, which he defines as a sort of living in the vital moment. Duration does not go on like clock time; it is depth, we might say, rather than extent. The vital impetus or *élan* is the moving force in the world. It is in us and in everything and by means of it real creation is going on all the time. We cannot predict the future, for no law of the past governs it, nor is the *élan* working in any one direction for any particular end. The kind of philosophy for which Bergson stands, therefore, is based not on a knowledge of facts but on an "appreciation of life."

The interest felt in Bergson's philosophy at the end of the lecture, it must be said, was not due half as much to the philosophy which I have attempted to summarize as to the charm of its presentation by Mr. Burns.

M. A. M., '12.

*President of the Philosophical Club.*

## VOCATIONAL LECTURES

The first of a series of Vocational Lectures was held in Taylor Hall on the evening of February 17. Miss Parris, Miss Cummings, and Miss Barrows were the speakers, introduced by Miss Alden, '12, chairman of the Students' Vocational Bureau.

Miss Parris has had many appeals from prospective A.B.'s for help in securing a "place in life," and feels strong interest in the "vocational movement." A "vocation" differs from a mere paid occupation in that it implies individual interest and special aptitude or training for a position. The vocational committee at college is taking part in a widespread movement, having two phases. The first phase of this movement is the effort to give vocational guidance in education; in Chicago University, for example, there are many so-called applied technical courses. Secondly,

an attempt is made to guide graduates of schools and colleges to positions which fit their needs.

Five years ago a committee of the Association of Collegiate Alumnae on "Economic Efficiency of Women" sent out 25,000 questionnaires to college women to investigate their occupations and earning capacity. The study of these questionnaires marked a turning point in the story of women's occupations. It was discovered that 50 per cent of these college women taught from one to ten years and that the average teacher's salary was \$512 a year. This report proved it to be a fact that skilled and unskilled teachers alike received low salaries. The reason for this patent over-supply of college women in the profession of teaching is that the schools apply directly to the college for teachers; the result is as bad for the schools as it is for the teachers. Miss Parris now investigated non-teaching positions, and found the average salaries appreciably higher—from \$700 to \$800. The reports of the committee resulted in the organization of vocational committees for the investigation of non-teaching positions for women. New York and Philadelphia both now have employment bureaus for college women. Women and their work must be brought together; the old days of "laissez faire" education are past.

Miss Cummings said that in spite of the newness of the movement in New York the calls for people to fill positions are many and varied; 40 per cent are for secretaries, 20 per cent for social workers, 10 per cent for household executors, and the rest for miscellaneous activities. The calls for secretaries come from doctors, schools, various organizations, business and publishing firms. Social work is in the settlement, where teachers of handicraft, dancing, and other non-academic subjects are needed, or in investigation, which requires usually a knowledge of foreign languages. The household executors wanted are assistants or managers of homes for working girls, clubs, or homes for convalescents. The miscellaneous calls include canvassers, farm managers, editors, etc. The Bureau has application cards, but personal interviews are preferable; a fee of \$1 is asked and a 3 per cent commission on the salary.

Miss Barrows spoke in detail of the work of investigation, pointing out the importance of scientific accuracy, tact, frankness, love of humanity, and hard work. Teaching experience or an instinct for teaching is desirable for such work; economics, sociology, pedagogy, history, offer good collegiate training. The salaries in social work compare favorably with those of teachers: \$850 is an average yearly salary.

The speakers at the second Vocational Lecture, held in Taylor Hall on the evening of March 2, were Mrs. Simkhovitch of Greenwich House, New York City, and Miss Elsa Denison, '10, now of the Bureau of Municipal Research in New York.

Mrs. Simkhovitch pointed out that social work and politics are identical and concern our vital interests. Three different aspects of social work are research work, which demands a respect for reality, administrative work, and social ethical work, which implies fellowship, friendship. Health, perseverance, energy are necessary qualifications for anyone taking up social work; one must put one's whole personality into such work; it is no "easy job." In regard to the financial side, the chances are increasingly good. Social work does not on the whole pay as well right off as teaching does. The first year pays about \$600, \$1800 or \$2000 is the maximum pay, and \$1200 is the standardized pay.

Settlement work is very indefinite and the college woman does not find it as appealing as more definitive work. Neighborly, democratic relationship is the foundation of the settlement; this is a good thing to develop the character of the college girl. The research side of social work is definite.



Miss Denison spoke on research work in particular. The Bureau of Municipal Research applies the test of scientific management to organizations in New York. Strict investigation of health departments and hospitals is part of its work. Miss Esther Cornell, '11, is making a detailed examination of infant mortality which will result in reducing the rate of that horror. Other investigations have shown misappropriation of municipal charity funds. The Robert L. Stevens Fund supplied a school nurse in Hoboken and proved a school nurse was necessary, and now the city provides one. With the coöperation of the Board of Education, the research workers have made the Hoboken schools into social centers. This means a great deal for the people. An opportunity for college women lies in the initiative and energy and training needed in this work. The best way to begin is by doing volunteer work. The maximum salary in this work is about \$2000.

The speakers at the third Vocational Lecture in Taylor Hall, on the evening of March 9, were Dr. Hamilton, a graduate of the University of Michigan, and Miss Bertha Rembaugh, '97, representatives of medicine and law as professions for women.

Dr. Hamilton said that while the woman doctor has not a fair chance with men at interne-ship, that is, practice in hospitals, she can do well by starting her practice in a small town, where personality counts, where she can ally herself with public interests. A woman fills especially well the office of medical inspector of public schools. Work in research laboratories is plentiful; there women are much in demand as assistants because of their great ability for detailed work. Positions for women doctors as teachers of the profession are few. But a woman can get a good salaried position in a very wide field of interests of a missionary character—such as police court service and work in investigations of infant mortality, and in prisons, insane asylums, and reformatories. In no work are the results surer, more satisfying, more warming to the heart. At the same time the scientific instinct is satisfied. Women do not obtain consultation practice: men physicians consult with men. Another thing, women do not make a point of employing women doctors.

Miss Rembaugh said that law is a profession for human beings; it is not restricted to men; no especial part of it appeals peculiarly to women as in the case of medicine. The requisites of a lawyer are energy, wits, decision, and business ability, and it is this last quality which has made law man's work. In the majority of cases women lead too restricted lives, they are not enough in touch with the world to have the necessary business ability. Before she can make a success of law, woman must know man's world. Do not read essays on the train; look out of the window and see the world.

For the woman intending to become a lawyer a course in a law school is desirable, but real legal training begins in the office. In the office she falls short. There is a well-founded distrust of the woman clerk because she is too conscientious. For example, she asks too many questions lest she make a mistake. A man chooses the more practical way and learns by his mistakes rather than annoy "the office."

Once in the business, the woman lawyer gets pretty much every sort of law business. The bulk of law is not litigation, as literary tradition would have us think. Patent, real estate, admiralty are specialties of the law. Most of the work in law consists in keeping people out of trouble—drawing up contracts, etc., to avoid law-suits.

## THE CASE OF EURIPIDES

On the evening of Friday, March 15, Professor Paul Shorey, of the University of Chicago, spoke on "The Case of Euripides" before the members of the Graduate Club and a large number of undergraduates and visitors. Those who heard him speak last year on "Menander" were prepared for a lecture of an unusual nature, and they were by no means disappointed. Though he stated at the outset that he had no new theory to propose but intended rather to return to the traditional view of Euripides and his art, and though he held himself strictly to his intention, his illuminating comparisons of Euripides to modern writers like Shaw, and particularly his translations, always inimitable, of especially interesting passages, made it impossible for any listener not to receive a new impression and form a new judgment of the writer under discussion. One is accustomed to read the prologue of the *Medea* in the elegant phrases of Professor Gilbert Murray; in Dr. Shorey's version the nurse fears that

"this will be a  
Damned business for my Miss Medea."

Equally startling is the close of the dramatic monologue in which a housewife bewails the theft of her rooster by her housemaid, "Mary Jane:" "Bring back, bring back, oh! bring back my rooster to me!" Such translations cannot fail to show the speaker's "leanings," even though he decline to express his judgment in words. Professor Shorey very evidently takes sides with Aristophanes, as against Gilbert Murray, in censuring Euripides' realism and sentimentalism.

M. DOOLITTLE,  
*Graduate Student.*

## FRESHMAN SHOW

The Freshman show of the Class of 1915, held in the gymnasium on the evening of March 16, was certainly a great success.

"Peace-Meal," a comedy with a prologue and four acts, was well arranged in regard to action and selection of parts for the actors. The playwrights, Misses S. R. Smith, A. G. Kuttner, and L. H. Mudge, followed the tradition established by 1912 of arranging the play to introduce, as the climax, the class animal. Each act had its appropriate chorus and dance, and great credit is due to the stage manager, Miss E. Dougherty, assisted by Miss D. Perkins, for the success of the action of the play. At no time did the stage appear crowded, and the groups of actors succeeded one another without hitch or delay. The scenery is especially to be commended, not only for its realistic quality but also for its invention, which was chiefly to the credit of Miss A. T. Scudder.

In brief, "Peace-Meal" represented the search of seven persons of as many nationalities, led by Columbia, Miss E. Bailey, in cap and gown, for the spirit of happiness and peace. They visited first a New York dancing room, where the gay life of "notoriety, variety—that's our society" was at its height. Disappointed and disgusted with the evident sham and shallowness of this existence, the seekers of peace left the place abruptly.

In the next scene, depicting a farm in Montana, a barn, hay-rick, clothes line, a spirited horse, and an active cow provided all the desirable local color. A farmer, Miss M. G. Brownell, and his high-voiced wife, Miss S. Diller, offered hospitality to the travelers when they reached this new place. Dairy maids and swains with pretty song and dance expressed the happiness of a care-free country life, unhampered by letters and learning. Miss Erbslöh, as the little German youth,

deserves especial mention for the excellence of her shy wooing of the chief dairy-maid, Miss D. Perkins, in this act, and for her good acting throughout the play. Chanticleer appeared in time to warn the travelers, in impressive Hiawathic meter, of the real character of the place they were in, where they might never hope to find the spirit of peace. So again the band moved on.

Choruses and dances of nymphs and satyrs, in Act III, fitly represented a grove on Mount Parnassus, where many beautiful butterflies seemed at last to be the embodiment of the spirit long sought. Although the lighting man failed to make the butterflies blue at the crucial moment, every one knew the little band would have to progress one more act to find their own green class animal—which proved to be the humming-bird, symbolic of gladness and peace.

L. L. B., '12.

#### SCHEDULE OF EVENTS

- February 7 The Second Semester begins at 8.45 a.m.  
Registration at first lecture required.
- February 9 Faculty Tea for Graduate Students in Denbigh Hall. 4 to 6 p.m.  
Lecture before the college by Dr. Stanton Coit, chairman of the West London Ethical Society. Subject: "The Modern Development of Socialism."
- February 10 Meeting of the English Club. Address by Prof. George Pierce Baker, professor of dramatic literature in Harvard University, on "Contemporary Drama."
- February 11 Sunday Evening Service. Sermon by Rev. Howard Agnew Johnston, pastor of the Presbyterian Church of Stamford, Connecticut.
- February 16 Fourth of the Series of Musical Recitals by Mr. Arthur Whiting, of New York City, in the Chapel at 8 p.m.
- February 17 First of the Series of Vocational Lectures. Addresses by Miss Frances Cummings, of New York Intercollegiate Bureau of Occupations for Women; and by Miss Alice Barrows, manager of the Vocational Guidance Survey. Subject: "Vocations for Women."
- February 18 Sunday Evening Service. Sermon by Rev. George Calvert Carter, D.D., rector of the Church of the Redeemer, Bryn Mawr.
- February 19 President Thomas At Home to the Senior Class at the Deanery. 8.30 to 10 p.m.
- February 22 Celebration of Washington's Birthday in Taylor Hall at 8 p.m. under the auspices of the History and Economics Club. Address by President Richmond of Union College, Schenectady.
- February 23 Meeting of the Graduate Club. Address by Prof. Alfred Horatio Upham. Subject: "The Growth of the Literary Coterie in England."
- February 24 Meeting of the Science Club. Address by Miss Dora Keen. Subject: "The Lure of the Peaks; Climbing the Aiguilles at Chamonix."
- February 25 Vesper Service. Sermon by Dean Walter T. Sumner, dean of the Episcopal Cathedral, Chicago, Ill.  
Sunday Evening Service. Sermon by Mr. Robert Elliott Speer, secretary of the Presbyterian Board of Foreign Missions.
- February 26 President Thomas At Home to the Graduate Students at the Deanery. 8.30 to 10 p.m.



- March 1 Lecture before the College by Mr. Cecil Delisle Burns, M.A., University of Cambridge, "The Philosophy of Henri Bergson."
- March 2 Second Vocational Lecture: "Social Work for College Women." Mrs. Simkhovitch, of Greenwich House, and Miss Elsa Denison, A.B., Bryn Mawr College, '10.
- March 3 Sunday evening Service. Sermon by Prof. Edward A. Steiner, professor of applied Christianity in Grinnell College, Grinnell, Iowa.
- March 8 Christian Association Meeting. Address by Miss Louise Lewis, of the Lighthouse Settlement, Philadelphia, in the Gymnasium at 8 p.m.
- March 9 Third Vocational Lecture, 8 p.m. Medicine and Law as Professions for Women, Dr. Alice Hamilton of Hull House, Chicago, and Miss Bertha Rembaugh, A.B., Bryn Mawr College, '97.
- March 10 Sunday Evening Service. Sermon by Prof. Rufus M. Jones, of Haverford College.
- March 11 Faculty Tea for Graduate Students in Radnor Hall. 4 to 6 p.m.
- March 15 Announcement of European Fellowships. Chapel, 8.45 a.m. Addresses by Miss Jane Addams, Dean Sophonisba P. Breckenridge, and the Rev. Anna Howard Shaw.  
Address by Prof. Paul Shorey, of the University of Chicago, before the college in the Chapel at 8.30 p.m. Subject: "The Case of Euripides."  
Meeting of the Graduate Club. Reception for Professor Shorey in Rockefeller Hall.
- March 16 Senior Oral Examination in French and German.  
Freshman Show. Gymnasium, 8 p.m.
- March 17 Sunday Evening Service. Sermon by Rev. William Beatty Jennings, pastor of the First Presbyterian Church of Germantown, Phila.
- March 18 President Thomas At Home to the Senior Class at the Deanery, from 8.30 to 10 p.m.
- March 21 Lecture on "Hygiene" by Dr. Lillian Welsh.
- March 22 Fifth and last of the Series of Musical Recitals by Mr. Arthur Whiting.  
Vocal Quartette.
- March 24 Sunday Evening Service. Sermon by Dr. T. R. Glover, of the University of Cambridge, England.
- March 25 President Thomas At Home to the Graduate Students at the Deanery, from 8.30 to 10 p.m.
- March 29 Gymnasium Contest at 4 p.m.  
Meeting of the Christian Association. Address by Dr. George Wharton Pepper in the Chapel at 8 p.m.
- March 30 Meeting of the English Club. Address by Mr. Norman Hapgood.
- March 31 Sunday Evening Service.
- April 3 Easter Vacation begins at 1 o'clock.
- April 11 Easter Vacation ends at 9 o'clock.
- April 12 Lecture by Dr. Joseph Hoppin, formerly associate professor of archaeology at Bryn Mawr College. Subject: "The Explorations at Cyrene."
- April 13 Meeting of the College Chapter of the College Equal Suffrage League.
- April 14 Sunday Evening Service.

- April 15 President Thomas At Home to the Senior Class at the Deanery. 8.30 to 10 p.m.
- April 16 Faculty Tea for Graduate Students. Merion Hall, 4 to 6 p.m.
- April 19 Meeting of the Science Club in the Chapel at 4 p.m.  
Meeting of the Consumers' League in the Chapel at 8 p.m.
- April 20 Meeting of the History Club.  
Political Convention.
- April 21 Sunday Evening Service. Sermon by Rev. F. L. Janeway.
- April 22 President Thomas At Home to the Graduate Students at the Deanery. 8.30 to 10 p.m.
- April 26 Meeting of the Graduate Club. Address by Miss Strachan, of Brooklyn, New York City.
- April 27 Glee Club Concert, in the Gymnasium at 8 p. m.
- April 28 Sunday Evening Service. Sermon by Dr. Henry Sloan Coffin of New York City.
- May 3 Meeting of the Philosophical Club.
- May 4 Meeting of the Christian Association.  
Week-end Conference.
- May 5 Sunday Evening Service. Sermon by Bishop Rhinelander, of Philadelphia.
- May 6 President Thomas At Home to the Senior Class at the Deanery. 8.30. to 10 p.m.
- May 10 Junior-Senior Supper.  
Sophomore Supper.
- May 11 Senior Orals.  
Junior-Senior Play.
- May 12 Sunday Evening Service.
- May 15 Faculty Tea for Graduate Students. Rockefeller Hall, 4 to 6 p.m.
- May 17 Freshman Supper.  
Meeting of the Graduate Club. Address by Dr. Richard S. Lull, assistant professor of palaeontology at Yale University.
- May 18 Senior Play.
- May 19 Sunday Evening Service.
- May 20 President Thomas At Home to the Graduate Students at the Deanery. 8.30 to 10 p.m.
- May 21 Vacation.
- May 22 Collegiate Examinations begin.
- May 30 Matriculation Examinations begin.
- June 1 Collegiate Examinations end.
- June 2 Baccalaureate Sermon.
- June 3 Senior Supper.
- June 4 President's Luncheon for the Senior Class at the Deanery. 1.30 p.m.  
Senior Bonfire, Athletic Field, 8 p.m.
- June 5 Matriculation Examinations end.  
College Breakfast in the Gymnasium at 12 M.  
Senior Garden Party. 4 to 7 p.m.
- June 6 Conferring of Degrees at 11 a.m.  
Address by Miss Jane Addams, of Hull House, Chicago.  
Alumnae Supper in Pembroke Hall. 7 p.m.

## ANNOUNCEMENT OF FELLOWSHIPS AND FIRST TEN

The Bryn Mawr European Fellowship is awarded this year to Norah Cam of Hertfordshire, England, who was prepared by a private tutor. She held the Maria Hopper Scholarship for two years, and she won the Brooke Hall Memorial Scholarship given to the member of the Junior Class having the highest grades and held this during her Senior year. She specialized in mathematics and physics and obtained an average grade of 89.794 on all examinations taken by her in the college classes.

The ten Seniors receiving the highest averages in the Class of 1912 and forming the roll of honor are:

NAME	WHERE PREPARED	GROUP
Cam, Norah.....	By private tuition	Mathematics and Physics
Stirling, Jean Wedderburn..	University School for Girls, Chicago	English and Philosophy
Watson, Louise.....	The Baldwin School, Bryn Mawr	Philosophy and Mathematics
Walter, Marjorie Fannie....	St. Mary's School, New York City, and private tuition	History, and Economics and Politics
Wolff, Dorothy Sybil. ....	The Finch School, New York City	History, and Economics and Politics
Vincent, Isabel Darlington..	The University High School, Chicago	English and French
Clarke, Pauline Ida.....	The Balliol School, Utica, New York	English and German
Barber, Helen Dorothy.....	Portland Academy, Portland, Oregon	Mathematics and Physics
Lamb, Louise Emerson.....	The Bryn Mawr School, Baltimore	French and Spanish
Hammer, Christine Potts...	Dana Hall, Wellesley, Massachusetts	History, and Economics and Politics

It is interesting to notice that this year, of the ten Seniors receiving the highest averages, nine were prepared by private schools and one by private tuition; three have specialized in history, three in mathematics, three in economics and politics, two in physics, three in English, two in philosophy, one in German, two in French, and one in Spanish.

The Bryn Mawr European Fellowship has been awarded every year since 1889 and has already been held by twenty-three students. Of these seven are married, two are teaching in colleges, nine are teaching in schools, three are studying abroad, and two are engaged in college administration. The foreign universities they have attended are as follows: Paris, 6; Berlin, 4; Munich, 6; Leipsic, 4; Heidelberg, 1; Göttingen, 1; Zürich, 2; Oxford, 3; School of Classical Studies, Athens, 1; Cambridge, England, 1; British Museum, 1.

The winner of the Mary E. Garrett European Fellowship is a student of English and Old French, Frances Allen Foster, of Providence, Rhode Island, who took her A.B. degree at Brown University in 1909 and has since studied at Bryn Mawr College in the Graduate School, holding a scholarship in English for two years and the fellowship in English in the present year. She is working for the degree of Doctor



of Philosophy and will profit greatly by a year abroad, where she will be able to compare manuscripts of a mediaeval mystery play which she is editing as a thesis, which the Early English Text Society will publish for her.

An analysis of the eighteen former awards of this fellowship show that it has been given six times in Classics, twice in Mathematics, twice in Biology, twice in English, once in Romance Languages, once in Archaeology, once in Chemistry, once in Physics, once in Semitic Language, and once in French. The present occupations of the former holders are: teaching in colleges, 8; college administration, 1; teaching in schools, 4; studying, 1; private secretary, 1; curator of museum, 1; no occupation, 2. Twelve out of the eighteen hold the degree of Doctor of Philosophy.

The President's European Fellowship has been awarded to Vernetta Lois Gibbons, of Upton, Massachusetts, a student of Chemistry. She has a long record of academic work as follows: Student in Mt. Holyoke College, 1892-96, B. Sc. 1896; Preceptress of High School at Bernardstown, Massachusetts, 1896-97; Student in Mt. Holyoke College, 1897-99, A.B. 1899; Assistant in Chemistry, Mt. Holyoke College, 1897-99; Graduate Student at Cornell University, summer 1899; Instructor in Chemistry, Mt. Holyoke College, 1899-1901; Graduate Student, University of Chicago, 1901-02; Instructor in Chemistry, Wells College, 1902-04; Assistant Professor of Chemistry, Wells College, 1904-06; Graduate Student, University of Chicago, October 1906 to January 1907, M.Sc. 1907; Lecturer in Chemistry, Huguenot College, South Africa, 1907-11; Fellow in Chemistry, Bryn Mawr College, 1911-12.

This fellowship has been awarded fifteen times: four times to students of biology, three times to students of philosophy, twice to students of Teutonic philology, twice in physics, once in classics, once in French, once in history, and once in mathematics. Of the fifteen former holders, six are now teaching in colleges, three teaching in schools, three studying, two are married and have no occupation, and one is unmarried and has no occupation.

After the announcement of the fellowship awards, Miss Jane Addams made a brief address. She told the students of the urgent need for well-educated women in the work of great cities and showed by instances how valuable expert knowledge is in the many problems met with in settlement work. She told of a Bryn Mawr graduate whose knowledge of modern Greek had helped in meeting the difficulties of a number of Greeks in Hull House district; and of another resident of Hull House, with an excellent medical training, who was devoting her specialized knowledge to the study of injurious trades and preventive measures. She urged on the specialists in history and economics the valuable work they could do in helping to assimilate the vast foreign element among the immigrants, pointing out that a sympathetic and profound knowledge of the history and politics of Europe was needed to get in touch with the political attitude of the immigrants and urge them to understand and appreciate the problems that America has to solve.

Dean Sophonisba P. Breckinridge, of the University of Chicago, spoke enthusiastically of the School of Civics and Philanthropy and urged on the volunteer workers the most intensive study of the problems of the subject rather than an amateur and unspecialized way of taking up philanthropic work.

The Rev. Anna Howard Shaw spoke a few words of congratulation to the winners of the scholarships and fellowships.

## ATHLETICS

## SWIMMING MEET, JANUARY, 1912, FINAL SCORES

EVENTS	FIRST PLACE	SECOND PLACE	THIRD PLACE
68 ft. front.....	L. Cox, '14—17 $\frac{3}{8}$ sec.	L. Haydock, '13—18 $\frac{3}{8}$ sec.	M. Keller, '15—18 $\frac{3}{8}$ sec.
68 back.....	M. Keller, '15—21 $\frac{1}{8}$ sec.	K. Shippen, '14—22 $\frac{1}{8}$ sec.	R. Tuttle, '15—23 sec.
Plunge.....	E. Faulkner, '13—49 ft. 7 in.	C. Dodd, '14—46 ft. 11 in.	D. Wolff, '12—42 ft. $\frac{1}{2}$ in.
136 front.....	L. Cox, '14—42 $\frac{3}{8}$ sec.	{ M. Keller, '15 } { F. Crenshaw, '12 } —43 $\frac{1}{8}$ sec.	
Dive for form..	A. Patterson, '13—	F. Livingston, '13—	E. Faries, '12—
136 back.....	{ G. Emery, '15 } { C. Smith, '15 } —54	K. Shippen, '14—54 $\frac{3}{8}$	
Fancy dive.....	{ M. Meeker, '15 } { D. Wolff, '12 } —	L. Cadbury, '14—	
Relay.....	1912—1 m. 24 $\frac{1}{8}$ sec.	1914—1 m. 19 $\frac{3}{8}$ sec.	

## RECORDS

Plunge.....	E. Faulkner, '13—49 ft. 7 in.
Relay.....	1914, 1 min. 19 $\frac{3}{8}$ sec.

## INDIVIDUAL POINTS

1. L. Cox, '14.....	13 points
2. E. Faulkner, '13.....	10 points
3. M. Keller, '15.....	6 points

## CLASS POINTS

1914.....	31	1913.....	21
		1915.....	21

A mock swimming meet took place on March 4. Miss Applebee officiated in cap and gown. The "gym" classes and fancy dives, all of which were performed in elaborate costumes, were most effective. Dean Park was present and presented diplomas to the winners of the various events.

## ALUMNAE ATHLETIC NOTICES

Alumnae vs. Varsity tennis match, Tuesday, June 4.

Alumnae vs. Varsity basketball game, Wednesday, June 5.

Alumnae wishing to try for the team will please notify C. Elizabeth Harrington, Pembroke West, stating on what day they expect to arrive in Bryn Mawr, and at which Hall they plan to stay.

## ALUMNAE TENNIS TOURNAMENT

Beginning Monday, June 3. All entries must be sent by June 3 to C. E. Harrington.

It is hoped that an Alumnae vs. Varsity water-polo match may be played some evening during Commencement Week.

C. ELIZABETH HARRINGTON, '06.

## IN MEMORIAM

Mary Dorothy Whitall Worthington, of the Class of 1910, died on January 17, 1912; and in her death all of us who knew and loved her have suffered the deepest loss.

She was radiant, not alone with beauty, but with an earnest enthusiasm and ardent purpose that influenced all around her. She was one of the rare people to whom high ideals and mental courage come naturally, and her undaunted convictions strengthened and bettered those of all her friends. She had such a vivid interest in everything around her that the people who knew her in college find that they can think of no phase of the life there to which she did not contribute; and yet always her best energy was devoted to her studies and to the attainment of the high standards she prized. She worked with unfailing zeal and courage and inspired her friends with some of her own enthusiasm. Her keen faith in great achievements by women aroused our ambitions; and her courageous, determined effort to study medicine, in spite of almost constant illness, makes us feel that we, who have the strength and the opportunity she lacked, would be unworthy of her love and faith in us if we do not accomplish all she wished us to do, and more, in memory of her.

In her Senior year at college she was awarded the Mary Helen Ritchie prize. Then and more especially during the last year of her life, when she suffered so constantly, she was the embodiment of the four qualities for which it stands—joyousness, faithfulness, high courage, and fortitude. Her great beauty of mind and body and her fitness to carry out the useful life she had planned make her death more tragic, but made her life, while it lasted, a nearly perfect thing. Her friendship was an entire joy to those of us who shared it, and for us her inspiration will last always. We have so much to thank her for that our sorrow is more for those lives she has not touched than for those whose lives she so enriched.

J. T. H., '10.

RESOLUTIONS ADOPTED BY THE CLASS OF 1910 ON THE DEATH OF MARY WHITALL  
WORTHINGTON, JANUARY 17, 1912

WHEREAS, Mary Whitall Worthington was a much loved member of our class and whereas in her death we feel a deep grief, we, the class of 1910 of Bryn Mawr College, desire to express to her family our most sincere sympathy.

RESOLVED, That her lofty ideals, her high intellectual standards, her firm purpose and her unceasing sweetness, cheerfulness, and courage in the face of every trial will ever be an example and an inspiration to her friends. Her memory is a constant stimulus to a higher and better life.

AND BE IT FURTHER RESOLVED, That a copy of these resolutions be sent to her family and a copy be inserted in the records of the class.



## NEWS FROM THE CLUBS

### BOSTON

The Club as usual has a tea at the Clubroom, 40 Commonwealth Avenue, on the first Tuesday of every month. At the January tea, Susan Walker Fitzgerald (Mrs. Richard Y. Fitzgerald), '93, spoke to us about the situation in the Boston Public School Committee, for which she was then a candidate. In February Elizabeth Winsor Pearson, (Mrs. Henry G. Pearson), '92, told us

about the annual alumnae meeting at Bryn Mawr, at which she had been present a few days before.

### NEW YORK

Dean Sumner, Chairman of the Chicago Vice Commission, addressed the Club in February.

Miss Belle Greene, Mr. J. Pierpont Morgan's librarian, addressed it in March.

## NEWS FROM THE CLASSES

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr Students everywhere would constitute themselves regular contributors to it.

### 1889

Helen Coale Crew (Mrs. Henry Crew) has a poem in the April number of the *American Magazine*.

Helena Dudley has resigned her position as head worker of Denison House, the Boston College Settlement, a position she has occupied since 1893. She is going abroad for the summer, and intends to take up next fall some other branch of social work.

### 1893

Bertha Putnam has been granted a leave of absence from Mount Holyoke College for 1912-13 and has been awarded the Alice Freeman Palmer Memorial Fellowship, offered by the Association of Collegiate Alumnae. She plans to spend the time in London, working at the Public Record Office, and hopes to continue the investigation begun in her book on the Enforcement of the Statutes of Labourers and to complete a study of the labor legislation of the last half of the fourteenth and of the fifteenth century.

### 1895

Mary Flexner is living this winter at the Bryn Mawr Club House in New York. An article by her, entitled "The Misfit Child," appeared in the March number of *The World's Work*.

Susan Fowler has again taken Ashoka Farm Camp, near Keene, New Hampshire, where she and some of her friends have spent the last two summers.

Lydia Lois Tilley is teaching in a New York High School.

Lillia Trask, ex-'95, is Librarian of the Rockefeller Institute, New York City.

### 1896

Katharine Cook and Ida Ogilvie traveled last summer in Sicily, Greece, and Asia Minor.

Gertrude Heritage was married in Plainfield, New Jersey, on September 12, 1911, to Mr. Francis Harvey Green. They are living at 636 South Walnut Street, West Chester, Pennsylvania.

Dora Keen communicates the following note of her latest adventure in mountain climbing:

THE FIRST EXPEDITION TO MT. BLACK-  
BURN, ALASKA

16,140 ft., latitude 61° 44'.<sup>1</sup>

August 15-27, 1911

First Expedition, in a country where St. Elias (climbed by the Duke of the Abruzzi, after two other expeditions had failed) is the only difficult high mountain that has been ascended.

Out thirteen days on snow and ice, passing timber line three hours after start. Hence no fuel, shelter, or food, but what could be carried on backs. Difficult approach and return by a badly crevassed glacier, 35 miles long, supplies drawn on a sled, by three dogs and four men. Ascent baffled (on two steep glacier routes tried) by constant and terrible avalanches, due to unseasonably hot weather after a late season. A way to the top finally found by a ridge, and 8700 feet altitude reached, for the third time, when a three-day storm combined with scarcity of provisions and fuel compelled retreat. Supplies on men's backs in heavy packs, on the ridge, dogs being unable to carry packs except up the (less steep) glaciers.

All the way danger of falling in crevasses, especially where covered by snow, and roping not feasible on the lower glacier (to and from base, four days) because of sled. One day danger of avalanches (for men four days).

For guides, Alaska prospectors, intrepid, tireless, and resourceful, but none ever having before been above 10,000 feet.

Equipment crude—local.

Ruth Furness Porter (Mrs. James F. Porter) has been camping in the Grand Cañon, Arizona.

1897

Susan Follansbee Hibbard (Mrs. William G. Hibbard, Jr.) is taking a trip around the world. Eunice Follansbee, '03, is accompanying her.

1899

Madeline Palmer Bakewell (Mrs. Charles M. Bakewell) has a second son, Bradley Palmer Bakewell, born on February 26, at New Haven, Connecticut.

Anna Fry, who has been abroad for two years, has returned to this country and is staying for the present at the College Club, in Boston. She hopes to take a farm somewhere near Boston for the summer.

Rosalie Morice was married on March 4 to Mr. Thomas Edward Pooley, in Cairo, Egypt. After May 15, Mr. and Mrs. Pooley will make their home at Fernhill, Victoria, British Columbia.

Ellen Kilpatrick, ex-'99, visited Mary Hoyt, ex-'99, in New York in February.

Jannetta Studdiford, ex-'99, has announced her engagement to Mr. Maxwell Reed of New York City.

1900

Grace Campbell Babson (Mrs. Sydney Gorham Babson) has a son, Sydney Gorham Babson, Jr., born on January 5, at Parkdale, Oregon.

Lady Augusta Gregory spoke on February 9 before the Columbus Branch of the A. C. A. and was entertained at the home of Grace Latimer Jones, the branch president.

Elizabeth White Miller (Mrs. Charles O. Miller, Jr.) has a daughter, Mary Louise Miller, born December 24, 1911, at Stamford, Connecticut.

Johanna Kroeber Mosenthal (Mrs. Herman O. Mosenthal) has gone to Tübingen, where her husband is studying in the medical department of the university.

Renée Mitchell Righter (Mrs. Thomas M. Righter) has a daughter, Margaret Mitchell Righter, born January 7, at Mt. Carmel, Pennsylvania.

Clara Seymour St. John (Mrs. George C. St. John) has a son, Seymour St. John, born February 28, at Wallingford, Connecticut.

Aurie Thayer Yoakam (Mrs. Maynard K. Yoakam) has a daughter, Letitia Talbott, born on January 28, at Washington, D. C.

## 1901

Frances Rush Crawford (Mrs. R. L. Crawford) has a son, John Rush Crawford, born July 27.

Eleanor Jones has been for some time past on the board of directors of the Young Women's Christian Association of Boston. She is going abroad in April, to be gone about three months.

Caroline Daniels Moore (Mrs. Philip Wyatt Moore) has a daughter, Harriet Lucy Moore, born on February 13.

Marion Parris announces her engagement to Dr. William Roy Smith, Associate Professor of History at Bryn Mawr College.

Mary Ayer Rousmaniere (Mrs. John E. Rousmaniere) has moved from Roxbury to Boston. Her new address is 22 West Cedar Street.

## 1902

Frances Adams Johnson (Mrs. Bascom Johnson) has gone to New York, where Mr Johnson is Secretary to the Recreation Commission. Her address is Forest Hills Gardens, Long Island.

## 1903

Helen Brayton has spent several months this winter at the Bryn Mawr Club in New York.

Constance Leupp has been active this winter in organizing the Consumers' League of the District of Columbia. She is Vice-President of the organization and chairman of the Publicity Committee.

Clarissa Harben Macavoy (Mrs. William C. Macavoy), ex-'03, and her daughter, Thora, have been spending two months with Emily Dungan Moore at Grand Island, Nebraska.

During March Philena Winslow spent two weeks at the Bryn Mawr Club in New York.

## 1904

Maria Albee is leaving the Business Managership of the college on April 20.

Lucy Lombardi Barber (Mrs. Alvin B. Barber) is now stationed at Fort Leavenworth. She has a daughter, born last summer.

Eleanor Bliss and Elizabeth Gerhard are back at college doing graduate work this year.

Agnes Gillinder Carson (Mrs. John Thompson Carson) has a daughter, Emmeline Margaret, born December 22, 1911.

Alice Schiedt Clark (Mrs. Paul Franklin Clark) is living at Flushing, Long Island. Her address is 292 Barclay Street.

Leslie Clark has gone to Bellair, Florida, for the rest of the winter.

Ruth Wood De Wolf (Mrs. Philip De Wolf) has a second daughter, Ruth, born the last of January at Wayne, Pennsylvania.

Marguerite Gribi Kreutzberg (Mrs. O. A. Kreutzberg) is still in London and staying at the New Georgian Club. She writes very interestingly of the Suffragettes and their doings.

Evelyn Holliday Patterson (Mrs. Wallace Patterson) has a daughter, Evelyn Macfarlane 4th, born on March 7 at Evanston, Illinois. All four generations of Evelyns are living.

Louise Peck White (Mrs. Albert C. White) is spending the winter at 106 South 38th Street, Philadelphia.

Adelheid Hecht Bienenfeld (Mrs. A. M. Bienenfeld), ex-'04, died in London in December, leaving a son one week old.

Anne Buzby Palmer (Mrs. Louis Jaquette Palmer), ex-'04, has a second daughter, Anne Smedley Palmer, born on February 20.

About twenty members of the class, mostly from Philadelphia and the vicinity, were at the alumnae meeting in February.

## 1905

Frances Hubbard is spending several months at the Bryn Mawr Club, New York.

Alice Meigs Orr (Mrs. Arthur Orr) has gone to France with Mr. Orr for a couple of months.



Margaret Thurston sailed for Cairo early in March.

Alberta Warner has moved to Hood River, Oregon, where she will keep house for her brother.

Dorothy Engelhard, ex-'05, has become business manager for a firm manufacturing "Duchesse Fabric Jewelry" at the Wilkenhoener Studios in Chicago.

## 1906

Among the members of the class present at the annual meeting of the Alumnae Association were: Ethel Bullock Beecher, Alice Lauterbach, Louise Fleischmann, Helen Lowengrund, Helen Sandison, Margaret Coyle, Ethel Pew, and Maria Smith.

Ida Garrett was married on February 8 to Mr. J. Prentice Murphy, and is living in Allston, Massachusetts.

Elizabeth Harrington is president of the Graduate Club of the Winsor School, Boston.

Helen Lowengrund is teaching English in the Girls' High School, Philadelphia.

Anna McAnulty was married on April 11 to Mr. Walter Phelps Stevens of Schenectady. They will live in Schenectady.

Helen Haughwout Putnam (Mrs. William Putnam, Jr.) took a 24 days' cruise to Panama with her husband in January. Their steamer also stopped at Jamaica and Costa Rica.

Anne Pratt is continuing her work as cataloguer in the library of Yale University. She has had the position now for nearly two years.

Mary Richardson Walcott (Mrs. Robert Walcott) has a son, John, born in Cambridge on February 24.

Maria Smith has been appointed Business Manager of the College, to succeed Maria Albee, '04.

Lucia Ford, ex-'06, sailed for Italy on January 24, to be gone four months. She is now in Rome, and has been visiting children's schools and studying the Montessori method.

## 1907

Grace Hutchins sailed March 9 on the *Manchuria* from San Francisco. She is going out to take charge of the physical education of the girls in St. Hilda's School, Wu Chang, China. There will be about three hundred girls in the school when it goes into its new quarters next spring. Besides the physical and gymnastic work she will teach Bible classes and English, after she has mastered Chinese, which she will begin to study as soon as she arrives. The school is now closed on account of the Revolution, and if it is still closed when she reaches Japan, Katharine Scott, '04, who has been in China since last summer, will meet her there and they will spend the summer in Japan, studying. Her address is American Church Mission, Hankow, China. Mail from the Atlantic coast reaches her in about a month.

Alice Hawkins and Calvert Myers, ex-'07, sailed for Europe in January. They will probably return by the first of June.

Elsie Wallace Moore (Mrs. Aman Moore) has a daughter, Elsa Adrienne, born on February 26, at Oswego, Oregon.

Margaret Augur, ex-'07, will complete the work for the A. B. degree at Barnard College in June, 1912. Recently she has been visiting Margaret Ayer Barnes, '07, and Harriot Houghteling, ex-'07, in Chicago.

Alice Gersternberg, ex-'07, has visited college recently. She is now living in New York, where she is engaged in literary work. One of her plays "Captain Jo", published three years ago in her book, *A Little World: A Book of College Plays*, was given a short time ago by the Sargent Dramatic Club in New York. Her novel, *Unquenched Fire*, is about to be published by Small, Maynard & Co., Boston, Mass.

Harriot Houghteling, ex-'07, sailed for Europe on March 23. She will visit friends in Paris and hopes to return in time for the class reunion in June.

Ethelwyn Sweet, ex-'07, was married on January 1 to Mr. George Irving Quimby.

1908

Louise Congdon Balmer (Mrs. Julius P. Balmer) and her baby spent a few days in Madison in February.

Adèle Brandeis has recently been in Frankfort, Kentucky, lobbying in behalf of the ten-hour law for women, a law similar to that for which Josephine Goldmark, '98, did so much work with Mr. Louis D. Brandeis. Adèle Brandeis is also interested in the Drama League of Louisville, is chairman of the Publicity Committee of the State Consumers' League, and has done much work on the Babies' Milk Fund Committee in Louisville.

Ethelinda Schaefer Castle (Mrs. Alfred L. Castle) is to make a trip around the world.

Anna Carrère has been visiting Margaret Vilas, ex-'08, and Josephine Proudfit Montgomery in Madison, and Louise Congdon Balmer in Evanston.

Margaret Boyd Copeland is spending two months in California.

Adda Eldredge is taking a trip to Panama.

Myra Elliot is spending the spring in Egypt and Greece.

Announcement is made of the engagement of Helen Greeley to E. A. Russell, Jr., of Lake Forest, Illinois.

Theresa Helburn had a poem in the January *Harper's*.

Louise Hyman has been doing factory inspecting for Columbia University. She is now taking a trip to Panama.

Anna King has been in Paris.

Virginia McKenney is working with Mrs. Beverly Mumford, of Richmond, trying to establish a coördinate woman's college at the University of Virginia.

Nellie Seeds Nearing (Mrs. Scott Nearing) and her husband have an article in the March *Ladies' Home Journal* on the most important moment in a woman's life.

Edith Chambers Rhodes (Mrs. Joseph Edgar Rhodes) has finished her new house.

Helen Cadbury, ex-'08, has been coaching hockey at the Baltimore County Club.

1909

Announcement is made of the engagement of Gertrude Congdon to Mr. Richard L. Crampton.

Helen Dudley has spent the winter at the Bryn Mawr Club in New York. Recently she has been staying at Bryn Mawr, writing a play.

Katharine Ecob and Helen Crane are in Jamaica.

Mary Goodwin is working on an Economics Fellowship at Bryn Mawr.

Lillian Laser and Marnette Wood are teaching in the High School of Hot Springs, Arkansas, the first in charge of the Modern Language Department and the second of the Latin Department.

Barbara Spofford was married on February 20 to Mr. Shepard Ashman Morgan, of New York.

Edith Brown, ex-'09, and Evelyn Holt, ex-'09, went to Egypt soon after Christmas, with Miss Holt's family, to be gone some months.

1910

Irma Bixler, Anita Boggs, Bessie Cox, Agnes Irwin, Jeanne Kerr, Ethel Ladd, Juliet Lit Stern, ex-'10, Louise Merrill, Edith Murphy, Dorothy Nearing, Izette Taber, and Hilda Smith visited Bryn Mawr recently.

Anita Boggs has announced her engagement to Mr. Francis Holly of New York City. The wedding will take place in the near future.

Ruth Cabot has spent the winter attending lectures at the Sorbonne. She is going to travel during the spring along the shores of the Mediterranean and will sail the middle of June for Boston.

Ethel Chase is a member of the Committee of Investigation of the Consumers' League of the District of Columbia.

Bessie Cox has announced her engagement to Mr. Hollis Wolstenholme of Germantown, Pa. They will be married in May.

Elsie Deems has announced her engagement to Mr. Charles Prescott Robinson, a lawyer of New York City.

Constance Deming is working as an assistant in the Charity Organization in New York City.

Zip Falk is a secretary for the Consumers' League in Bloomfield, New Jersey.

Janet Howell is doing graduate work at Johns Hopkins University.

Jeanne Kerr is going to Paris in April, to stay about six months.

Charlotte Simonds is in the second year of the architectural course of the Massachusetts Institute of Technology.

Elizabeth Tenney has announced her engagement to Mr. F. Goddard Cheney of Boston.

Gertrud Erbslöh Müller (Mrs. Robert Otto Müller), ex-'10, has a son, Robert Otto Müller, Jr., born October 5, 1911.

Frances Lord, ex-'10, has spent the winter in Paris studying at the Sorbonne.

Catharine Souther, ex-'10, has announced her engagement to Mr. Winthrop Buttrick, of Lowell, Massachusetts. She is at present in Europe.

Frances Stewart Rhodes (Mrs. Goodrich Barton Rhodes), ex-'10, has a daughter, born April 2, 1911.

#### 1911

Leila Houghteling has been spending a month in Camden, North Carolina.

Ruth Cook, ex-'11, expects to sail for Europe this spring where she will stay for some time.

#### 1913

Clara Crocker, ex-'13, was married on February 20 to Mr. Courtney Crocker, of Boston.

## NEWS FROM THE FACULTY AND STAFF

### FORMER MEMBERS

#### THE LANE LECTURES AT HARVARD<sup>1</sup>

BY DR. HERBERT WEIR SMYTH

*Eliot Professor of Greek Literature at Harvard*

Of the various courses of public lectures at Harvard none holds in general opinion a more honored place than that offered by the department of classics, through the kindness and liberality of Gardiner M. Lane, who has on many occasions proved himself a loyal friend of the University, where his father, one of the most gifted members of the faculty, was for many years Pope Professor of Latin. The eminence in academic and public life of the holders of the Lane lectureship, and the importance of the books in which the lectures

have been published, have given to the lectures supported by Mr. Lane a unique position in their special field—the interpretation of the literature and life of classical antiquity—and a distinction shared, in this country, only by the Percy Turnbull lectures on poetry at the Johns Hopkins University.

For the first time in the history of the lectureship its holder is an American. Professor Shorey of the University of Chicago, whose course of six public lectures on "Life and Letters at Athens, from Pericles to Alexander" begins on March 18, succeeds Prof. Gilbert Murray, Regius Professor of Greek at Oxford, whose brilliant lectures on the "Rise

<sup>1</sup>Reprinted from the *Boston Evening Transcript* of March 15, 1912.



of the Greek Epic" attracted wide attention at the time of their delivery and have since passed into a second edition, in which their author defends himself against the assaults of Andrew Lang, who wages persistent warfare on all opponents of the unity of the Homeric poems. Earlier lectures in the course were those on "The Ancient Greek Historians," by Dr. Bury, Regius Professor of modern history in the University of Cambridge; those on "The Revival of Learning," by Dr. Sandys, Public Orator in the same university; and the "Harvard Lectures on Greek Subjects," by Dr. Butcher, who, before he represented the University of Cambridge in Parliament, was professor of Greek at Edinburgh.

The challenge of such distinguished predecessors in the lectureship is to be accepted by the most brilliant of the American Hellenists of his generation. There is no cause to apprehend that the prestige of the lectureship will not be maintained by Professor Shorey. In returning to Harvard he comes to his own college, which has always regarded him as one of her most distinguished sons. He was not only the head of his class, '78, but also won the unique distinction of receiving honors in the three different fields of classics, history, and philosophy. At Oxford or Cambridge he would have been a "double-first." After graduating from Harvard Shorey studied at Leipzig, Bonn and at the recently established American School of Classical Studies at Athens. He received the degree of Doctor of Philosophy from the University of Munich in 1884. From 1885 to 1892 he was professor of Greek at Bryn Mawr, since 1892 he has held the chief chair of Greek at the University of Chicago. In 1910 he was president of the American Philological Association.

Among American students of Plato Professor Shorey holds easily the first place. The interest which he early manifested in the study of philosophy and the classics bore fruit in his first work "On Plato's Theory of Ideas"—written in

Latin as his doctoral thesis at Munich, where, it is said, the famous Professor von Christ once remarked that he had (in Shorey) a student who knew more about Plato than he did himself. Many scholars turn aside from the path they followed in their earlier years, but Shorey has remained faithful to his youthful enthusiasm for the author of *The Republic*. In 1895 appeared his paper on "The Idea of Good in Plato's Republic" and in 1903 that on "The Unity of Plato's Thought." Apart from these more formal works, Professor Shorey has made known his position in the controversy as to the evolution of Plato's thought in frequent notices of the works of other, and particularly the English, Platonists. The writer well remembers, on the occasion of a visit to Cambridge, England, many years ago, that the suggestion was made to "serve up his head" to one of the dons, whose theories on a Platonic dialogue had been attacked in a slashing review, written by Shorey, but attributed by a flattering mistake to the stranger within their gates.

But though the forte of the new Lane lecturer is the interpretation of Plato, he has not failed to win distinction in other fields of scholarship. Of Shorey's edition of the *Odes and Epodes* of Horace, a famous scholar and keen critic in England has said that if he should be obliged to study the work of the Roman poet in only two editions, Shorey's would certainly be one. To the interpretation of Plato and Horace, and of whatever other ancient author engages his attention, Professor Shorey brings a mind richly stored with the fruits of a culture that is catholic in its range, that derives its inspiration not less from ancient literature and philosophy than from the literature and philosophy of modern times. To him the classics of every age are charged with life-giving energy, to him Homer and Sophocles and Virgil are no more "dead" than Dante and Milton and Racine are obsolete.

By his scholarly and temperamental affinities Professor Shorey is Gallic rather than Teutonic; or rather he represents the fine, but rare, intellectual independence of the American who, though trained in the German tradition, has not suffered himself to remain a bondsman to that form of Teutonic influence which, in our colleges, has too often in the past deadened the spirit that it should have quickened. The strength of the new Lane lecturer as a writer and speaker lies rather in the scope of his intellectual sympathies, in fastidiousness of taste, in philosophical outlook, in constructive skill that regards relative values, and in the power to view the past by correlation with the present.

If the erudition and acumen of Professor Shorey have not found expression in more numerous works of a constructive character; if what he has already produced seems only an earnest of his powers; if classical scholars deplore the delay in the appearance of his long-promised edition of *The Republic* and are often indeed impatient that his labors have been transferred so largely to other fields, the cause is, in great part, the temper of our times. The need of the hour is for champions of the humanities, for men who look before and after and view with apprehension a generation apparently intent on depriving itself of a tradition that has been the well-spring of the culture of Europe for four centuries. For the last ten years no one has uttered more earnest warnings than Shorey as to the danger of the spiritual aridity that will follow an exclusive devotion to vocational or to purely scientific studies; no one has borne saner testimony as to the necessity of giving adequate importance to that training which will best foster the literary and aesthetic sense and most ennoble and refine the feelings. It has been Shorey's part to proclaim before ever-widening audiences his belief that the

oldtime classics possess a unique power for the development of the faculties of youth. One point he has made clear beyond all doubt. The hue-and-cry raised against the much-talked-of "tyranny of the classics" is, when transferred to the United States, where existing conditions in the schools are very different from those in Europe, as absurd judicially as it is educationally harmful. What mockery of sound judgment for school superintendents or school committees to debar an ambitious boy from all chance of learning Greek because there is a movement at Oxford to do away with compulsory Greek for all candidates for admission! As Shorey truly says, the real question at the present day, so far as the classics in our schools are concerned, is whether Greek is to be completely lost and whether Latin will not soon go the same road as Greek—in short, whether we as a people deliberately purpose, in our impatience of everything that is not up-to-date and does not show quick utilitarian returns, to cast off a large part of our intellectual heritage and entrust ourselves to the discipline of least effort. In dealing with educational problems the Chicago professor shows keenness of dialectic, a ready wit, wide acquaintance with controversial literature and a certain philosophic temper that keeps him removed from the ways of undue emphasis. All he claims is that "it is broadly desirable that classical studies should continue to hold a place in higher education fairly proportionate to their significance for our total culture." One sentence from his essay entitled "The Case for the Classics," published in the *School Review* for November, 1910, we permit ourselves to quote: "Information, knowledge, culture, originality, eloquence, genius may exist without a classical training; the critical sense and a sound feeling for the relativity of meaning rarely if ever."

Those who attend Professor Shorey's

lectures will have the opportunity of listening to one of the most gifted and versatile scholars of the time. It is not every person of academic distinction who can edit a learned journal and make effective appeal to audiences that range all the way from schoolmasters' clubs to Gothamites at a "New England dinner."

The lectures will be delivered in room D, Emerson Hall, Cambridge, at eight o'clock in the evening, and the dates

and subjects of the separate lectures are as follows:

March 18—The Age of Pericles.

March 20—Aristophanes.

March 22—The Case of Euripides.

March 25—The School of Athens—Plato and Isocrates.

March 27—Demosthenes and the Lost Cause.

March 29—From Aristophanes to Menander—Life and Letters in the Little Athens of the Fourth Century.

## LETTERS TO THE EDITOR

1915 Bigelow Street, Mount Auburn,  
CINCINNATI, Ohio, February 8, 1912.

DEAR EDITOR:

Naturally your reviewer could not know that *The Shadowed Star* was written quite under the compulsion of the Consumers' League and that joyfully I have never taken a course in anything—not even Irish literature—since college. She could know, however, that my wee bit play was written in 1907 and published in 1908 when Yeats was barely recognized over here, Synge had not yet dawned, and Lady Gregory was still valiantly driving her recalcitrant Irish peasantry to their renaissance.

The morality of my sketch and its position in reference to other plays—whether five or only two ledges below Lady Gregory or George Moore or Tom Moore—seem questions that neither the reviewer nor I need bother our heads about. The pertinent things are: has it poetic and dramatic qualities and will it act? It has been presented in Cincinnati and in Boston and made people weep—which, of course, does not prove the morality of early Christmas shopping.

Mrs. Sarah M. B. Piatt, who lived in Ireland fifteen years when her husband, Mr. John James Piatt, was consul, who was a friend of Lady Wilde and of William Sharp and of "Willie" Yeats—as she calls him—whose son married Dr. Sigerson's daughter, and who is so much better known as poet over there than here, says of *The Shadowed Star*: "You seem to have caught not only the spirit but the phraseology of the Irish people—'the common people,' as we seem to have to say. The brogue you must have learned from those born to it."

But I am of Scotch descent, have never heard any brogue at all, and introduced it merely to aid the players who were not Irish "common people."

If you will print this almost unwarrantedly personal letter, I shall be deeply grateful.

Sincerely,  
MARY MACMILLAN.

[The QUARTERLY is very much obliged to Miss MacMillan for sending these facts about her play. The mistake made by our reviewer in connecting *The Shadowed Star* with the work of the Irish playwrights was not, however, unnatural to a person who had been familiar in print with plays of Yeats, Lady Gregory, and Douglas Hyde for several years before 1907. Mr. Yeats was in this country in 1903—some



readers of the *QUARTERLY* will remember his speaking at Bryn Mawr in December of that year. And in the reviewer's part of the world the Ben Greet Company were seven years ago playing "The Land of Heart's Desire" and "Kathleen ni Houlahan." —Ed.]

## NOTICES TO SUBSCRIBERS

The Business Manager of the *QUARTERLY* begs that subscribers will notify her if they do not receive their copies regularly, or if they know of other people who fail to get theirs. There are almost always extra copies on hand, and the manager is most anxious to correct any mistakes that occur. We hear often that "people don't get their *QUARTERLIES*," but unless we know which people they are we cannot correct the error.

The new Register of Alumnae and Former Students gives, amongst many interesting figures about Bryn Mawrtys, the figures 2884 as the total number of former and present students. The number of subscribers to the *QUARTERLY* is 716. The *QUARTERLY* suggests and strongly urges that every one of our subscribers make it a point to persuade one other of the 2000 and more former students to become a subscriber, and that she send in this one new name with her own to the *QUARTERLY* before May 15. Thus the June issue will be able to report a subscription list large enough to make the magazine really useful as a means of binding Bryn Mawrtys together and to the college.

## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed or reviewed as far as possible. The Editor begs that copies of books by or about the Bryn Mawr Faculty and Bryn Mawr students may be sent to the QUARTERLY for review.

### BOOK REVIEWS

POEMS OF REVOLT AND SATAN UNBOUND. By G. Constant Lounsbery. New York: Moffat, Yard and Company.

We fear that a considerable number of those who might enjoy Miss Lounsbery's dramatic poem may be deterred from reading it by the rather daring title, *Satan Unbound*. In point of fact, however, there is no danger that the play will shock any one's religious sense. The conception is indeed rather startling. It takes some time to accustom oneself to the idea of Satan as the modern Prometheus. But one finds that after all it is only a matter of nomenclature. The writer has not taken the old Satan and subtly turned him into a demi-god. She has simply created a demi-god and called him Satan. The essential marks of the old Satan—his love of evil and his rebellion against God—are entirely absent. In this play there is no evil and there is no God (except Satan). And this regenerate devil never even says, much less does, anything shocking. One wonders, however, at the choice of the name.

Satan does rebel, it is true, but he rebels only against ignorance. His function is to instruct mankind in what may be roughly described as pantheistic socialism, and his curse is that he is misunderstood and reviled because he begins his teaching before men are ready for it. In the first act, which takes place in primeval times, he sows the seeds of wisdom, but their fruits are sorrow and dissension, and the prophet is repulsed. The second act is laid in the tenth century. Satan is then worshipped as the Evil One; no one has yet been able to grasp his message. In the third act, however, the millennium has arrived. Perfect peace reigns over the earth, together with liberty, equality, and fraternity. All this, too, not in a problematical future, but in the year 1910, in Paris! Satan dies content, knowing that he has been "a working and a way of Destiny."

If the news that the millennium arrived two years ago comes to some of us as a surprise, the news that it was brought about by the spread of the Satanic philosophy is hardly less puzzling. One would have supposed that some of the difficulties, at least, would have to be smoothed over for the benefit of the average, crude, non-mystic mind. The relations between Satan and Destiny, for example, are confusing. Sometimes Satan regards himself as a humble instrument of Destiny, sometimes as a defiant rival. One would like to know once for all how they really stand with reference to each other. Again, we are told in the preface that Satan gave man knowledge of good and evil. But how can this be, when the very kernel of his philosophy—revealed at least once in each act—is that "there is no good, no evil?" But even apart from minor difficulties such as these, there is a certain looseness about the whole philosophic structure. The three main doctrines—the need of discontent and revolt,

the non-existence of evil, and the organic unity of humanity—are not sufficiently interrelated. Even the prose preface does not straighten the matter out. The structure of the thought in these two consecutive sentences may serve as typical: "The good he[Satan] gives is thought evil until man learns that evil is negative and that he must seek in his own soul the secret god. Humanity is an organic whole, who injures the smallest part injures each and all of us."

One may well suppose that the abstractions that form the subject-matter of *Satan Unbound* did not easily lend themselves to poetical treatment. Miss Lounsbury's resources would need to be considerably greater than they are in order to enable her to cope with her difficult task. As it is, her use of figurative language, in particular, is seldom happy. This is due partly to inaccurate observation (as when she speaks of "Nature who holds us as the changing sea holds all its drops of water separate"), partly to excessive fondness for alliteration (as when she says that the wind sweeps the forests of America "with fingers of fire") and partly to faulty logic (as when she asks "Is not the sun a symbol that the dark must droop and die"—failing to note that the dark may just as well be a symbol that the sun must droop and die). The poet herself is probably somewhat distrustful of her command over simile and metaphor, for she uses them but little, trusting for the most part to alliteration as an all-sufficient poetical device. The more abstract the thought, the more frequent is the alliteration. The best of the *Poems of Revolt*—the charming sonnet *To France* and the spirited ironical ballad of *The Prisoner*—are quite free from it. But the book as a whole is largely made up of lines like these:

"A mighty moving mystery that moulds the heart to harmony;"

"Mighty with mysteries a million years will not unveil, they mock the mind of man;"

"With mystic music murmur as they march and meet and mingle."

*Satan Unbound*, indeed, may be described as phonetically a symphony in *m*. But other letters also serve their turn. There are passages in *s* that suggest consonantal drills, as, for example,—“Shall not their science soothe thy strife?” and “Sound, simple, sweet, peaceful, serene and sane.”

Of the other stylistic qualities of the book there is not much to be said. The verse, while not distinguished, is fairly smooth, though occasionally one comes upon a line such as the third in this stanza.

“But what cry like a stab in the silence,  
With a shuddering moan as of pain,  
Rends the heavens with pity, and why, whence,  
On the payements this blood and these slain?”

The grammar and the diction, however, to say nothing of the punctuation, call for severer comment. What shall be said of a college graduate who uses *will* for *shall* (“I am so little, I will be so small”); says *elusion* for *illusion* (“Let that sin which is elusion be reality”), and employs—in the prose preface, too, where there is neither rhyme nor reason for it—the word “evolute”?

*Selections from Early German Literature.* By Klara Hechtenberg Collitz, Ph.D. New York, Cincinnati, Chicago: American Book Company, 285 pp.

Mrs. Collitz has compiled this useful book obviously and avowedly for introducing college and, perhaps, advanced high school pupils to Old and Middle High, as well as Low German literature. For purposes of elucidation she has added a few pieces



from Gothic, Anglo-Saxon, and Old Norse. Moreover, she has not hesitated to include specimens from mediaeval Latin literature whenever they deal with national subjects. But I am really at a loss to find a valid reason for omitting some of Hootsvith's (or Roswitha's) work, and I should even have greeted with pleasure some of Frau Ava's poetry. Both represent, the former in Latin, the latter in her German vernacular, the honorable participation of German women in the mediaeval literary pursuits of their country.

The purpose of the book is not strictly scientific but preparatory, serving the needs of those from whom it would be too much to demand an acquaintance with the more ancient forms of the German language. That the selection is not principally dictated by reasons of aesthetic valuation is clearly evidenced by the inclusion of matter which, though important historically, is of no poetic relevance. Otherwise the specimens of the artistically important ought to have been more extended. There is no question in my mind, though, that this reversal of the old pedagogical principle of *multum non multa* might better have been sacrificed and a fuller representation given, e.g., to the Nibelungenlied and to Walther. I believe it to be a forlorn hope to kindle an historical interest in the average pupil for whom this book is intended. The selections given from the Nibelungenlied, moreover, are from the less valuable portions, aesthetically speaking, of the great epic. I am also really grieved at not finding Walther's gem "*Unter der linden*." We are in America, fortunately, not laboring under restrictions which may, in this case, haunt the British mind. But perhaps the author assumes a full study of at least the two last mentioned representatives of the best in Middle High German literature, supplementary to what she gives in her own book.

Mrs. Collitz has stopped short at drawing from the rich mine of didactic or gnomie poetry, Freidank and Boner, for instance, and she has not added anything representing *Fabel und Schwank*, such as we have in the work of Teichner and others, forerunners, in that respect, of Hans Sachs' vast treasure of entertaining poetic lore. Neither is the prose of Meister Eckhart and the Deutsche Theologie represented by some characteristic extracts. Since the literary excellence of the former, at any rate, is as great and undisputed as its cultural importance—incentive as it was, for one of the greatest of German contributions to the world's history and culture, i.e. the Reformation—I regret deeply this omission.

The selected translations exhibit, in general, good taste. Only for Gottfried's "*Tristan*" I should have preferred under any circumstances the beautiful, congenial rendering of Friedrich Hertz to Simrock's translation, which so signally fails in giving an idea of this sweetest and most melodious of the epic poets of his time.

Material for comparative study of several versions, distant one from another in time or language, is given in the case of the *Waltharisa*. The same might have been done, and to better advantage, too, with regard to the Nibelungen and to the animal epic.

The editorial work is carefully done, and the bibliographical notes are to be received with special gratitude. I should like to add to these Adalbert Schrceter's translation of Walther's poems and the rendering, by the same, of the Nibelungenlied in *ottave rime*. The index, as far as I have been able to ascertain, is both full and exact.

The book will, no doubt, be very serviceable for what the author intends it to do and to be.

ACCENTUATION OF PREFIXES IN ENGLISH. By Klara Hechtenberg Collitz. Reprinted from *Englische Studien*, 43, 2. Baltimore, 1911.

This philological study by Mrs. Collitz should be of interest and help to any one perplexed by apparent inconsistencies of English accent, especially perhaps the foreign learner of English, or the teacher of English to foreigners, or the scientist like Mrs. Collitz herself. One cannot too much admire the patience, acumen, and learning that go into such holding up of the mirror of actual speech, which has, indirectly, no doubt, an influence on the side of correctness and conscientious conformity to sound tradition;

"A chiel's among us takin' notes,  
And faith, he'll prent it."

#### BOOKS RECEIVED

THE GATE OF WISHES. By Mary MacMillan. Printed in the winter number of *Poet Lore*. The Poet Lore Company, 194 Boylston Street, Boston.

### CONTRIBUTORS TO THE APRIL QUARTERLY

MABEL CLARK HUDDLESTON (Mrs. John Henry Huddleston) took her A.B. in the group of Greek and English in 1889, was fellow in English during the following year and took her A.M., and then remained three more years at Bryn Mawr as graduate student and Reader in English; she was also a graduate student at Barnard College during the year after. She was married in 1894, and her three children are now fifteen, thirteen, and six years of age. In the course of the last four years she has entered upon several pieces of committee work: she is recording secretary of the Woman's Municipal League, chairman of a Committee on Increased Use of School Premises in the Central Committee of Local School Boards, secretary of the Local School Board of her own district in New York City, a manager of the Messiah Home for Children, and has been successively vice-president, acting-president, and director of the New York Branch of the A. C. A., of which she has for some three years been chairman of the committee on Education. In October, 1909, Mrs. Huddleston presented at the annual meeting of the A. C. A., a report by her committee on A Modified College Curriculum; last autumn, at the meeting of the New York Branch, she read a paper on Modification of College Entrance Requirements, which was alluded to by Mrs. Moorhouse in her *QUARTERLY* article, *The New Call of the A. C. A.* Mrs. Huddleston's present article is a further advocacy of the policy she outlined in New York.

MAUD ELIZABETH TEMPLE graduated in the group of English and French in 1904 and took her A.M. in 1905. Since then she has taught for a year and continued her studies, last year in Paris, doing research work on Mediaeval French Literature, and this year under Radcliffe supervision, as fellow of the Women's Education Association of Boston.





# THE BRYN MAWR ALUMNAE QUARTERLY

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## THE CIVIC VALUE OF HIGHER EDUCATION FOR WOMEN

COMMENCEMENT ADDRESS

By JANE ADDAMS, LL.D.

A friend of mine once said that when an animal evinced unusual intelligence we straightway called it instinct, that when a woman displayed intelligence we pronounced it intuition, and that only when a man showed it did we call it by its real name, intelligence. My friend made the clarifying remark under the following circumstances: As a member of a public board she had during six months prepared a careful statement concerning the prevalence of epilepsy in a given area, had demonstrated the stupidity of caring for it in the existing institutions, and had advocated the establishment of outdoor colonies; her researches had led her to visit the existing colonies in Europe and America, to compile the opinions of leading physicians; but when she finally laid the careful results of her long labors before her colleagues she was told that they admired her kind heart and her woman's intuition, but of course in a matter of such gravity they must depend upon the seasoned judgment of the masculine mind. It was somewhat as if that one of your own alumnae who has devoted five years to an exhaustive inquiry into the physiological and economic effects of overwork as it appears in modern industry had been told by the attorneys and judges who utilized the results of her work in securing and sustaining actual legislation that they had found her magnificent piece of research most interesting as a demonstra-

tion of woman's great gift of insight. In point of fact, Miss Goldmark's researches upon efficiency and fatigue, incorporated into a brief, were presented before various supreme courts, including the Federal bench itself, and finally influenced the lives of thousands of workers, because she presented a comprehensive piece of work at a moment when it was sorely needed.

Only ten years have elapsed between the work of these two college women, and their differing experiences accentuate perhaps the growing discovery, which the higher education of women has done so much to promote, that the intelligence of men and women is made of the same stuff and that both are effective only when disciplined and consciously applied to worthy aims.

But wherein is the old notion of woman's intuition justified, upon what deep human experience is the estimate of her intelligence founded? May we not fairly say that the old distrust is based not so much upon a belittling of woman's intelligence, as upon her lack of mental discipline and, above all, of her lack of power to work in groups or to care for impersonal ends? To this accusation we can only reply that higher education for women is providing discipline and sober inhibitions and at the same time is giving women experience in disinterested group life; here at Bryn Mawr, for instance, it adds to that the training in self government which means group direction and conscious group control.

A more thoroughgoing answer, however, would require an analysis of the old statement that women remained individualistic and absorbed in family affairs during the many years that men were being trained for coöperative action, first in the primitive associations fitted to warfare and hunting and later in the more complicated ones designed to promote commercial supremacy and governmental control. At the present moment, however, the very socialization of industry and the growing humanization of government call for a group discipline and a power of coöperation of quite another sort, much more analogous to that obtained in family and social relationship than to that obtained in predatory excursions. The traditional power of coöperation among men was most valuable when the need of industry was aggressive expansion, but if the demand should come to be not new markets for the product, not even the greatest possible output, but a consideration of the well-being and development of the worker and of an intelligent and equitable

distribution of the commodity, then we might well believe that the family and social training would be of more value than the predatory one.

An old demand of government was for frontier defenses, for a standing army in constant readiness for war; but if it should come to be, as seems likely, that of increasing diplomacy, of the elimination of warfare and a development of international arbitration, certainly the long discipline in preserving harmonious family relations through all domestic stress and strain, and the incomparable training in all the aspects of arbitration which the care of a group of children affords, might easily prove to be of greater social efficiency.

Even the most ardent advocates of woman's intuition *versus* her organizing intelligence admit that women are able to perceive more quickly and accurately than men the implications of a given situation and that their traditional experiences make them of peculiar value when the demand of the moment is for recovery, for recuperation, and for reconstruction.

It is possible that just now these are the powers and faculties society most sorely needs, and that the higher education of women has a civic significance and a human content which it has never had before.

If we may take for granted the old statement that each generation is characterized by a heightened consciousness in regard to one or another of the obstacles blocking the difficult path of social development, or is haunted by compunctions unknown to its predecessors, may we not say that the times in which we are living demand as never before sympathetic interpretation and readjustment, the application of the discoveries and accumulations of scholarship to the living affairs of men; and that until this is done in economics, in science, in the social arts, society will continue to exhibit all the wasted emotion and painful incertitude of one who staggers under a heavy panoply of his own learning, which he cannot drop long enough to set his own affairs in order?

May it not be possible that, quite as the imperialistic statesmen fail to realize that the world has at last attained geographical self-consciousness and that the task before civilization now is not to explore and subjugate but to fashion the earth to human use, so the traditional scholars, following revered precedents, continue the



office of research and accumulation, while failing to respond to the actual social demands? At least, so far as they do meet them, they do it somewhat sullenly and because they are pushed thereto by the uninstructed masses.

May we not say that for the quickening and preservation of scholarship itself, as well as for the fulfilment of its traditional function in the world, that of steadying and enlarging life, the women so recently equipped with higher learning and not yet free from a naive sense of responsibility for the conduct of affairs may perform these delegated offices of interpretation and adjustment as no one less equipped or less human could possibly do, but that this can be accomplished only if the higher education of women keeps pace with the growing demands made upon human intelligence, and seriously sets itself to disentangle and master the present welter of social resources and potentialities?

The traditional scholar has long considered it his business to dig out underlying principles, to expose to view the dry, clean network of society, and he has always been rather disconcerted by the warm living tissue which so quickly and senselessly ever grows up anew between the meshes of this net-work, apparently forgetting that unspecialized tissue is the matrix for the new growth and holds within itself the possibilities of the immediate future.

As an instance of this we may contrast the economist of today, your own sister alumna, if you please, with the economists of a generation ago, who in their nineteenth century darkness considered the nation merely an agglomeration of struggling men, each moved by self-interest, with a result of national exports and imports. They clung to their simplified conception of economic life, largely because it was easy to deal with, although their ears might have heard the piteous cries of factory children working far into the night and their eyes might have seen overworked women staggering up into the light from the mouths of mines where they had dragged heavy cars for eighteen hours at a stretch. They continued, however, to consider their economic man as the unit of England's industrial system, and it was not the economist at all but the blundering philanthropist who brought before the English parliament the first legislation designed to protect women and children in industry, not because the philanthropists were wise, but because they used their ears and eyes, and because outraged human sensi-

bilities could stand the spectacle no longer. Even the economist, who after all had red blood in his veins, could not have endured it if he had not been too occupied with clean, dry principles to attend to it.

At the present moment economists all over the civilized world are constantly challenged as to the effect of the limitation of hours of labor for women, of the prohibition of night work, of the wisdom of minimum wage boards, of the results upon industry of industrial insurance. To judge wisely of these measures, to give an opinion that shall not be more harmful than useful, means that the economist must have sympathetic understanding of men, women, and children. The economist who holds himself aloof from such knowledge can neither be a useful citizen nor, I venture to add, a leading man in his own profession. In the awful "sweating exhibition" held several years ago in London, it was shown that shirts were made for  $7\frac{1}{2}$  pence per dozen and that women were working nineteen hours a day for 1 shilling. The latest government investigation in England discloses a number of working women receiving such low wages that England is perforce developing an entire class of English women too poor to pay for continuous shelter. I recently talked to a girl employed in an American factory who sewed 26 seams in a garment, for which work she received  $5\frac{1}{2}$  cents for a dozen such garments. The first week she was employed her wage envelope contained 65 cents, and only after three weeks of practice was she earning the large wage of \$1.13 a week. Because American economists are exposing themselves to such first-hand knowledge, one of them recently formulated a program of social reform practically founded upon the ascertained needs of young children, of casual laborers, and of the unemployed. Such a program could not have been put forth by one who had studied life conditioned only by economic forces, nor would his plan of relief have been followed as it is now by thousands of his vexed contemporaries eager for guidance. No one could say that such a man was less a scholar because he saw life as it is and came to its healing with such resources as he could command.

It is to such demands that women will most readily respond. Their sympathy, without discipline and scholarship back of it, has been of little use; with it, society may look to them as to the most likely source of help in the present moment of social distress. The

situation is much too intricate for those who are simply kind hearted, much too human for those who have been disciplined only through academic training.

The same need of the actual application of the mass of acquired knowledge to the human situation is most obvious in all educational matters, and the forward advances in pedagogy are being made in connection with those situations where sympathy with human conditions is a large and constant factor. The first careful study of the relation between the under-developed mind and moral delinquency is now being made in the criminalistic institutes connected with prisons for wayward girls, the two most successful being in charge of college women. That these researches may result in a great reduction of crime when thousands of deficient children shall be withdrawn from vicious surroundings certainly does not make them less scholarly in temper and method.

As I passed through the Bryn Mawr laboratories a few weeks ago, where the students were making careful psychological tests, I quite longed to utilize that training for actual and immediate service. It is almost impossible at the present moment to tell with any degree of certainty how far the commercialization of the social evil is dependent upon mentally defective girls, or how far it could be controlled by regarding such girls as proper subjects for custodial care, entitled to protection until they could pass certain ascertained tests demonstrating a normal ability for self direction.

A little girl apparently twelve or thirteen years old was recently brought to Hull House in piteous need of rescue from the white slave traders for whom she had been earning large sums of money. But when the usual measures for rescue were attempted they were found not applicable because the girl was actually nineteen years old. Although her captors produced her birth certificate and her age was confirmed by a careful investigation, it seemed utterly impossible to connect such a childlike creature with the age of responsibility. The law, of course, in its operations, could be influenced only by records showing her actual years, and all that the lack of development implied could not be taken into consideration.

We need not only that defective children shall be protected from such cruel exploitation, but that many other children, although actually fourteen years old but still far too immature for factory



work, shall be protected from premature labor; there is also the mass of normal children in need of vocational guidance and supervision during their first years in industry, that their spirits may not be utterly broken through work ill adapted to their capacity. Such guidance, however, is a most difficult matter, requiring both scientific training in psychology and physiology and a wide understanding of life. Few men or women are as yet prepared for it.

It would also be most valuable to know accurately how much better dependent children would thrive and develop could they be kept with their mothers through some method of pensioning women who are under the double stress of both supporting and caring for their children. This could be done only by instituting a careful comparison between them and the children who had grown up in institutions or in other people's homes. Up to the present time such matters have been determined very largely by the empirical method of the nurse who considered the bath too hot if the baby turned red, too cold if it turned blue. How many more poor little creatures are to have their lives stultified by institutional care or wrecked through the neglect of overworked, incompetent mothers before a reasonable course of procedure shall be devised, it is difficult to predict.

Yet what undertaking could require more of trained observation, of sustained effort, of scientific interest, and at the same time be so rewarding and appealing? This synthetic work still awaits the disciplined volunteers, although a large amount of scientific research at the present moment is being applied to its details, to the prevention of infant mortality, to the control of contagious diseases, allied as it is to vaccination and antitoxin, to the bacteriological knowledge in relation to the milk supply. The medical supervision of school children and the examination of factory employees are both closely allied to applied science, and the most successful work being done in the United States today in the study of industrial diseases and in the recommendation of measures for their prevention is being carried on by a woman.

No one is more needed at the present moment than the expert in the application of ascertained scientific knowledge to the humanization of life. Many well equipped women will doubtless find careers as brilliant as those of the men who for the last half century have successfully applied scientific knowledge to the processes of

manufacturing and to the great mechanical inventions. Certainly educated women would enter this field so adapted to their powers in greater numbers, could they learn to trust their own judgment in matters of scholarship and its obligations and to follow not too slavishly the traditional paths of learning. Such venturing does not by any means imply only petty achievement. The Panama canal is being successfully put through at this moment by the one engineer who best understood that the men actually digging it must have all the resources of modern science applied to their daily regimen,—scientific care for men at last indicated in terms of commerce and politics.

It has recently been suggested that it should not be impossible to calculate with some precision the limit of the food supply of the planet in relation to the increase of population; to establish a reasonable equilibrium between the resources of the planet and the draughts upon them, between commodities and consumption. Such an undertaking will probably tax human ingenuity to the utmost, and the barest beginnings have yet scarcely been made.

I have said little thus far of the arts, but certainly there is great need that that art in which women have so long excelled—the art of social intercourse—should no longer be used merely for diversion, but be made an instrument for social advance. We must certainly count upon women of education and understanding to undertake it. It is hard to over-estimate the importance of social intercourse as a humanizing agency. Nature's anxious care that men should reveal themselves to each other is the foundation of all the great human relationships.

But if the city would preserve for its inhabitants the greatest gift in its possession, the opportunity for varied and humanizing social intercourse, it must undertake more fully than it has ever yet done to organize its social life. In the old city states such as Athens and Florence, local emotion could be depended upon to hold the citizens in a common bond, for the area of government practically corresponded to the area of acquaintance, or at least to that of memory and filial piety. But in the modern city, especially the cities of America, composed of people brought together from all the nations of the earth, patriotism must be based not upon a consciousness of homogeneity but upon a respect for variation, not upon inherited memory but upon trained imagination. Because

the sense that life possesses variety and color is realised most easily in moments of pleasure and recreation, social intercourse alone is able to bring men into a mood which will discover and respect human difference and variation.

As the Chinese attribute their present awakening, their regeneration, as it were, to the force of ideas which have come to them from five thousand students educated abroad, where they incidentally learned to enjoy the blessings of constitutional government and guaranteed liberty, so may not these women whom the colleges yearly return by thousands to their traditional occupations work a silent revolution, a freeing of life, a widening of interest, an intensifying of vitality, at the very points where society has been most stagnant and unprogressive?

## BACCALAUREATE SERMON

By DR. HUGH BLACK

*Of Union Theological Seminary*

*St. Luke, IX: 55. . . . Ye know not what manner of spirit ye are of.*

Slow of heart and blind, the Master might so often have called his disciples. Just think of it, because the Samaritans offered personal indignity to the Master, they thought the Son of Man should ask that fire from Heaven come down and consume them. I suppose this is human nature. No wonder he turned and rebuked them. Rebuked them for their failure to understand the true nature of his mission in the world. Now these were followers of Jesus, James and John and the rest. They had left all and followed him. That is the pathos of them, that men could have been so near him and have seen something of him, and yet so misunderstand him. These disciples did not understand the spirit that they must be of who were of the company of Jesus. Don't you think that this was part of the Master's cross? Don't you think that that was the worst part of the cross which he had to bear, that he should have been misunderstood, that his whole purpose should have been misrepresented by his friends? It was nothing that his enemies should misunderstand. That was to be expected. The hard part to bear was the thought that his friends should so



misread his purpose. "Have I been so long time with you, and hast thou not known me?" Was this not a natural question for him to put? And all through the centuries has not something of the same misunderstanding persisted? Has it not been true that right through all the Christian centuries the Christian church, those who have tried to enter into his spirit, to carry on his work, to do his will, have been misjudging his spirit and misrepresenting his whole aim? If we read the pages of human history, we are ashamed of the things that men have stood for.

Think of their wanting him to call down fire from Heaven to consume his so-called enemies when men have advanced the truth, or what they know of the truth, by persecution, by war, by cruelty of the basest sort. "Have I been so long time with you, and hast thou not known me?" Don't you think that Jesus Christ nearly broke his heart when he met people like that, who wanted to call down fire from Heaven to consume his enemies? Don't you think the heart of the Son of Man must have been pained again and again down to the present day, if even his followers misunderstood him so much?

What about the outsider, the man who calls himself the rank outsider? Is it not the case that such people are outside because they have failed to know what it is all about,—have failed to know what the message and purpose of Jesus Christ was? If they do know, why stand they outside? Are not men always making mistakes about the central spirit of Christianity? They say, The church stands for this, that, or something else; I wash my hands of it, anyway. If you analyze the whole situation you will be amazed that men are standing outside. Is it not the case that some outsiders stay outside because they view religion merely as a means of escaping punishment? Some men actually think that that was the work of Jesus Christ—that it was to give men an easy way to get around a broken law. Some men, again, look upon religion as a weak matter of sentiment. We can touch only on one or two of the misjudgments. There are others who stand outside because they think religion is something alien, that it has to do, perhaps, with another world, but that there is no place in what they call religion for them, no place for their type of manhood or womanhood. There is something in it inhuman. It is not the natural sphere for man.

That religion is man's natural sphere man himself is undeniably a witness. Wherever man has been in the whole history of the world, there is religion, and without religion man cannot be, for religion is the social bond that makes society possible. I do not stop to ask whether there is a type of savage man so degraded that he has no religion. What would it mean anyway? Suppose there were discovered in Africa a band of savages that was so degraded that they had nothing which you could call religion. It would simply mean that there was somewhere man who is unnatural, and the argument would only go my way after all, would it not? Everywhere in the world men have been bending to an authority over them, and everywhere men move in accordance with an impulse within them, and religion is the social bond. Society has never been without religion, and religion can never be without society. I will stop to prove this further.

Objections something like this will be made. Yes, it is said, go back, and you find religion everywhere in human history and experience, but today we have gone past any need for this thing you call religion. And so today you get men calling this an irreligious age. Listen to the critics of our education, to the men who talk about the institutions of this age of ours. There is no institution so typically representative of our age as our college, and so they take out the college and speak about it as godless, and say that the teaching of the college is all to undermine religion. Men everywhere think we can forget the pit from which we have been dug. Ye know not what manner of spirit ye are of, if you think this. Jesus did not say to his disciples to rebuke them, "Ye know not what manner of spirit I am of." If they stopped for a moment they doubtless did know what Jesus stood for.

Suppose we tried to make a very brief analysis of this age in which we live. It might be we should make mistakes. The chances are we shall. The chances are that the man who is not in the game sees most of it. We are in a game, and we may find it hard to analyze the prevailing spirit of our time. We have to remember that contemporary historians always make mistakes. All the world trembled at the nod of Caesar, and the whole world shook when the Roman legions thundered by, but no one dreamed that they were making history. When that Galilean peasant went to his death, nobody dreamed that there was the force that was going to mould

future generations. We may still be humble when we try to analyze our own age. It is not the biggest things which loom up before us that are going to count for us. There are certain things at work, such as the spirit of criticism that attacks the Bible, the creeds, our institutions, law, order, what not. All must go into the melting pot. The law cannot escape it by its authority any more than religion can escape it because of its sacredness; it is at work in every department of our intellectual life. A scientific spirit, too, is at work in our time, using scientific methods in every region of life. There is a democratic spirit which is moving over the waters, whether you like it or not. Of course, there has been a democratic spirit as well as a scientific and a critical spirit before, but they were never of the same radical nature, of the same breadth of view. What does it mean? To some people it means that this age of ours is going to the devil and for him, and there is nothing to do but to fight it. But what does it mean to those who are sympathetic? Surely it means the very things that your college stands for. If we take the college as the typical representative thing of our age, and I suppose we can, we can get closer to this analysis. As I try to think of it, it seems to me that three elements make up the spirit of the colleges and institutions of this kind.

First: the spirit of truth and the love of truth. Now this does not mean that men hitherto did not believe in truth. To say that would be both false and foolish. Many of the noblest men have been martyrs in the search for truth. But it is true that today, as never before perhaps, we are seeking to get reality everywhere. Is that not the watchword of our modern education, of our age, and of your education here? Is that not what this college stands for? The spirit of truth and the love of truth is something different from knowledge, not a mere classification of facts. We know it is deeper than that. It has come to be related to what we call body; it has to be related to life; in other words, truth is not something to know. We can know truths, but I suppose any type of philosopher today would admit that he does not pretend to comprehend truth as an absolute thing. We may know truths, we may dream of truths, and we may search for truth as for hid treasures. It is not something to know, it is something to be. I am the Truth, said Jesus. This is of the very essence of Christianity, of the very age in which we live, that truth has to be related to life, so that in a sense we cannot



be searchers after truth unless we are going to be true men and true women.

And if this is one element of any analysis we make of our colleges, that they stand for the love of truth, would you not say they stand also for the spirit of coöperation? Is that not the finest thing in your college life, the coöperative life you have known, the rich friendships you have formed? Are you not coming to see that we can achieve nothing alone? I do not know the form of sports that girls indulge in, but I know that in boys' colleges there is no room for the boys who cannot learn to do team work. Education does not mean that a few teachers say some things which you get down in a notebook. You must work together. Education stands for the whole region of knowledge. No longer can any single brain attempt to cover the whole. In Cambridge, when you want to know a thing, you do not go and turn up a book, you go and turn up a man. This is the idea a great university must stand for, where men are working not merely for their own department, but in a spirit of coöperation for truth and knowledge and for a larger life. And is this not in the spirit of our larger times, the age of coöperation? The age of individualism is long since past. There is no progress that way. It is so in business. Whatever your view may be about the trusts, men need coöperation. It is in the air. We cannot drive men any longer. We are getting past bare competition, and the whole movement of our time, in every region of our life, is toward coöperation. It is more than the spirit of live and let live. We are coming to see that man is a brotherhood and that men have to live together. Look how near we are getting to the spirit of Christianity. This belief runs right through the whole teaching of Jesus Christ.

Third: Would you not say that your college is typically representative of the age in which we live in that it stands not only for the spirit of truth and the spirit of coöperation but above all for the spirit of service? Is that not what democracy means? When we speak of a democratic spirit moving over the waters doesn't it mean that? Democracy does not mean one great mouth howling for one thing or anything. Surely democracy in its last issue means a spirit of service. I suppose you never get a democracy where there is not some kind of aristocracy. There are privileged classes today as there ever have been, and probably always will be, but

the privileged classes of a democracy are not like the privileged classes of an aristocracy. Yet we might learn the lessons of aristocracy. Do not forget that there have been aristocracies which have had as their motto, "Noblesse oblige." Are they not the very words which democracy needs? Those who have been picked out for the opportunities which are ours, the opportunities of leisure, the opportunities of knowledge,—surely that spells for every noble soul of us the spirit of service. And once more, don't you see that that line runs right down through Christianity? At the heart of Christianity stands a cross, a lonely cross, and yet a lonely cross that is calling all men unto it.

So when anybody thinks that we can stand outside of this great movement of our time, when he thinks that we can think of the age as irreligious, he is opening himself to the rebuke of the Master, Ye know not what manner of spirit ye are of. If we who belong to this most privileged class go out into the world with our hearts and minds set upon the ways and means in which we can feather our own nest, if we go out into the world seeking opportunities for getting and not for giving, it means that we do not know the very world in which we are living today. We are misreading and misjudging not only the Master of men but our own hearts and the heart of our age, and we are anachronisms from another age, not knowing the spirit of the time in which we live. The spirit of the time in which we live is the Christian spirit, and he who will not keep step with the Master's spirit and the spirit of our age has no place in the Christian Era. He does not know the spirit he is of.

The spirit of truth and the love of truth, the spirit of coöperation and good will, and the spirit of service. We must learn to see if we are going to belong to our time, truly belong to it. We must learn to see these things and offer the consecration of our heart to them, and that means the great kingdom of God which the Master dreamed of, for which he lived, and for which he died.

And you, the members of the graduating class, may I say just this one word to you? It is merely a word underlying what I have been saying here, for to you comes the sense of the opportunity for which our time, so far as you are concerned, has been waiting. Where we mostly make mistakes is in not really bringing out into consciousness the truth about ourselves. You know a man usually lives just as high as he is expected to, just as water will go to its

own level. One should live just as high as he knows how, and the trouble is that we do not bring out into consciousness the truest ideals of our own nature. Behold what manner of love the Father has bestowed on us that we should be called the children of God. And when that consciousness came to the hearts and souls of men, it lifted life up to another platform, and it is with you who are living in these sheltered and cloistered precincts that there lies the privilege of trying to bring out into consciousness what it has all meant, what your college life has been, and therefore what it should do for you. Don't you agree with me that this beautiful place will always stand in your memory for the spirit of truth and for the love of truth, for the spirit of coöperation, and above all for the spirit of service? If this is true, is there anything so Christian in all this Christian land as Bryn Mawr College? Has there ever been anything so Christian as this institution if this is so?

We see these three elements as the three-fold cord which makes up the bond which is religion, and as you go out into the world will you not make this an opportunity for new consecration of a new spirit to your Alma Mater? Be sure that all the gifts that have been yours and all your opportunities carry with them a tremendous responsibility.

The religious view of life means consecration. What are you going to do about it? Are you, too, like so many others, going to take all that is coming your way and to offer nothing in return? Don't you call that kind of man the man who is on the make, and don't you have a certain contempt for that type of life? Over in Scotland they describe that man as homeward bound. I think it is a pretty good description of the man whose thoughts, aspirations, ideals, and ambitions are all in respect to what he can get from the world, and who is never thinking of how he can serve the world and pay back something of his social debt. But this shall not be so with you. We expect better things of you, beloved; ye have not so learned Christ. If you take out into the world this thought, that you are called to offer the consecration of all you have and are to the social good, that you, too, are called to make some sacrifices, if need be for the sake of truth, to make some personal sacrifice for the sake of the brotherhood and the coöperative good-will which we see in the world, and to make some sacrifice by the way of service, if you see that you are true to that in any degree, never



doubt that your life is a success. Call that not failure, no matter where your lot lies, or what comes to you. He fails not who tries, though he has not received the promise and dies at the foot of the ladder where the angels ascend and descend. Call that not failure for the man who sees this. But call that man a failure, no matter what comes to him of the world's so-called good things—and may you have all the good things which your heart desires—who goes to his grave and passes out from life without having tasted the sweetness and joy of human life, who has not seen this vision we have been speaking of, who has not made this consecration of his Alma Mater, which is the true spirit of Jesus Christ.

So let us who are facing this change in our lives and going out into the world, before leaving these walls, once more make at the foot of the throne the old Christian consecration, once more make consecration to the Christian obedience and to the Christian service. And may the Lord bless you and keep you, and lift upon you the light of his countenance, and give you peace.

## The Bryn Mawr Alumnae Quarterly

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### AGAIN THE ACADEMIC COM- MITTEE

Doubtless the anti-suffragists, of whom it seems there are some among us, are finding a good example of woman's incapacity to employ the suffrage in the two vitally important measures that were passed in haste at the February meeting and of which the Alumnae Association has since had occasion to repent at leisure. Two special meetings have had to be called to correct the mistake then made in regard to the Carola Woerishofer memorial; what is much more serious, the plan for reorganization of the Academic Committee then adopted has been returned by the President and Dean without their approval, and at the special meeting on June 6 the Association had to instruct its Board of Directors to appoint a committee to confer with them on the subject. For this mortifying and troublesome situation of course we have ourselves to thank. No matter how well the scheme of reorganization sounded, we should have known that it might probably reveal to discussion more than one weak point; or, if we saw weak points in it, we had no business to pass it without discussion, as we did, with the comforting assurance to ourselves that it was only on trial for two years anyway and that everyone concerned would try so faithfully to make it work that its weak points could not involve us in any serious difficulty. The weakest point of all proves to be the simple fact that, since the Academic Committee was originally constituted as the result of an agreement between the Association and the President and Dean and was then formally recognized by the Board of Trustees, no change in its nature can be made by the Association

alone. Surely the proper method of procedure for us was to send our reorganization committee to complete with the President and Dean some scheme acceptable to both sides which could then be laid for ratification before the Alumnae Association and the Board of Trustees—or the Board of Directors.

Presumably this crisis in the affairs of the Academic Committee will not be over until the return of Dean Reilly. Therefore it is not too late to express the hope that the conference composed of the President and Dean and our committee of three may discover some way of avoiding the waste of time incident on repealing the vote on the reorganization plan—that they may be able to treat the vote of the Alumnae Association as though it were a mere vote of endorsement. Some of the warmest believers in the past success of the Academic Committee think that the time has come for its work to be more definitely laid out, to the end that the Committee may be, as the *QUARTERLY* has before expressed it, "in closer touch with the college and more systematically in touch with it;" the President, also a believer, must of course desire for the work of the Committee the same progress. Even the best possible scheme of reorganization could not be perfect; every provision would have to be tested, and probably modified, by experience. Altogether it is greatly to be hoped that the conference may be able to use the new plan as a basis, keeping such of its provisions as promise to work well, modifying or disregarding such as threaten failure, and finally reporting to the Alumnae Association and to the Board of Trustees its resulting recommendations. The letter of our attempt at reform has come very nigh to killing, but the right spirit may bring us through even now.

### CLASS HISTORIES

With this issue the *Quarterly* inaugurates the custom of publishing every June the histories of several classes

which represent the lapse of widely different periods of time since graduation, namely, one year, ten years, twenty-five years, and some other number or numbers, certainly fifty. Inasmuch as no jubilee history will be forthcoming for some time and no twenty-five-year history, even, till 1914, the inauguration is incomplete. However, the record of a class many years out of college is represented by an informal report from the alumnae of 1892, the history of the members of the class who did not graduate, as well as the picture of the class baby, being reserved for publication five years hence. Next year 1893 will doubtless follow 1892's example in this respect, and after that the twenty-five-year histories will begin with that of the class of 1889.

A class history includes everyone who entered with that class, and in this connection the Quarterly wishes to announce that in future "News from the Classes" will take a leaf from this book. Heretofore, in deciding under which class numeral to print news of an alumna who entered with one class and graduated with another class, or in February, the Quarterly has followed the college "Register of Alumnae and Former Students" and has ascribed her to the year in which she took her degree, whether in June or in February. This was an easy and consistent way for the Quarterly to avoid the mistakes of corresponding editors and to put itself beyond the suspicion of ever "using its own judgment" in doubtful cases. But experience, fortified by the protests of class secretaries, has made it plain that there is a dis-

tinction between the purpose of the "Register" and that of "News from the Classes," and that the Quarterly should recognize as belonging to a given class anyone who, entering with it, has always been considered a member of it. Beginning with the November number, therefore, this rule will be followed in "News from the Classes," exception being made only of those alumnae who have definitely joined the organization of some other class.

Lastly, a class history cannot be made a success without the coöperation of all the members of the class; the secretary may get her facts wherever she can, but the real authority on any biography remains the subject of it. Neither the fear of appearing egotistic if you give details nor the sense that your chief occupation cannot be labelled so as to be recognizable as such ought to deter you from answering as fully as you possibly can the questions of the inquisitor. We are all in the same boat: the same difficulties in the way of your having a good biography apply, in greater or less degree, to every one of us. The histories are written by the secretaries and edited by the editor of the Quarterly; the secretary gets her facts from all the sources at her disposal, chooses among them, decides in what form they shall appear. The reader is no more in a position to judge whether or not you are egotistic than she is to judge whether or not you are a good teacher or your marriage is happy. But if you have not done your duty by your class history—that she does know.



## NEWS FROM THE CAMPUS

### CAMPUS NOTES

#### HYGIENE LECTURES

Dr. Lillian Welsh of Goucher College, Baltimore, gave the final lecture of the course in hygiene on March 21. This course, a series of fortnightly lectures, was started three years ago for the benefit of the Freshmen, who are required to attend.

#### MUSIC

The expositions of classical and modern chamber music conducted by Mr. Arthur Whiting at Yale, Harvard, Princeton, and Bryn Mawr, have been great successes here this year.

The final concert in Taylor Hall, on the evening of March 22, was an especially delightful one. Mr. Whiting accompanied Mrs. Charles Rabold, soprano; Mrs. Anna Taylor Jones, contralto; Mr. William Wheeler, tenor; and Mr. Edmond A. Jahn, bass. The first part of the program consisted of Brahms' "Liebeslieder" and the last part of a number of old Irish melodies—some for the quartet, and some for duets and solos.

#### FOUNDER'S LECTURE

The Annual Founder's Lecture was delivered by Professor Glover of Cambridge University, in Taylor Hall, on April 2. Professor Glover's subject was "Quakerism and the Christian Past." The theme of the address, which to some of us appeared slightly lacking in clearness, seemed to be: the possibility and even the probability of true revelation and our consequent duty to accept the results derived by the Christian saints of the past from their own revelations. Professor Glover began by stating what the Quaker stands for, namely: that conception of truth which implies the immediacy of contact between the human soul and God. This conception, he went on to say, is a result of the religious experience of George Fox, that experience which so transformed the whole world for Fox that it seemed to have "a new smell." The religious experiences of all these early Friends were of that ecstatic character which transformed all things and impelled them to burst forth into the most picturesque language. We hear from them of the "bubbings of the everlasting springs of life." Here we are face to face with that mysticism which ever crops out in the history of religion and which naturally impells the mystic to look at such mediators as church or book as only the second best. Now, continued Professor Glover, the question that we academics, who distrust this outlook on life and regard revelations as illusions of the psychopathic, have to face, is whether or not there really is such a thing as divine revelation. How can we be sure whether the revelation of another is real or illusory? Even Pueblo of San Teresa, himself one of the great mystics of the Catholic church, as a result of finding that he was often unable to distinguish between his own and God's words, recognized the dangers of mysticism. To come to the present day, Mr. Glover outlined Lake's conclusions in his commentary on St. Paul. Religion, says Lake, being the communion of man in his own subliminal consciousness with another Being or else with his own very subliminal consciousness itself, it is certainly the study of psychology which should solve the mystery of revelation. Is it God that the mystic knows, wonders Lake. Professor Glover gave Wordsworth as an example of a man deeply affected by the rationalist movement, forced to get back to the simple and yet mystical life of reality. We also, says Professor Glover, must go through such a process; we must study the facts of the religious experience of the saints of the ages,

accept their results, and finally perhaps we, too, shall be able to experience that revelation which lies at the basis of Quakerism. In the study of the history of the Christian past, there are several fundamental facts to be kept in mind. These Professor Glover rapidly outlined. Our first impression in regard to the church is its quiet sanity in facing squarely the evil both without and within itself. The church, moreover, has ever recognized the infinite element in man and has never despaired. The church, too, is a happy body, and, as Wordsworth says, "it is the deep power of joy that takes you into the life of things." The church also realizes the ineffectuality of abstract nouns, and has always upheld the cause of the concrete. Again, in this study, we should realize the series of great personages the church comprises, the great class of the converted, the converted burglar and, still better, the converted professor. Then the series of great doctrines, that of grace, for example. Last of all and crown to all, of course, stands the dominant figure of Christ. Our cause must be to battle with social forces, then to turn to Christian truth and discover what it will do for us. Then shall we realize the greatness of the church and consequently the truth of the revelations which formed it, and thus learn that obedience which is a necessary step on the road to personal revelation.

L. E. LAMB, '12.

#### HISTORY CLUB

On Saturday, April 20, a non-partisan national convention was held in the gymnasium. The plan was suggested by Mr. Hudson, and Miss Mary Alden, president of the History Club, acted as chairman of the convention. The whole college entered heartily into the plans made by the History Club; the halls of residence were divided into the various states of the union, and politics became the absorbing interest of the day. At a meeting of the heads of the delegations it was decided that the convention should be non-partisan, and six candidates, Taft, Roosevelt, Wilson, Harmon, Clark, and Debs, were chosen to run for nomination. Campaign managers were appointed and mass meetings were held at which enthusiasm ran rife. With the help of the faculty of the History and Economics departments, majority and minority reports were drawn up by the committee on resolutions, and on Saturday afternoon a platform with somewhat radical socialistic tendencies was adopted. On Saturday evening preceding the convention, a most amusing parade was held. Following the Bryn Mawr band, Miss Garrett's donation to the convention, came first the elephant, the Teddy bear, and other campaign animals, and then the entire college in fancy dress costume, singing campaign songs and carrying banners and transparencies. As soon as the delegates were seated in the gymnasium, nominating and seconding speeches were made. President Taft led on the first and second ballots and on the third Wilson led through a union of his supporters with those of Harmon. Then suddenly another candidate was proposed, the two branches of the Republican party united, and Governor Hughes won the nomination, in the midst of cheers of triumph from his party.

MARY SHELDON, '13,  
*Secretary of the History Club.*

#### SOME ASPECTS OF GERMAN EDUCATION

On Wednesday, April 24, Professor Wilhelm Paszkowski of the University of Berlin, head of the Akademische Auskunftstelle and of the Böttingi Studienhaus, gave a very interesting lecture on German education. Dr. Jessen introduced Professor Paszkowski as one of the leaders in the great modern educational movement in Germany.

Professor Paszkowski said that German culture is now in a state of fermentation; it is evolving rapidly through new ideas, a new philosophy, and new ethics. German

conservatism and individualism are struggling against each other, and from this struggle new ideas and new ideals of culture are issuing. Whereas in former centuries culture was sought in abstract ideas, it is now found by striving for practical efficiency; its central idea is the fulfilment of duty, its aim is intellectual training, its ideal is harmony of personality. Professor Paszkowski then outlined the school system in Germany. The elementary or *Folksschulen* are supported by the community. In all of them there is compulsory education for children from six to fourteen; the teachers are especially educated for the profession by careful technical training. There are sixty thousand elementary schools, attended in all by ten million children, so that illiteracy has practically been stamped out in Germany.

Besides these elementary schools, there is a well developed continuative school system, by which every working person under eighteen years of age is given instruction in German, drawing, mathematics, and one foreign language.

The higher educational institutions are classified according as their courses are in classical languages, modern languages, or mathematics and natural sciences. Until 1900 only the *Gymnasium*, the school in which the classics are taught, could send its students to the universities; since then pupils from all the schools have been admitted to the universities.

The modern education of German women is very thorough. Until a short time ago, public instruction, except for the teaching profession, was not given to girls over sixteen years old. Now, however, girls are given every opportunity for education. The basis of their public instruction is the Ten-Years Girls' School, in which the teaching is directed towards developing a logical and independent mind. This is supplemented by the Lyceum, which provides courses of three kinds: a one or two-years' high school course which purposes to round out the education of girls in the better classes of society, and in particular to educate them as German women; a three-years' normal course, to provide the necessary scientific knowledge for women who wish to become teachers in the Ten-Years' School; secondary schools, which prepare women for admission to the universities.

The German universities are a power in German national life; they are the highest expression of all that moves the heart of the German nation. Scholars of reputation are always attached to the universities and stimulate the desire for research among the students. Another great stimulus to serious study is the freedom of the students. Their *Lehrenfreiheit* recognizes the right to be lazy, and through this, a desire for work. Their *Lebensfreiheit* surrounds them with an atmosphere of complete freedom, which makes for sterling work and healthy progress.

ELLA OPPENHEIMER, '14.

#### GRADUATE CLUB

On the evening of April 26, Miss Grace Strachan, District Superintendent of Public Schools of Brooklyn, New York, gave an account of the campaign for equal pay made by the public school teachers of Greater New York. She told in a most interesting manner of the fight that she, at the head of the association of "female" teachers, and thousands of other teachers had made to get "equal pay for equal work."

Since this would mean the addition of millions of dollars to the school-tax of the city, they knew they must be prepared to fight. As a matter of courtesy, they first made their petition to the board of trustees of the city; but this, of course, accomplished nothing. Then, to get any results, they had to get a bill through both houses of the New York Legislature, and to secure the Governor's signature, the approval of the council of New York City, and the signature of the Mayor.



Finally they found a man who was willing to introduce their bill, a minority member and one of the "much maligned Tammany men." The bill was introduced and fought over in three sessions of the legislature, many of the women and men teachers of New York going to Albany both for and against it. Twice it went through both houses, but failed to get the Governor's signature; at this last session, it was put through with a great majority and received, on the last day of the sitting, the signature of the present Governor of New York.

Thus on April 1, 1912, the fight which has been waged for years came to a victorious close for the women teachers of New York City, and on that day all teachers began to receive equal pay for equal work, irrespective of sex.

MARGARET DANCE JARMAN,  
*Graduate Student.*

#### FROM THE BULLETIN BOARD

##### NOTICE

The following new groups have been established and may now be elected by students: Greek with Ancient History, Latin with Ancient History, Ancient History with Classical Archaeology, Greek with Classical Archaeology, Latin with Classical Archaeology, Comparative Literature with German, French with Modern European History, German with Modern European History, French with History of Art, German with History of Art, Italian with History of Art, Spanish with History of Art, Mathematics with Biology.

Established for a period of two years: Modern European History with History of Art.

ISABEL MADDISON,  
*Recording Dean and Assistant to the President.*

#### CHAPEL GLEANINGS

##### THE NEW INFIRMARY

The chapel audience applauded heartily when President Thomas made the happy announcement that the Class of 1905 had telegraphed their gift of \$25,000 for the new infirmary. Plans have already been made and work is to begin at once, so that by next Thanksgiving "the college will be able, it is hoped, to move into the new infirmary." The college feels with President Thomas that this is a wonderful gift and great appreciation and credit are due the untiring workers and generous contributors who have made it possible.

##### IN MEMORY OF FRANCES PFAHLER

Another recent announcement made in chapel is a gift, from the class of 1906, of \$1000 for books for the history department, in memory of Frances Simpson Pfahler. As a further memorial her father has given four competitive scholarships, one for each year in college, of the value of \$200 apiece; they are open to graduates of the Philadelphia High School and of Miss Sayward's school.

##### MRS. HOOKER ON WOMAN'S SUFFRAGE

The Bryn Mawr Chapter of the College Equal Suffrage League was greatly honored, on the evening of May third, in having Mrs. Donald Hooker, President of the Maryland Just Government League, lecture in Taylor Hall on the relation of woman's suffrage to community welfare. Mrs. Hooker did not waste any time refuting the rather worn-out "anti" arguments concerning "woman's sphere" and so on. She

declared that the sphere of woman is indeed the home and that for this very reason she should have the franchise, for to-day home is no longer confined to the four walls of a house, but includes all the community influences that come into her life and her children's. A woman, therefore, as an individual in a community should have as much voice in the affairs of a community as a man.

Voting is not a privilege, it is a duty—a duty which should be performed by women as well as by men. Hitherto, women have been too modest and retiring, too stupid about politics; it is women who, by their inactivity, have let "politics" become an infamous word. We should be alive to our surroundings; we should take part in what concerns our government, for, as Woodrow Wilson says, "government is not a thing apart, it is our lives."

Anti-suffragists have only to take a look at life, to visit the criminal and police courts, to become suffragists. What we need is to use our imaginations. If we, assembled in this room, knew that outside in the hall a horrible crime was taking place, we should not, for an instant, sit indifferent to it; we should do everything in our power to stop it. Why, then, do we let a few walls between us and those places where crimes are being perpetrated shut out from us the awful realization of the fact that every year 60,000 girls in this country die in the white slave traffic? Think what this means!—that every year 60,000 more are recruited for the same purpose. The public conscience is asleep, and we women must wake it; we must do everything to stop this evil. The vote is the opening wedge, the first step toward stopping it. We can refuse to elect men who will tolerate such crimes. That this can be done is proved by the fact that it has been done,—for instance, in the case of the defeat of Mayor Gill of Seattle,—by the votes of men and women desirous of the moral welfare of the community.

Mrs. Hooker did not attempt to argue the question of whether the suffrage should be extended to all. She merely said that in a country which claims to be a democracy those who oppose equal suffrage are anti-democratic.

Mrs. Hooker regretted that she could not stay after the lecture to answer questions. President Thomas and Miss Donnelly, however, took the platform and closed the meeting by taking turns at inviting and answering questions from the anti-suffragists.

L. L. B., '12.

#### DR. SCRIPTURE'S LECTURE

Dr. E. W. Scripture, in a most interesting lecture on "Dreams: their Analysis and Interpretation," put dreams on a more scientific basis than most of us have hitherto been accustomed to do. He gave Froude's theory concerning them, together with many illustrations from his own experience. A dream he defined as the "fulfilment of an unfulfilled wish or a fear," expressed generally, especially by older people, in an allegorical or symbolical form.

Dreams are divided into two parts: (1) Manifest content (just as it lies before you), (2) Latent content (what you deduce).

Usually the dreamer of the dream has no idea of the significance of his dream, e.g., the stutterer envies his chattering friends but connects his envy not at all with his dream that his friends are criminals condemned by the priest to be burned at the stake for the crime of *free speech*.

We were told in conclusion that it is our duty to study dreams because they express impulses, and adjourning afterward to the reception given to meet Dr. Scripture by the Philosophical and Science Club we had the very great pleasure of hearing some of our own mysterious dreams interpreted.

LOUISE WATSON, '12.

## JUNIOR-SENIOR SUPPER PLAY

On May 10 and 11 the Class of 1913 gave the college a very pleasant surprise. They boldly abandoned Shaw and presented J. M. Barrie. The play was "The Little Minister," and that it was a success is shown by the large general attendance the second night.

To sum up one's first impressions is in this case rather easy, for one's first impressions are also one's last. The charm of Barrie is always very simple and direct. He does not greatly stir our imagination or deep thought, but he brings us closer in touch with, as it were, the family side of life: he draws warm, intimate little pictures of people we might happily have known anywhere, and puts them in the quaint background of old Scotland. Our first feeling, therefore, as the curtain falls, is one of unqualified regret that so pleasant an acquaintanceship must be cut short. We should like to revisit Thrums every few days, peep in at the Castle for a glimpse of choleric old Lord Rintoul and dashing Captain Hallowell, wait by the Manse wall to see the flock of the elect rustle past to prayer-meeting, or listen to Tammas and Snecky Hobart and the other elders discussing the affairs of the universe in terms of Tilliedrum. But best of all we should like to drop in at Nannie's cottage every single time that Gavin and Mrs. Dishart come to tea.

So much for the general pleasant impression of the play. 1913 surely brought that out to the full. Its two great faults, however, namely, sentimentality and lack of action, they did not successfully combat. Probably they did not realize them in the first place. Both, I think, spring primarily from the nature of the play. "The Little Minister" of course began its successful career as a novel, and a rather serious novel at that. And from this conception of the story Mr. Barrie seems to have been unable to break away. He fails to realize that in the very process of staging its whole nature has changed. The graver elements necessarily sink away into insignificance, and the lighter stand out in more clear relief. This is because a play is, in the nature of the case, one-sided—you cannot keep a whole theatre audience undecided for two hours whether a given situation is to amuse or touch them; for one thing, you have not time, and for another, they will not like it. They want to be partisan, and if they cannot consistently be partisan in earnest, you must let them be so in jest. This, as I say, Mr. Barrie does not seem to realize. He will not see that our main interest now is not with Gavin Dishart and his struggles but with clever Lady Babbie, not with Rab Dow and poor little Mical but with Snecky and Nannie and Joe Cruikshanks and the Manse maid—nay, even, with the soldiers and the village lights and the black bombazine and the second-best tea-cups. He still insists upon prodding us into sympathy with a lost cause, a dead issue. Why, any self-respecting playgoer can see what the outcome must be from the moment that Lady Babbie steps upon the stage. We know she is no gypsy, and we see that she is far too clever and charming to be permanently thwarted in her love by any village pride and prejudice. Our only live concern is to see how she will play the game. And let us concede to Mr. Barrie that she plays it extremely well.

To sum up our indictment now, we might list Mr. Barrie's offenses as follows:

*First*, he has woefully neglected his hero—who, today would ever think of naming the play for him? The Little Minister is a lay figure, to whom things happen. He is rather upright, rather honest—and that is about all; he is not active or clear-sighted or humble-minded or (save the mark!) clever. We wonder that Babbie should have taken the trouble to fall in love with him.

*Second*, Mr. Barrie has overemphasized his sentiment. He expects us to weep over the prospect of the Little Minister's ejection, over enlightened public opinion



as expressed by Tammias, and over blind devotion as expressed by Rab. But worst of all is his treatment of little Mical. The scene between him and Lady Babbie where he persuades her to give up the Little Minister for his father's sake is well-nigh hopeless: we know so well that all will come right in a quarter-hour.

*Third*, Mr. Barrie has underemphasized his plot. Again and again the action halts while the characters converse. This is especially noticeable in the case of the elders. They are excellent, but there is too much of them. The great and obvious remedy for all these faults is cutting. And my one real quarrel with 1913 is that they did not cut enough.

Turning from this general criticism to details of acting, one finds practically nothing but praise. Perhaps the two least adequate features were the behavior of the Little Minister and the behavior of the mob. Both were too mechanical. Miss Williams lacked the buoyancy and eagerness that alone could atone for the natural stiffness of her part, and the mob were so obviously well-trained on the athletic field that they chanted their sentiments in one-two-three unison. In fairness to Miss Williams, however, it should be noted that her faults were distinctly those of omission: she never for a moment stepped out of her character, she simply did not fill it full.

Coming now to the village parts, the cleverest of all was perhaps Miss Mabon's Nannie. Her voice, and her walk, and the little gestures of her hands as she rocked back and forth in pride at the Minister's visit or smoothed out the folds of her best merino before the gypsy, are things not to be forgotten. Next comes Miss Bontecou's Rab Dow—Rab of the hulking gait and slow, deep-mouthed voice and defiant whistle,—“Yes, I'm dhrunk!” Rab also of the quick-flickering anxiety beneath his rough exterior. Miss Bontecou, it seemed to me those two nights, shared with Miss Page the really rare faculty of varying easily the rate of her lines. Then comes Miss Murray's Joe Cruikshanks. The poor atheist had only a single act to make himself felt in, but he succeeded. The caustic burr of his arraignments rings clear yet—and how obviously he did enjoy them! His final exit—“wherever there's moles to catch, there's home for me”—was a triumph.

Next comes the quartette of elders. Each of them deserves a criticism all to himself, the parts were so excellently differentiated and the “team-play” so convincing. The reading of the “sermon” perhaps showed them at their best. Who will ever forget their figures—lanky and stocky, pale and ruddy, moon-faced and bow-legged, gathered solemnly about the lantern while Tammias reads, “Her boy am I?” We hear again—and laugh.

Last of all come too rather instructive little parts, Mical Dow and the Manse maid. Miss Pond did her best with Mical, but he insisted upon remaining pretty much of a little prig. The maid, on the other hand, was convincing, and gave Miss Bartlett a chance in her two or three lines to build up a most clever characterization.

Turning now to the Castle inhabitants, we might begin with the beautifully solemn butler and the fluffy French maid. The latter was very much overdone, but assuredly enlivening and graceful.

The owner of the Castle, Lord Rintoul, impersonated by Miss Dessau, was on the whole very satisfactory. A certain jerkiness that was rather troublesome the first night had practically disappeared by the second; his appearance was excellent; and his changing moods of chagrin and satisfaction, especially in the last act, were very amusing.

Captain Hallowell, the vain suitor to Lord Rintoul for Lady Babbie's hand and the nearest approach to a villain in the play, was perhaps the best man in it. His

carelessly elegant swagger, his blasé smile, his languidly insulting tone, all were parts of a memorable and most finished whole. He could not be improved upon.

Finally, it is a pleasure to come to Lady Babbie herself. Miss Page's characterization can, advisedly, bear comparison with that of a professional like Miss Maude Adams. Voice, gestures, face, and figure had all a charm that was as original as it was immediate and simple. And it was convincing. One felt that this assuredly *was* Babbie—the Babbie who could at one moment be a fine high-born lady and at the next a barefoot gypsy lass, with a wondering broad accent of cadenced Scotch—who could wind the red-coats and the Little Minister and old Nannie and her own father around her little finger—who could be grave and gay, loving and jesting, bold and hesitating, all in the twinkling of an eye. And it was all so very unaffected and joyous. A smile, the turn of a hand, a light step—and you were smiling too. Yes, Babbie was the play.

In bringing this rather frank criticism to a close, I must not omit a word of praise for the stage manager. Miss Blaine is to be very heartily congratulated upon the whole *mis-en-scène*. Properties, scenery, and costumes were all delightfully in keeping; and the general grouping and dressing of the stage were anything but amateurish. The play was as charming to see as it was to hear.

To sum up in the words of Nannie when the Minister sat down to tea: "Eh, the glory"—of 1913!

DOROTHY S. WOLFF, '12.

#### IF I WERE KING

Not infrequently the objection is raised that the play which occurs towards the end of each crowded year only adds to the confusion of examinations and the chaos of successive academic functions. But I must hold to that overworked paraphrase that if finals interfere with plays we should give up finals. Certainly we can ill afford to give up any thing so enjoyable as 1912's performance of "If I were King". No one but the undergraduate knows what plays mean to the undergraduate, whether actor or spectator,—knows what a real and healthy necessity it is to ignore for a time our depressing sense of intellectual limitations or our benumbing realization of imperishable facts and to give free reign to the imaginative impulse.

"Exegi monumentum aere perennius  
Regalique situ pyramidum altius."

On May 18 the Seniors gave their performance of "If I were King" with the greatest spontaneity and vigor. In spite of meagre rehearsals, the play showed a "finish" and an artistic arrangement in detail—a characteristic of all 1912's dramas—which saved it from those crudities only too easy in a play bordering on the melodramatic. Pleasantly melodramatic it is, to which like Caratach we are by no means averse.

"Give us this day good hearts, good enemies,  
Good blows o' both sides."

But much more than this: the parts were well taken. Though personally I think the part of François Villon presents more difficulties in the way of characterization (for a girl at least) than any other I can recall, save perhaps Lear and Cyrano de Bergerac, yet Julia Haines did manage to create that wild, fantastic, fascinating poet in a remarkable way. Katherine de Vauxcelles, Helen Barber, made us wish that in this all-sufficing Students' Building destined-to-be there might be a portrait gallery of heroines. Louis XI, Mary Alden, as the shrewd, cynical, superstitious old

king, with his insidious, restless fingers and sardonic expression, gave perhaps the cleverest bit of interpretative acting of the evening.

The climax at the end of the first act, the duel in the dark and the flashing lanterns, was especially well arranged and effective, as was the death of Hugette, Jean Stirling. All the tavern folk were good:—

“Such qualities and such wild flings,  
Such admirable imperfections.”

“Sume superbiam quaesitam meritis.”

For we enjoyed it greatly, O Melpomene.

GORDON HAMILTON, '13.

#### THE FULLER SISTERS

On the evening of May 20 the college enjoyed a delightful folk-song concert by the Fuller sisters of England, dressed in Victorian costume. The concert was the gift of Mr. Ely, and was one of the most enjoyable events of the year, as the enthusiasm and appreciation of the large audience attested.

#### PLAYS AND PLAYERS

On Saturday, June 1, the Plays and Players of Philadelphia gave “The Learned Ladies,” a translation of “*Les Femmes Savantes*,” for the benefit of the Students’ Building.

The names of some fifty patronesses were printed on the program, and also those of the Students’ Building Committee, as follows: Marion Reilly, A.B., 1901, Dean of Bryn Mawr College; Martha Gibbons Thomas, A.B., 1889, Warden of Pembroke Hall, *Treasurer*; Laura Laurensen Byrne, 1912; Mary Alden Morgan, 1912; Sarah Henry Atherton, 1913, *Chairman*; Dorothea de Forest Baldwin, 1913; Elizabeth Sohler Bryant, 1914; Ethel Collins Dunham, 1914; Dorothy May Moore, 1915.

#### SPEECH BY NORAH CAM AT THE PRESIDENT’S LUNCHEON FOR THE SENIORS, JUNE 4

To think or speak intelligently of the passing hour is a hard task. We have not all the historical instinct which teaches one to read the signs of the times, and although lately every thing has conspired to make us aware that we are about to be cut adrift, yet we persist in feeling ourselves so vitally incorporate with the college that we cannot yet take up an impartial attitude of general surveyance.

Not even that touching circular letter we received the other day, begging us to “set down in a few short sentences all that college has really meant to us,” has been of much help to us in collecting our thoughts.

While trying to work myself into the right frame of mind, it occurred to me that as an English undergraduate in an American college I might turn this to account by attempting a brief comparison between English and American colleges. This has been often done, I know, by persons much more competent than myself, especially since I have no first-hand knowledge of either English schools or colleges. But I will try.

I think the opinion prevails that English college girls are much more serious-minded than we are, that they don’t have such good times, and that “college life” and work to them mean one and the same thing.

I believe this is true only in part. There are not nearly so many nor such large women’s colleges in England, and so there is no room at present for students who



do not mean business. But the same thing is becoming true at Bryn Mawr, is it not? while in England more women's colleges are being started, so that in this respect we are going to meet each other. There are not so many organized undergraduate activities in English girls' colleges, nor does athletics play anything like so prominent a part; consequently the English college does not reap the benefit of extensive team work, organized coöperation, experience in committees, and the like, which I have heard maintained to be the most valuable thing we get from college.

The only organization which I believe to be ahead in England is the debating society in its various forms. The one I am best acquainted with begins with an ordeal for Freshmen called "sharp practice." A subject for debate is announced the day before. The Freshmen are expected to attend, and their names are taken at random from a sort of ballot box, each one being required to speak for two minutes by the bell when her name is called.

After a year's initiation they join a regular parliament, modelled on the English House of Commons, with party leaders and a prime minister, who holds her position only so long as she can command a majority for her party in the house. Measures are discussed, bills passed or rejected as in the real parliament,—except that business is in general dealt with much more speedily. Nearly all the faculty take part in the debates. The result is a very ardent interest in politics and a familiarity with and understanding of public movements in which we at Bryn Mawr are still lacking, though we have great hopes of our baby debating society.

Such an organization helps to prevent a college from becoming too self-centered and too self-important, and combats those narrower habits of thought which seem to threaten especially groups of girls shut off together in a little community life. It cannot really be beneficial to go to sleep for four years as far as the outside world is concerned. If we develop our thinking powers, we must at the same time give them something living to think about.

At Bryn Mawr one thing which at present works for this is our outside lectures, and for this reason, though they take up precious time, I should be very sorry to see any of them cut out,—especially the good ones. Reading the newspapers more might help a little!

But when one thing is put into college life, another has to come out. In England we have far fewer lectures. In some respects this seems to me wholly good. It does not mean that you accomplish less work, but that much that is here done by the professors for us is there done by the student for herself, while the professor directs and keeps her straight. I am sure that work of this kind makes a very lasting impression, but how far it could be carried out in America I do not know. I believe that everyone really likes to work for herself when possible. You get the illusion that you are doing something original, which is always a pleasant feeling.

One organization for which I have only the very greatest respect and admiration is student self-government. I think in this respect England is very far behind, and we can only hope that things may change. But in a country where things are firmly put together with the idea of their lasting for ever, change is hardly effected without some great upheaval. Witness the suffrage movement.

The subject I have been attempting presents, as you see, endless possibilities. I cannot, however, find that in any of the differences there is anything vitally *different*. The methods of the English college differ from those of the American college, the ideals are the same, the deepest pleasures of college life are the same, and I believe that the more each knows of the other, the more this will be found true.

For myself, I cannot but think it one of the greatest privileges of my life that I have been allowed to form so deep an affection for both of them.

### THE CONSUMERS' LEAGUE, 1911-12

The Consumers' League at Bryn Mawr numbers over two hundred members, each paying annual dues of 50 cents. There have been three public meetings at which the speakers were Miss Sanville of the Philadelphia Consumers' League, Miss Ethel Richardson, 1911, factory investigator, and Mrs. Florence Kelley of the National Consumers' League.

There have been board meetings every two weeks on an average, and a committee that has corresponded with other leagues. The League has a library in the Woman Suffrage room of the main library.

Some work has been done in tabulating schedules for the Philadelphia Consumers' League; there has been a sale of goods from the New York Label Shop. Furthermore an entertainment has been given by alumnae and graduate students, and a series of dances has been held in the gymnasium for the benefit of the Industrial Betterment Bureau.

Delegates have attended the annual meeting of the Philadelphia Consumers' League, and one delegate represented the Bryn Mawr League at the National Consumers' League Meeting in New York.

It is hoped that next year, after there is an infirmary to take care of contagious diseases, some active work in Philadelphia will be allowed.

SARAH HENRY ATHERTON, '13,  
*President.*

### REPORT OF STUDENTS' BUILDING COMMITTEE

The Students' Building Committee of Bryn Mawr College in the year 1911-12 reports:

1. That they have done badly in selling the song books and supplements which were an unwelcome legacy of the past.

2. That they have deemed it inadvisable to start to build until more money is received.

3. That they have arranged for a performance of Molière's "Les Femmes Savantes" to be given in English by the Plays and Players of Philadelphia. It is to be in the Cloister on the evening of the first of June. A long and illustrious list of patronesses has been procured. The committee hopes to clear a large sum at the play.

4. That a report and an appeal were made at a meeting of the Undergraduate Association on May 17, which resulted in a unanimous vote that (1) An annual report concerning the fund be requested from the Students' Building Committee by the Undergraduate Association, (2) A united effort be made in the year 1912-1913 to raise money for a Students' Building.

SARAH HENRY ATHERTON, '13,  
*Chairman.*

# ATHLETICS

## SPRING—1912

### WATER POLO

#### WON BY 1914

1913 vs. 1914	$\begin{cases} 4-4 \\ 2-3 \\ 3-1 \\ 0-3 \end{cases}$	1912 vs. 1915	$\begin{cases} 2-4 \\ 3-2 \\ 3-2 \end{cases}$
		1912 vs. 1914	$\begin{cases} 3-2 \\ 1-12 \\ 1-6 \end{cases}$

#### Second Teams

1913 vs. 1914	5-2	1913 vs. 1915	7-4	1912 vs. 1915	0-7
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### BASKETBALL

#### WON BY 1913

#### Captains

W. Scripture, '12	E. Baker, '14
M. Dessau, '13	S. R. Smith, '15

#### Games

1912 vs. 1914	$\begin{cases} 11-10 \\ 8-11 \\ 6-10 \end{cases}$	1913 vs. 1915	$\begin{cases} 6-8 \\ 14-10 \\ 10-6 \end{cases}$
1913 vs. 1914	$\begin{cases} 16-12 \\ 16-10 \end{cases}$	Odds vs. Evens—	11-16

#### Varsity Basketball Team

K. Page, '13	L. Haydock, '13
L. Cox, '14	E. Bontecou, '13
W. Scripture, '12, <i>Captain</i>	S. R. Smith, '15

M. Dessau, '13

Varsity vs. Philadelphia, 26-5

Varsity vs. Alumnae, 25-5

#### Second Teams

1912 beat 1914	1915 beat 1912	1915 beat 1913
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### TRACK—HELD OUT OF DOORS

#### WON BY 1912

1912, First place.....	73 $\frac{1}{5}$ points
1915, Second place.....	69 points
1913, Third place.....	27 $\frac{3}{4}$ points

F. Crenshaw, '12, won the individual cup, with 60 $\frac{1}{2}$  points, breaking five world's records for women, and thereby scoring a red letter day for B. M. C. in track, held out of doors for the first time. She also received a silver cup from her classmates.



E. Faries, '12, and F. Crenshaw tied in the 60 yard hurdle, both breaking the world's record.

L. Byrne, C. Chase, C. Hammer, M. Thackray, also won places for 1912.

G. Hinrichs, '13, broke world's record in hop, step, and jump.

M. Morgan, '15, broke world's record in 100-yard dash.

Lillian Mudge, '15, broke college record in running high jump.

#### TENNIS

##### TENNIS SINGLES, 1911. (FALL.)

###### *First Round—1912 vs. 1913—October 25, 1911*

###### Won by 1912

'12, Faries	}	Faries		'12, Vennum	}	Patterson
'13, Page		3-6, 6-1, 6-2		'13, Patterson		6-3, 6-2
		'12, Corwin	}	Corwin		
		'13, Williams		3-6, 6-3, 6-4		

###### *First Round—1914 vs. 1915—October 26, 1911*

###### Won by 1915

'14, Ayer	}	Harrington		'14, Baldwin	}	Rapallo
'15, Harrington		6-4, 6-0		'15, Rapallo		6-4, 6-2
		'14, Miller	}	Miller		
		'15, I. Smith		6-1, 6-2		

###### *Final Round—1912 vs. 1915*

###### Championship won by 1915

'12, Faries	}	Harrington		'12, Chase	}	Rapallo
'15, Harrington		6-1, 8-6		'15, Rapallo		6-2, 6-2
		'12, Corwin	}	Corwin		
		'15, Smith		6-2, 5-7, 6-3		

#### COLLEGE CHAMPIONSHIP MATCHES

'12, Faries	} Ayer	}	Harrington, college champion
'14, Ayer			
'13, Page	} Harrington	}	6-2, 6-2
'15, Harrington			

Hamilton, holder of cup, defaulted to Harrington, who is now holder of individual cup for tennis singles.

#### TENNIS DOUBLES, 1912 (SPRING)

###### *First Round—1912 vs. 1913—May 11, 11.30 am..*

###### Won by 1913.

'12, Faries and Corwin	}	1912		'12, Vennum and Peirce	}	1913
'13, Patterson and Maguire		6-1, 8-6		'13, Dessau and Williams		6-1, 6-0
		'12, Wolff and Thackray	}	1913		
		'13, Hearne and Rawson		9-7, 6-3		

*First Round—1914 vs. 1915—May 11, 10.30 a.m.*

Won by 1914

'14, Ayer and Pritchett	} 1914	'14, Dunham and Baldwin	} 1914
'15, Harrington and Channing	} 6-4, 6-1	'15, Rapallo and Smith	} 4-6, 6-3, 6-2
'14, Benedict and Miller	} 1914		
'15, Emery and Mudge	} 6-1, 6-1		

*Final Round—1913 vs. 1914—May 15, 4.15 p.m.*

Championship won by 1914

'13, Page and Patterson	} 1914	'13, Williams and Dessau	} 1914
'14, Ayer and Pritchett	} 6-1, 6-2	'14, Dunham and Miller	} 7-9, 6-3, 6-1
'13, Hearne and Rawson	} 1913		
'14, Baldwin and Cox	} 3-6, 6-1, 6-3		

#### REPORT OF THE ALUMNAE ATHLETIC COMMITTEE

On Tuesday, June 4, the alumnae tennis team defeated the varsity, winning two matches out of three. The team was as follows: Katrina Ely Tiffany, '97; Elise Gignoux, '02; Elizabeth Harrington, '06.

On Wednesday, June 5, the alumnae basket ball team was defeated by the varsity, 25 to 6. The alumnae team was as follows: *Forwards*: Adelaide Neall, '06; Cynthia Wesson, '09. *Centres*: Esther White, '06; Marion Kirk, '10; Helen Emerson, '11. *Guards*: Hermine Ehlers, '04; Alpine Parker, '11.

Before the match on Wednesday the committee was able to run off three practice games,—on Saturday, Monday, and Tuesday,—and it had for each game two full alumnae teams. Four or five years ago the committee had a hard time to get even nine alumnae for the team. Now the committee is having difficulty in choosing the best from the twenty to thirty good players who come out to try for the team.

Owing to rain on Thursday, June 6, the alumnae tennis tournament was not finished. The finals will be played by Frances Fincke Hand, '97, and the winner of the match between Katrina Ely Tiffany, '97, and Elise Gignoux, '02.

In April the alumnae fencing team defeated the varsity 9 to 4. The team was as follows: Elizabeth Kirkbride, '96; Bertha Ehlers, '09; Kate Chambers, '11; Georgina Biddle, '10.

On October 26, 1912, will be played the alumnae-varsity hockey match. Mabel Ashley, '10 (41 West 87th Street, New York City), will take charge of the alumnae team. All alumnae wishing to try for the team will please communicate with Miss Ashley.

C. ELIZABETH HARRINGTON, '06.

#### CLASS REUNIONS

1892

Among the several classes holding reunions this year was that of 1892, celebrating its twentieth anniversary with a proud gathering of thirteen alumnae out of its total of nineteen. Those present were: Alice Belin, Frances Harris Brown, Elizabeth Carroll, Edith Hall, Edith Wetherill Ives, Margaret Kellum, Abby Kirk, Helen Clements Kirk, Elizabeth Winsor Pearson, Harriet Stevenson Pinney, Helen Robins,

Grace Pinney Stewart, and Mathilde Weil. A sadness in the midst of our festivity was that Mary Mason was absent on account of the sudden death of her father, and it was a special disappointment also to us all to have missing from the gathering so distinguished and cherished a class member as Annie Emery Allinson.

Some of us had the delight of arriving early enough to join in many of the less formal festivities of Commencement time and to come into touch with the spirit of present-day Bryn Mawr as it shows itself at the Senior bonfire, the college breakfast, the Senior garden party, and the singing on Taylor steps. The thrill of the developed outward beauty of the place was hardly second to the thrill of its manifold and developed interests, and the feeling of pride and love of Bryn Mawr as she was twenty years ago, joined with the realization that the greater and more beautiful Bryn Mawr of today is still ours to love and be proud of, was a strong bond to make even the less well acquainted among us feel drawn together in a sympathetic intimacy.

After the Commencement exercises the class met for an informal luncheon at the Students' Inn. Toasts and prepared speeches were forgotten in the general exchange of ideas and the absorption of personal talk, which was prolonged on the piazza till the sun went down. We have come back to our various occupations rich in the experiences of this reunion—joyful in the welcome Bryn Mawr still has for us and refreshed with the inspiration we carry from her and from each other. The plans for an even more complete reunion in 1917 must not be forgotten.

E. R. H.

1902

When one takes into consideration its home-loving tendencies, the Class of 1902 rallied nobly at Bryn Mawr this June to celebrate its decennial reunion. The forces began to gather under the banner at Radnor on Saturday afternoon, when first two, then three, then five strolled forth upon the campus to seek the old haunts and to note with delight and admiration its every sameness and every change. Together we felt all the enchantment of a play in the cloisters, surrounded by the mysteries of the spacious heavens, coolness, and night; together we withdrew to those bare Freshman cells sacred to the alumnae, there to linger until 2 a.m. evolving class hats from 10-cent peanut straws and navy blue silk muslin, while settling questions which have before now whitened the locks of sages.

Our numbers continued to increase on Sunday, as did our excursions about the campus, where at frequent intervals from sheer joy in the charm and beauty of our surroundings we squatted in blue-hatted groups under the trees, and later arose all together to swarm onward. We had tea together in the afternoon, and at the baccalaureate sermon in the gymnasium in the evening felt our interest divided between the special prayers in the Bryn Mawr Service Book, an innovation, and the sermon in which Dr. Hugh Black battled with all the distractions of a flashing, crackling thunder storm.

Fearful of missing something, the blue-hatted band roamed hither and thither all Monday, while their energetic members entered tennis tournaments or tried for the alumnae basket ball team. In the evening the Seniors sang on Taylor steps to a campus a-flutter with airy lawns and organdies. Oh! the agony of that moment when they shouted from the steps for 1902's Class Song. How we longed for our doughty Claris, who had led our faltering steps through four years of frantic effort to become proficient in harmony, as with superhuman nerve we wavered forth into "Not by drifting but by rowing," with difficulty sustained throughout the first verse.



There were thirty-one at the supper in Denbigh Hall on June 4. Claris Crane had at length arrived and arranged an elaborate program for the occasion. But alas, we grow less musical yearly! Thus after a triumphal entry into the dining room singing "Our Song," and a few scattered fragments sung later, we subsided into an enthusiastic interest in the letters from absent classmates and the topics of the day which were features of the evening. After Elinor Dodge had read us the "Class Statistics," in which among other startling facts we discovered ourselves to be the mothers of eighty-eight infants, Alice Day, our toastmistress, called in turn upon such specialists among us as represented success in their particular branches. Thus Elizabeth Plunkett described "The Ideal Home," while Patty Jenkins instructed us in the management of our eighty-eight children, and Miriam Thomas told us how to educate them. From these more intimate questions we launched forth. The problem of "The Unemployed" was ably treated by Edith Totten, while to Elise Gignoux and Marion Balch were left the none less absorbing questions, "Agriculture" and "Science." Who could more capably expound to us the intricacies of "The College" than Edith Orlady, or more delicately deal with "Social Reforms" than Lucia Davis? We felt proud of our classmates, but were bitterly disappointed in not hearing Mary Ingham discuss "Women in Politics." She was unfortunately forced to return to town on an early train. It was midnight when "The Suffrage" came up. Each in turn was given one minute in which to voice her view, with a second opportunity in the general discussion after all had spoken. The results were interesting and amusing, though it seems quite unnecessary to say whither sentiment pointed. But the lateness of the hour and human compassion called upon us to separate for the night; so reluctantly we arose for "Thou Gracious Inspiration," and thus ended what all felt to be a most successful reunion.

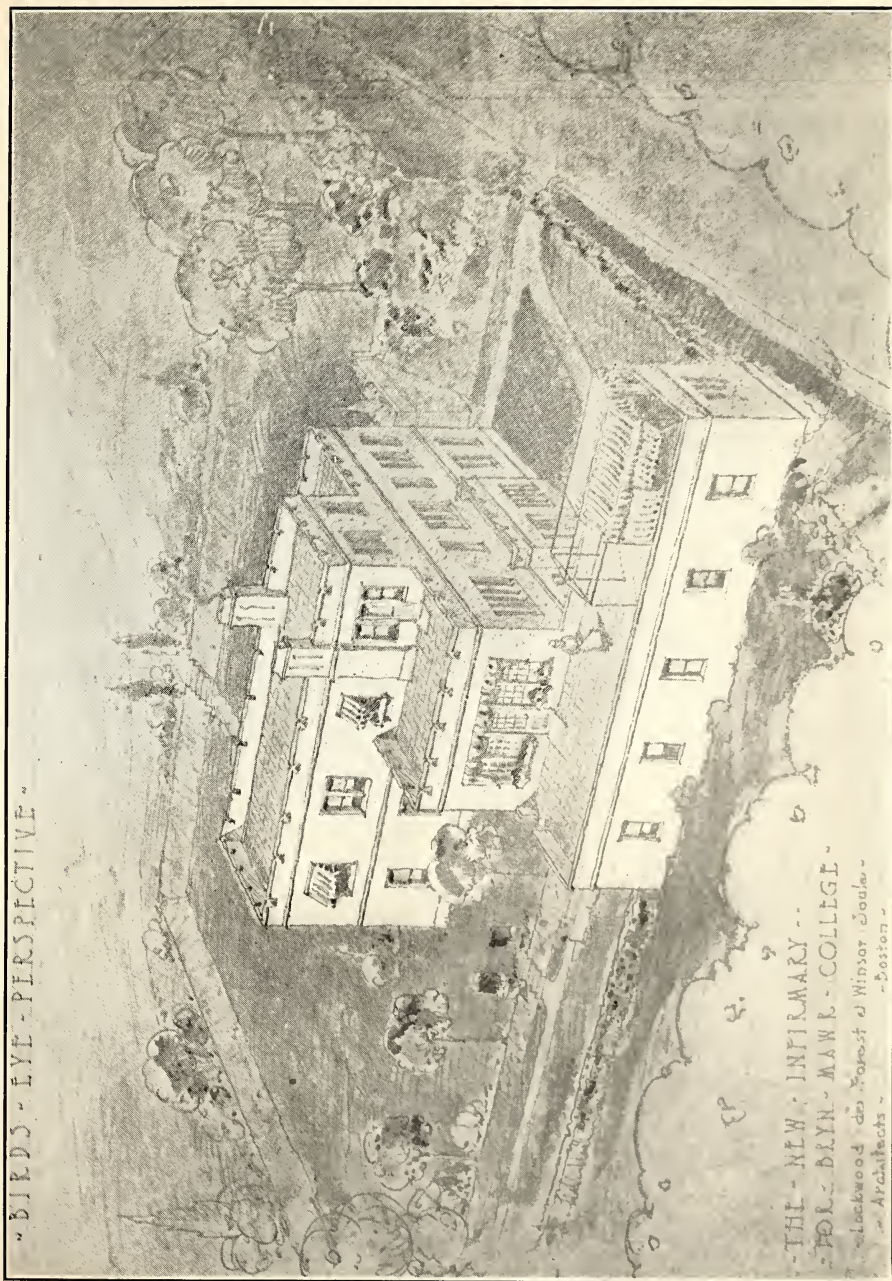
H. J. C.

#### 1905 AND THE NEW INFIRMARY

When 1905 was only just about to graduate, it made up its mind that five years would be much too long after its quinquennial to wait for another reunion. It therefore decided then and there to meet at Bryn Mawr after an absence of seven years also. The seventh was to be an informal reunion. But in the spring of 1908 the class offered to raise sufficient money to build a new and adequate infirmary for the college, and as this project took a little longer to complete than had at first been expected, it came about that the class was not ready to lay the cornerstone of this infirmary until its seventh anniversary reunion; and so it urged as many of its members as possible to return on that occasion. And for a more or less informal gathering the class was able to congratulate itself on the return of twenty-seven, of whom twenty-five were present at the dinner in Rockefeller Hall on June 3. The class owes its thanks to Elsie Tattersfield Banes for her good management in everything pertaining to the acquisition of rooms, the red cross costume in honor of the new infirmary, and the dinner. Gladys King was toastmistress; and the toasts on the Hearth Bricks, the Class, the Infirmary Fund, and Moderation in All Things, show that 1905 still has a variety of interests as of old. After the dinner the song to each member of the class was sung around the class tree.

In her Commencement address President Thomas spoke with some feeling of the inadequacy of the little four-roomed building back of Merion and the gymnasium which has been masquerading so long as an infirmary and which is soon to be moved down near the old athletic field to become a faculty gymnasium.

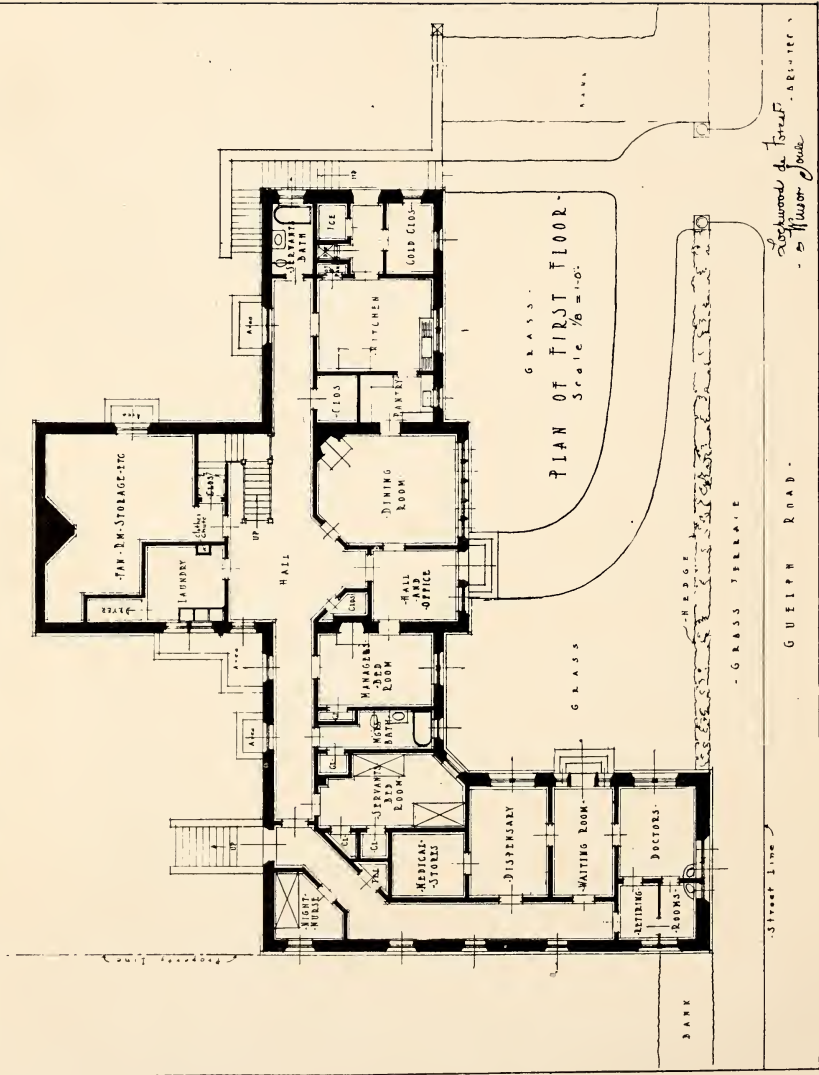
"BIRD'S-EYE-PERSPECTIVE"



THE NEW INFIRMARY -  
POLK BLYN - MAINE COLLEGE -  
Blackwood & Forest & Winsor & Soule -  
Architects -  
Boston -



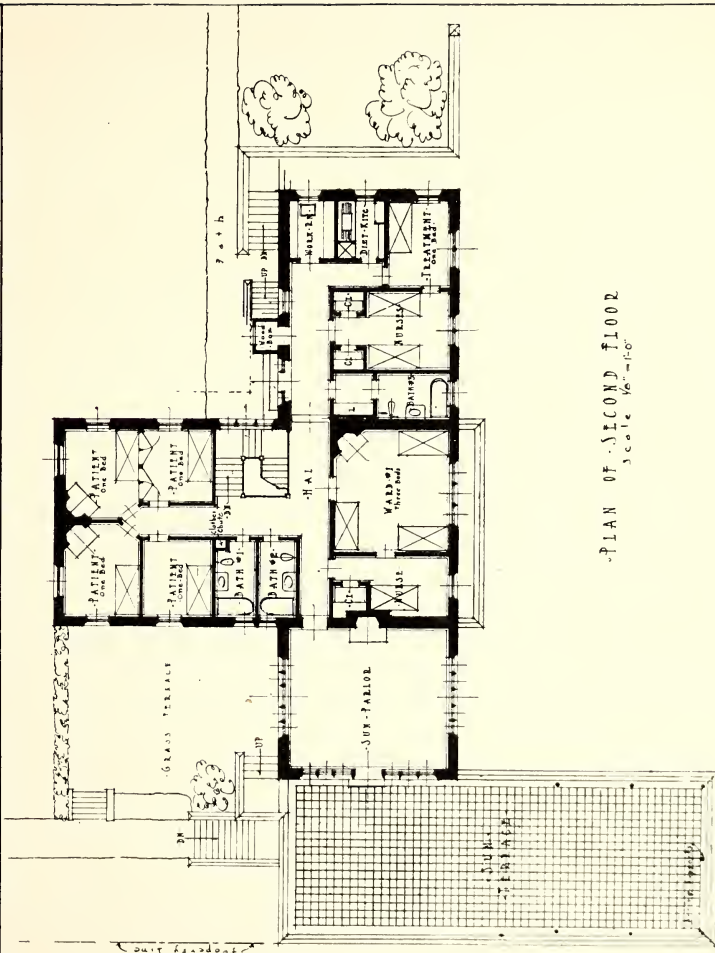
THE NEW INFIRMARY FOR DRYN MAWR COLLEGE DRYN MAWR PA.



Designed by Forest  
- 511 Union Ave



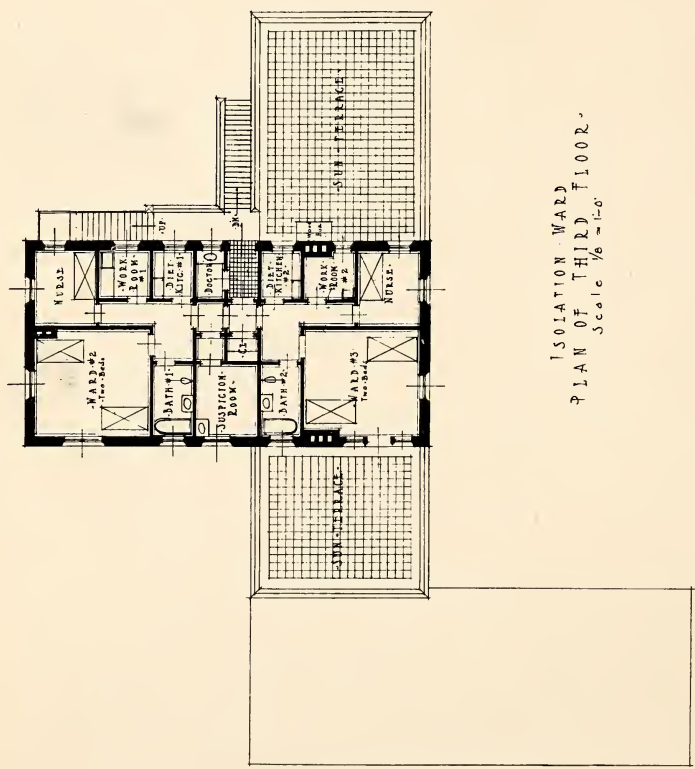
THE NEW INFIRMARY FOR DRYN MAWR - COLLEGE - DRYN - MAWR - PA -



PLAN OF SECOND FLOOR  
Scale 1/8" = 1'-0"

Designed by J. J. Jones  
E. H. Jones, ARCHITECTS.

THE NEW INFIRMARY FOR DRYN MAWR COLLEGE DRYN MAWR PA.



ISOLATION WARD  
PLAN OF THIRD FLOOR.  
Scale 1/8" = 1'-0"

Lockwood de Forest  
- D. H. Jones - ARCHITECTS

At 5 o'clock on June 6, Commencement Day, a procession headed by President Thomas, Dr. Branson, Helen Sturgis, as class president, Florence Waterbury, as prime mover in the raising of the fund, Helen Kempton, as class poet, and a few members of the faculty, and further composed of 1905 as red cross nurses, all marched from the Library down through Pembroke Arch to a spot on the Gulph Road back of Cartref,—the site of the infirmary about to be. There the corner had been prepared, and awaited the laying of the cornerstone. Helen Kempton then read from the platform the following poem written by herself and Theodora Bates on the old and the new infirmaries:

DEDICATED TO THE OLD INFIRMARY

(*With apologies to Wordsworth*)

The spirit of 1905 speaks:

Freshman year.—Infirmary unvisited.

From Merion turrets gray we spy  
 A little cot half hidden  
 Beneath the autumn branches bright,—  
 Sweet home for the bed-ridden.  
 How oft in yearning fancy we  
 Would penetrate its portals,  
 What unimagined bliss is there  
 To solace suffering mortals!  
 What rows of dainty snow-white beds  
 There must be there, awaiting  
 Those whom happy fate has brought  
 Within its charmed grating.  
 "Oh, for a broken leg!" we sigh;  
 "Oh, for an ankle twisted!  
 "Oh, for a lingering case of grip,  
 "Or any ill that's listed!"

Senior year.—Infirmary visited.

Is *this* the charmed dove-gray cot,  
 Of which my fancy cherished  
 So faithfully a waking dream,  
 An image that hath perished?  
 Oh, can this nightmare be the dream  
 Imagination painted?  
 Is this the haven of my hopes  
 For which my spirit fainted?  
 Here while my weary bones are racked,  
 Or chills and fever curse me,  
 A tennis ball that crashes in  
 Scares me and those who nurse me.  
 Or, while with poison ivy pent  
 I ponder on the morrow,



At knee-high windows mocking friends  
Peer in to jeer my sorrow.  
And while sweet sleep my spirit craves,  
The crash of Merion's dishes,  
The wheels, the shouts, the cheers, the screams  
Are not just what one wishes!

At Reunion.—Infirmary revisited.

What noble sight now greets my eye  
Upon the hill near Yarrow!  
What lithe, athletic forms flit by  
From out those doorways narrow!  
'Tis still the old Infirmary  
In healthful aims conniving;  
For it has yet its *faculty*  
For helping on the striving.  
Its *wooden* air of calm repose  
No longer seems pathetic,  
Since flying rings and Sandow bells  
Have rendered it athletic.  
Then where may invalids be found?  
Where are the sick recruited?  
Do germ-proof students now abound,  
Is ivy all uprooted?  
But earth has something yet to show;  
On Cartref's site there flashes  
A noble pile of gleaming stone,  
A Phoenix from the ashes.

The poem was followed by an appreciative speech from President Thomas to the Class, in which she told of the great need for an adequate infirmary and of the discomforts of the old one. Dr. Branson gave a little talk on Bryn Mawr's excellent health record, the absence of epidemics, and on the advantages of a well equipped infirmary notwithstanding. Then Florence Waterbury read a list of the principal donors to the fund, including certain classes of the college and one or two graduates who helped so much towards it. After that Helen Sturgis put in the box containing pictures of President Thomas, Miss Garrett, President Taft, and of the Class, together with various class mementoes, and laid the cornerstone. Then Miss Thomas, after receiving the check for \$25,000 from Florence Waterbury, again thanked the Class, and the audience gradually dispersed, quite prepared to see the new infirmary finished by next December.

E. L.

1907

1907's fifth reunion was very auspiciously begun, as fully "57 varieties" gathered in Rockefeller on Tuesday evening. In spite of the sad note given to the class meeting held just before the supper by discussion of the Carola Woerishoffer memorial, our reunion that night was joyous and light hearted. The deeply felt absence of our classmate was softened by happy memories of her and by anecdotes brightly told by Mabel Foster. 1905 and 1909 greatly added to our pleasure by their greetings and

beautiful flowers. During the supper cablegrams were received from Paris, Hankow, and Buenos Ayres. The toastmistress, Eunice Schenck (1907's solitary Ph.D. aspirant), was in her usual sparkling mood, now jocose, now scathing, dragging items of interest from the modest members, who gave up all they knew in sheer self-defense. No urging was needed, though, to make Lelia Woodruff and Margaret Reeve run around the table!

On account of her tender age (three and a half years) the class baby did not attend the supper, but she made up for that by appearing early Wednesday morning to lead with tottering but valiant steps the lustily yelling band of 1907 down to the varsity game. What if all 1907 was too late to join in the general alumnae procession—we always were original and exclusive! In our green herald's costumes, with turtle breastplates and green bathing caps adorned with flowing white tissue paper ostrich plumes, we made an elegant and impressive appearance. The class baby with her 1907 costume and sweet face vied with the game as centre of attraction. After the first half was over, at Miss Applebee's request we paraded around the field, and thrills of pride shot through us when the different classes gave "Anassa" to our baby.

After the game, 1907 met in the Carola Woerishoffer memorial room in the library, where Miss Thomas told us of the plans for commemorating Carola's life in the college. After some discussion it was decided that two tablets be erected in the cloisters; one by her classmates in personal memory of Carola, and the other by the trustees of Bryn Mawr College in grateful recognition of her generosity to Alma Mater.

R. Y.

#### 1909

1909 descended upon the campus with a glare of red capes and the sound of thirty-five rejoicing classmates. The class baby and her curls occupied us until she was removed by her mother, Grace Wooldridge Dewes. The reunion dinner was held in Radnor with Katharine Ecob as toast-mistress. Speeches by Evelyn Holt, Helen Crane, Barbara Spofford Morgan, Grace Wooldridge Dewes, Cynthia Wesson, and Shirley Putnam gave us an inkling of some of the activities and interests of members of the class. Eleanor Clifton made a sensation as always with a poem on "What We Missed," and Mary Allen commemorated in verse our class tree—just replanted for the third time. Our European Fellow, Margaret Bontecou, gave a very amusing account of her studies in Germany and at Oxford.

The dinner was agreeably interrupted by the cheering and songs of 1907, 1908, 1910, 1911, and 1913, and presents of flowers from 1907 and 1911 warmed our alumnae hearts.

One of the greatest pleasures of the evening was having Pleasaunce Baker with us again after a tedious illness. Our songs re-echoed till Frances Browne spoke a few words of farewell.

We hated to disperse after four days of solid enjoyment, and we are already looking forward to our fifth reunion.

K. E.

#### 1911

The afternoon of Saturday, June 1, saw 1911 green caps springing up like mushrooms on the campus, and the evening sun found them all gathered at a picnic in the hollow, planned particularly for the entertainment of those upholders of our social structure who couldn't be spared from home longer than over Sunday. Lemon-

ade and wit flowed freely, interrupted only by an occasional sandwich or a song in chorus, mates and all. Saturday night and Sunday we spent getting caught up in the details of each other's lives during the past year, strict accounts being demanded alike of the pampered instructor of youth and the hard-worked débutante. After luncheon on Monday we had a class meeting, at which the making of various decisions was postponed in an orderly manner, and Monday evening, after wishing a pleasant time to 1909 and 1912, we gathered in Denbigh, forty-four strong, for our own class-supper. Leila as toastmistress succeeded in making several people reveal, inadvertently or otherwise, the character of their lives during the winter past, and we had a real true thrill in the announcement of a perfectly new engagement. Margaret Dulles showed her disbelief in the feminine inability to keep a secret when she said she expected us not to reveal the news for a week, but she wouldn't go so far as to give us his name, which I for one have not yet discovered. It is probably to be found in another department of this journal, among the more formal announcements. 1911 offers to this engaged couple, as to its others, all the good wishes in the world.

With class supper came the end of the organized part of reunion, but not until some days later did the campus see the last of 1911. We left, most of us, feeling that if all Commencements were to be as pleasant as this one, we had made no mistake in the astounding number of reunions we had planned for, only one short year ago.

A. W.

#### COMMENCEMENT

The conferring of degrees at the close of the twenty-seventh academic year of Bryn Mawr College was held in the Gymnasium at eleven o'clock. The Commencement address was delivered by Miss Jane Addams, head of Hull-House, Chicago. The subject of her address was "The Civic Value of Higher Education for Women." Sixty students received the degree of Bachelor of Arts, eight the degree of Master of Arts and nine the degree of Doctor of Philosophy. A long list of awards of fellowships, scholarships, and prizes was announced. The order of exercises was as follows:

#### CONFERRING OF DEGREES AT THE CLOSE OF THE TWENTY-SEVENTH ACADEMIC YEAR, JUNE 6, 1912

##### I

National Anthem.

##### II

Prayer.

##### III

Introductory Remarks by the President.

##### IV

Presentation of Candidates for the degree of Bachelor of Arts by Professor Joseph

W. Warren, Secretary of the Faculty, in the group of  
Greek and Latin, on behalf of Professors Sanders and Wheeler;  
Latin and English, on behalf of Professors Wheeler and Brown;



Latin and German, on behalf of Professors Wheeler and Jessen;  
Latin and French, on behalf of Professors Wheeler and Schinz;  
Latin and Spanish, on behalf of Professors Wheeler and DeHaan;  
English and German, on behalf of Professors Brown and Jessen;  
English and French, on behalf of Professors Brown and Schinz;  
English and Comparative Literature, on behalf of Professors Brown and Hatcher;  
English and Philosophy, on behalf of Professors Brown and de Laguna;  
German and French, on behalf of Professors Jessen and Schinz;  
German and Italian and Spanish, on behalf of Professors Jessen and Holbrook and DeHaan;  
French and Spanish, on behalf of Professors Schinz and DeHaan;  
French and Italian and Spanish, on behalf of Professors Schinz and Holbrook and DeHaan;  
History and Economics and Politics, on behalf of Professors Smith and Parris;  
Economics and Politics and Philosophy, on behalf of Professors Parris and de Laguna;  
Philosophy and Mathematics, on behalf of Professors de Laguna and Scott;  
Philosophy and Physics, on behalf of Professors de Laguna and Huff;  
Mathematics and Physics, on behalf of Professors Scott and Huff;  
Mathematics and Chemistry, on behalf of Professors Scott and Kohler;  
Physics and Chemistry, on behalf of Professors Huff and Kohler;  
Chemistry and Biology, on behalf of Professors Kohler and Tennent.

## V

Presentation of Candidates for the degrees of Master of Arts and Doctor of Philosophy.

## VI

Conferring of Graduate and Undergraduate Scholarships for the year 1912-13 and of the George W. Childs Essay Prize for the year 1911-12.

## VII

Conferring of European Fellowships for the year 1912-13.

## VIII

Conferring of Resident Fellowships for the year 1912-13.

## IX

Address by Miss Jane Addams, LL.D. Head of Hull-House, Chicago, "The Civic Value of Higher Education for Women."

## X

"Thou Gracious Inspiration."

## CANDIDATES FOR DEGREES

## BACHELOR OF ARTS

*(2, February, 1912; 58, June, 1912)*

In the group of Greek and Latin:

SADIE BELIEKOWSKY of Philadelphia.

In the group of Latin and English:

CATHERINE REICHENBACH THOMPSON of Pennsylvania.

In the group of Latin and German:

GLADYS ELIZABETH CHAMBERLAIN of Maine,

FLORENCE MARTHA GLENN of Pennsylvania,

ANNA HARTSHORNE of Maryland,

KATHERINE CAVANAGH LONGWELL of Pennsylvania,

MARGARET WINTHROP PECK of Connecticut.

In the group of Latin and French:

DOROTHY CHASE of Chicago,

HELEN SOPHIA LAUTZ of Illinois,

MARY PIERCE of Pennsylvania,

CARLOTTA WELLES of France.

In the group of Latin and Spanish:

REBECCA RENSHAW LEWIS of Maryland.

In the group of English and German:

PAULINE IDA CLARKE of New York City.

In the group of English and French:

JULIA TAYLOR HOUSTON of Arkansas,

ISABEL DARLINGTON VINCENT of Illinois.

In the group of English and Comparative Literature:

ANNA CONSTANCE HEFFERN of Philadelphia,

HAZEL MARGARET MONTGOMERY of New York City,

MARJORIE LA MONTE THOMPSON of Philadelphia.

In the group of English and Philosophy:

MARY ALDEN MORGAN of Chicago,

LORLE IDA STECHER of Philadelphia,

JEAN WEDDERBURN STIRLING of Chicago.

In the group of German and French:

CARMELITA CHASE of Nebraska,

MARGARET TRUMBULL CORWIN of Connecticut.

In the group of German and Italian and Spanish:

LOU MAY SHARMAN of Pennsylvania.

In the group of French and Spanish:

LOUISE EMERSON LAMB of Maryland.

In the group of French and Italian and Spanish:

LEONORA LUCAS of Illinois.

In the group of History and Economics and Politics:

MARY BOGUE ALDEN of New York,

ANN CATHERINE ARTHURS of Maryland,

JANE BEARDWOOD of Philadelphia.

LAURA LAURENSEN BYRNE of Maryland,

ESTHER STUART CORNELL of Pennsylvania, (work for degree completed February, 1912),

FANNY GRAVES CRENSHAW of Virginia,

GLADYS EDGERTON of New York City,

GERTRUDE MARIE ELCOCK of Pennsylvania,

ELIZABETH FARIES of Philadelphia,

JULIA LORING HAINES of Indiana,

CHRISTINE POTTS HAMMER of Pennsylvania,

BEATRICE HOWSON of Philadelphia,

GERTRUDE LLEWELLYN of Illinois,

MARION LORAIN MEAD of Illinois,

PEARL BORING MITCHELL of Philadelphia,

AGNES ELIZABETH MORROW of Philadelphia,

ELIZABETH PINNEY of New York,

RUTH ROBERTS of Illinois, (work for degree completed February, 1912),

MARY ETTA SCRIBNER of Chicago,

GLADYS SPRY of Illinois,

CATHERINE LOUISE TERRY of New York City,

MARJORIE FANNIE WALTER of New York City,

DOROTHY SYBIL WOLFF of New York City,

AGNES PENMAN WOOD of Pennsylvania.

In the group of Economics and Politics and Philosophy:

FLORENCE STEIN LEOPOLD of Philadelphia.

In the group of Philosophy and Mathematics:

LOUISE WATSON of Virginia.

In the group of Philosophy and Physics:

ZELDA MADISON BRANCH of Missouri.

In the group of Mathematics and Physics:

HELEN DOROTHY BARBER of Oregon,

NORAH CAM of England,

MARY GERTRUDE FENDALL of Maryland.

In the group of Mathematics and Chemistry:

ELIZABETH HENRIETTA JOHNSTON of Pennsylvania.



In the group of Physics and Chemistry:

KATHARINE LYDIA SHAW of Pennsylvania.

In the group of Chemistry and Biology:

AI HOSHINO of Japan,

WINIFRED SCRIPTURE of New York City.

#### CANDIDATES FOR HIGHER DEGREES

##### DOCTOR OF PHILOSOPHY

(9)

ELEANORA FRANCES BLISS of Pennsylvania.

A.B. and A.M., Bryn Mawr College, 1904. Graduate Student, Bryn Mawr College, 1904-05, 1911-12; Graduate Scholar in Geology, Bryn Mawr College, 1905-06, and Assistant Curator of Geological Museum, 1908-09; Graduate Student in Geology, University of California, 1910-11. Subjects: Geology, Palæontology, and Inorganic Chemistry. Thesis: Crystalline Rocks of the Doe Run Region, Pennsylvania.

HELEN COX BOWERMAN of New Jersey.

A.B., Mount Holyoke College 1901; A.M., University of Rochester, 1903. Teacher of English and Latin in the High School, Macedon, N. Y., 1903-05; Instructor in Latin, Western College for Women, Oxford, Ohio, 1905-07; Associate Professor of Latin, 1907-08; Graduate Scholar in Archæology, Bryn Mawr College, 1908-09, and Fellow in Archæology, 1909-11; Studying in Rome, 1910-11; Fellow by Courtesy in Bryn Mawr College, 1911-12. Subjects: Classical Archæology and Latin. Thesis: Roman Sacrificial Altars, an Archæological Study of Monuments in Rome.

MINNIE ALMIRA GRAHAM of New York.

A.B., Mount Holyoke College, 1900, and A. M., University of Michigan, 1906. Fellow in Chemistry, Bryn Mawr College, 1906-07, 1910-11; Teacher in the High School, Hancock, N. Y., 1900-01, and in Braintree, Mass, 1901-02; Instructor in Chemistry, Mount Holyoke College, 1902-05; Holder of the '86 Mount Holyoke Fellowship, and Graduate Student, University of Michigan, 1905-06; Professor of Chemistry, Lake Erie College, 1907-10; on leave of absence, 1910-12; Fellow by Courtesy and Graduate Scholar in Chemistry, Bryn Mawr College, 1911-12. Subjects: Physical Chemistry, Organic Chemistry, and Physics. Thesis: A Study of the Change from Violet to Green in Solutions of Chromium Sulphate.

ESTHER HARMON of Ohio.

A.B., University of Michigan, 1906. Graduate Scholar in Teutonic Philology, Bryn Mawr College, 1906-07; Holder of the President's European Fellowship and Student, University of Berlin, 1907-'08; Fellow in German, Bryn Mawr College, 1908-'09; Ottendorfer Memorial Research Fellow in Teutonic Philology and Student, University of Munich, 1909-10; Teacher in the High School, Toledo, 1910-12. Subjects: German Literature, Teutonic Philology, and Modern History. Thesis: Johanna Schopenhauer als Schriftstellerin.

## ANNA ISABEL JONAS of New Jersey.

A.B., Bryn Mawr College, 1904, and A. M., 1905. Graduate Student, Bryn Mawr College, 1904-05, 1910-12; Graduate Scholar in Geology, 1905-06, and Assistant Curator of Geological Museum, 1908-09. Subjects: Geology, Palæontology, and Inorganic Chemistry. Thesis: The Geology of the Avondale District, a Key to the Relations of the Wissahickon Mica-gneiss and the Shenandoah Limestone of the Piedmont of Pennsylvania.

## LOUISE BAGGOTT MORGAN of Rhode Island.

A.B., and A.M., Brown University, 1907. Graduate Scholar in English, Bryn Mawr College, 1907-10, 1911-12. Subjects: English Literature, English Philology, and Italian. Thesis: An edition of a MS. play of 1636, "Love's Hospital," by George Wilde, with an introduction and notes.

## MARY CAROLINE SPALDING of Washington, D. C.

A.B., Vassar College, 1901. Graduate Student, Bryn Mawr College, 1906-08, Graduate Scholar, 1908-10, Fellow in English, 1910-11, and Fellow by Courtesy in English, 1911-12; Teacher in the Misses Shipley's School, Bryn Mawr, 1906-10. Subjects: English Philology, English Literature, and French Philology. Thesis: The Middle English Charters of Christ.

## MARY HAMILTON SWINDLER of Indiana.

A.B., University of Indiana, 1905, and A. M., 1906; Graduate Scholar in Greek, Bryn Mawr College, 1906-07, and Fellow in Greek, 1907-09; Mary E. Garrett European Fellow and Student, Universities of Berlin and Oxford and the American School of Classical Studies in Athens, 1909-10; Teacher in the Misses Shipley's School, Bryn Mawr, 1910-11; Reader in Latin, Bryn Mawr College, 1911-12. Subjects: Greek, Latin, and Archæology. Thesis: Cretan Elements in the Cults and Ritual of Apollo.

## LILY ROSS TAYLOR of Illinois.

A.B., University of Wisconsin, 1906. Scholar in Latin, Bryn Mawr College, 1906-07; Fellow in Latin, 1907-08; Reader in Latin and Graduate Student, 1908-09; University of Chicago, Summer Quarter, 1907; University of Bonn, Summer Semester, 1909; American School of Classical Studies in Rome, 1909-10; Reader and Demonstrator in the History of Art and Classical Archæology, Bryn Mawr College, 1910-12. Subjects: Latin and Classical Archæology. Thesis: The Cults of Ostia.

## MASTER OF ARTS

(8)

## ANGELA CHARLOTTE DARKOW of Philadelphia.

A.B., Bryn Mawr College, 1911. Graduate Scholar in Greek, Bryn Mawr College, 1911-12.

## MARGARET DOOLITTLE of New York.

A.B., Bryn Mawr College, 1911. Graduate Scholar in Latin, Bryn Mawr College, 1911-12.

## ELIZABETH HILL GERHARD of Pennsylvania.

A.B., Bryn Mawr College, 1904. Substitute Teacher in the High School, Harrisburg, Pa., 1904-05; Teacher of Mathematics and Science, Allentown College for Women, 1905-06; Teacher of German, English, and Mathematics in the Misses Sergeant and Miss Bent's School, Harrisburg, 1906-07; Teacher of Science in Lancaster College, Lancaster, Pa., 1907-08; Graduate Student in French and Italian, Bryn Mawr College, 1911-12.

## HELEN TURNBULL GILROY of Philadelphia.

A.B., Bryn Mawr College, 1909. Graduate Student in Physics, Bryn Mawr College, 1909-10, and Fellow in Physics, 1911-12.

## MARY MERRICK GOODWIN of Philadelphia.

A.B., Bryn Mawr College, 1909. Teacher in the Preparatory School for Boys and Girls, Bryn Mawr, 1910-11; Susan B. Anthony Memorial Scholar in Political Theory, Bryn Mawr College, 1911-12.

## EMILY ELIZABETH HOWSON of Philadelphia.

A.B., Bryn Mawr College, 1910. Graduate Student, Bryn Mawr College. 1910-11, and Graduate Scholar in Physics, 1911-12.

## LOUISE PETTIBONE SMITH of Connecticut.

A.B., Bryn Mawr College, 1908. Instructor in Hardin College, Mexico, Mo., 1908-11; Graduate Scholar in Semitic Languages, Bryn Mawr College, 1911-12.

## HELEN TREDWAY of Iowa.

A.B., Bryn Mawr College, 1911. Bryn Mawr European Fellow, and Graduate Scholar in Chemistry, Bryn Mawr College, 1911-12.

ANNOUNCEMENT BY PRESIDENT THOMAS OF GIFTS MADE TO THE COLLEGE SINCE  
LAST COMMENCEMENT

From the Class of 1906, \$1000 in memory of their classmate, Frances Simpson Pfahler, for the purchase of books in history, which was one of her group studies.

From a few of her friends and classmates, twenty-four rhododendrons, planted underneath the windows of her room in Pembroke East, in memory of Betty Swift, of the Class of 1910.

From the family of the late Anna Hallowell of Philadelphia, \$2500 to found an undergraduate scholarship of \$100 in her memory. We rejoice as a college that the name and memory of this great and good citizen, who devoted so many years of her life to self-sacrificing work for the educational and civic interests of the city of Philadelphia, is thus lastingly associated with Bryn Mawr College.



From Alexander Simpson, Jr., \$20,000 to found four free tuition undergraduate scholarships, open only to poor girls who have been prepared for college in the public schools of Philadelphia and Montgomery counties, in memory of his daughter, Frances Marion Simpson Pfahler, a beloved graduate of the college of the Class of 1906, who died in 1910.

From the Misses Sophia and Abby Kirk, in memory of their father, the eminent historian, John Foster Kirk, his historical library of about 150 volumes, in especial the books used by him in writing the history of Charles the Bold.

From Anna Woerishoffer, the furniture and books in the study in New York of her daughter, given in her memory.

From the alumnae, and from friends interested through their appeal for the Library, \$1014 for books, of which \$500 was given by Mrs. S.K. Wesson.

From scholarship funds and anonymous donors, for undergraduate scholarships, \$4175.

From Miss Garrett, a Director of the College, to be expended for academic purposes, chiefly graduate fellowships and scholarships and books during the current year, \$10,000.

From the Class of 1905, \$25,000 to build a new college infirmary. This is the largest gift made by any single college class, with the exception of the great \$100,000 gift to the Endowment Fund of the Class of 1907 (\$80,000 of which came from one alumna and her mother). It represents continuous and untiring effort extending from June, 1908, when the Class pledged itself to raise this money, until the fund was completed in April, 1912. It has involved great personal self-sacrifice and devotion. Many members of the class have earned their subscriptions by their own hard work. Many others, especially the Chairman of the Class Begging Committee, Miss Florence Waterbury, have unflinchingly performed the still harder work of soliciting contributions large and small. Their infirmary drag-net has reached from alumnae who could give only ten cents to the head of our American financiers, Mr. Morgan. We congratulate them and the college today on their wonderful success and thank them for this much needed gift. The alumnae and students will long remember the discomforts of our present infirmary, which began life as a little one-story physical laboratory and after masquerading as an infirmary for nineteen years will, we hope, spend a useful old age by Mrs. Barclay's fence above the old athletic field as a gymnasium for the men of the faculty. Present and future generations of students will enjoy rest cures and brief periods of relaxation in the sun parlors and on the roof gardens of the new infirmary. Diet kitchens, bath-rooms, showers, reading lamps, and all the modern alleviations of exile will be found in this super-perfect little infirmary designed by our college architects and the Class of 1905. Our sincerest thanks are due to them, to the Classes of 1909 and 1910, to our Sophomore Class of 1914, and to the many individual friends who helped the Class of 1905 make this great gift to their alma mater.

#### PRESIDENT THOMAS' ADDRESS

In the award of our fellowships and prizes we are trying to the best of our ability to pick out some of our student body who will win prizes in after life or rather some of the many who will live their lives worthily with a full sense of responsibility. But it is death, not life, that really crowns our human endeavor. It is only when life ends that the incidents of life fall into their proper perspective and we see it as a whole in all its successes and triumphs. Though dead on earth we live on in

the hearts and thoughts of our generation and in a peculiar sense our memory and our achievement become a part of the institutions we have cherished and served. Bryn Mawr College is founded on such love and service. It is consecrated to the ideals of those who have died that it might live, in the sense that many such lives have gone to its making.

At this Commencement more perhaps than ever before we recognize our debt to four men and women who have died during the past year, whose lives worthily lived in our midst have become part of the inmost warp and woof of Bryn Mawr College.

Edward Bettle, Jr., and Howard Comfort, two trustees and directors, served the College devotedly for twenty-seven and twenty-one years as Secretary of the Board and Chairman of the Executive Committee and later as Chairman of the Corporation respectively. Time and strength lavished without stint by business men of marked ability throughout a generation on a women's college like Bryn Mawr is altruistic in a peculiar sense and deserves the grateful thanks of all women and above all of the faculty and graduates of Bryn Mawr College.

Dr. Nettie M. Stevens, Ph.D. of Bryn Mawr College and Associate in Experimental Morphology, came to us in 1900 from Leland Stanford Jr. University. She was, as President Jordan wrote me last week, their most distinguished scientific graduate. Her gift for biological research was so great that our directors created for her one of the few research chairs in the United States. In the past twelve years she has shown the highest qualities as a scientific investigator. She was a wonderful instance of absolute absorption in her work and in her students. It was her whole life. Her tragic and sudden death two months ago was a profound loss to American science and to Bryn Mawr College. She was the most eminent woman in scientific research ever graduated from the college and one of the leading women research workers in any country. Her example will be an inspiration to our faculty and students.

Carola Woerishoffer was a graduate of the Class of 1907. Both during her college course and in her four brief years of constructive work for social betterment she showed herself to be a woman of extraordinary personality, marked originality, and profound sympathy. She was only at the beginning of the development of her wonderful powers when she was killed in an automobile accident last summer. She has left the college she so dearly loved, in addition to her gift of \$70,000 to the \$100,000 gift of her class to our half-million Endowment Fund, a great legacy of \$750,000, which has been set aside in perpetuity as the Carola Woerishoffer Endowment Fund. It is a great trust and a great responsibility to administer this trust in a way worthy of its donor. The college we love is thus consecrated afresh to its great work of teaching by the lives of its two trustees and directors and the two graduates.

#### AWARDS OF FELLOWSHIPS, SCHOLARSHIPS, AND OTHER HONORS

##### MARY E. GARRETT EUROPEAN FELLOWSHIP OF THE VALUE OF \$500

Frances Allen Foster, of Providence, R. I. A.B., Brown University, 1909; Graduate Scholar in English, Bryn Mawr College, 1909-11, and Fellow in English, 1911-12.

##### PRESIDENT'S EUROPEAN FELLOWSHIP OF THE VALUE OF \$500

Vernette Lois Gibbons, of Upton, Massachusetts. Student in Mt. Holyoke College, 1892-96; B.Sc., 1896; Preceptress of High School at Bernardstown, Massachusetts, 1896-97; Student in Mt. Holyoke College, 1897-99, A.B. 1899; Assistant in Chemistry, Mt. Holyoke College, 1897-99; Graduate Student at Cornell University,

Summer, 1899; Instructor in Chemistry, Mt. Holyoke College, 1899-1901; Graduate Student, University of Chicago, 1901-02; Instructor in Chemistry, Wells College, 1902-04; Assistant Professor of Chemistry, Wells College, 1904-06; Graduate Student, University of Chicago, October 1906-January 1907, M.Sc. 1907; Lecturer in Chemistry, Huguenot College, South Africa, 1907-11; Fellow in Chemistry, Bryn Mawr College, 1911-12.

**BRYN MAWR EUROPEAN FELLOWSHIP OF THE VALUE OF \$500 FOR A MEMBER OF THE GRADUATING CLASS**

Norah Cam, of England. A.B. Bryn Mawr College, 1912.

**RESIDENT FELLOWSHIPS OF THE VALUE OF \$525**

*Greek.* Angela Charlotte Darkow, of Philadelphia. A.B., Bryn Mawr College, 1911; Graduate Scholar in Greek, Bryn Mawr College, 1911-12.

*Latin.* Eleanor Shipley Duckett, of Somerset, England. B.A. and M.A., University of London; Scholar, Girton College, Cambridge, 1908-11; Classical Tripos, University of Cambridge, 1911; British Scholar, Bryn Mawr College, 1911-12.

*English.* Iris Gallant Calderhead, of Marysville, Kansas. A.B., University of Kansas, 1910; Graduate Student, Bryn Mawr College, 1910-11; Teacher in the High School, Dayton, Washington, 1911-12.

*German.* Adah Blanche Roe, of Omaha, Nebraska. A.B. Woman's College of Baltimore, 1909; Scholar in German, Bryn Mawr College, 1909-11; Ottendorfer Memorial Research Fellow and Student, University of Berlin, 1911-12.

*Romance Languages.* Eunice Morgan Schenck, of Chestnut Hill, Philadelphia. A. B., Bryn Mawr College, 1907; Graduate Student in French, Bryn Mawr College, 1909-10; President's European Fellow of Bryn Mawr College and Student, Sorbonne and Collège de France, 1910-11; Student, University of Grenoble and in Spain, 1911-12.

*Semitic Languages.* Louise Pettibone Smith, of Winchester Centre, Connecticut. A.B. Bryn Mawr College, 1908; Teacher of English, Hardin College, Mexico, Missouri, 1908-10, and Associate in Latin, 1910-11; Graduate Scholar in Semitic Languages, Bryn Mawr College, 1911-12.

*History.* Mary Alice Hanna, of Trenton, Missouri. A.B., University of Missouri, 1909; B.S. in Education, University of Missouri, 1911; Teacher in the High School, Vandalia, Missouri, 1909-11; Graduate Student, Bryn Mawr College, 1911-12.

*Economics* (Justus C. Strawbridge Fellowship). Lorinda Perry, of Melvin, Illinois. A.B., University of Illinois, 1909, and A.M., 1910; Radcliffe College, 1910-11; Fellow in Economics, Bryn Mawr College, 1911-12.

*Philosophy.* Angie Lillian Kellogg, of Watertown, New York. A.B., Vassar College, 1903, and A.M., 1904. Teacher in the High School, Schenectady, N.Y., 1904-10; and teacher in the High School, Hasbrouck Heights, N.J., 1910-11; Fellow in Philosophy, Bryn Mawr College, 1911-12.

*Classical Archaeology.* Caroline Millard Morton, of Providence, Rhode Island. A.B., Brown University, 1910, and A.M., 1911; Graduate Scholar in Greek, Bryn Mawr College, 1911-12.

*Mathematics.* Goldie Printis Horton, of Quanah, Texas. A.B., University of Texas, 1908; Fellow in Mathematics, Smith College, 1909-10; A.M., Smith College, 1910; Teacher of Mathematics in the High School, Grandview, Texas, 1908-09; Head of Department of Mathematics in the High School, Amarillo, Texas, 1910-12.



*Geology.* Laura Hatch, of Chicago, Illinois. A.B., Vassar College, 1906; M.S., University of Chicago, 1911.

*Chemistry.* Nomination deferred.

*Biology.* Ruth Gladys Spray, of Lawrence, Kansas. A.B. Kansas State University, 1911; Graduate Scholar in Biology, Bryn Mawr College, 1911-12.

#### GRADUATE SCHOLARSHIPS FOR BRITISH WOMEN OF THE VALUE OF \$405

Agnes Borthwick, of Greenock, Scotland. Glasgow University, 1907-1912; M.A., Glasgow University, 1910.

Elizabeth Mary Edwards, of Liverpool, England. Liverpool University, 1906-10; Berliner Universität, 1910-12; B. A., Honours (Second Class), Liverpool University, 1909; Diploma in Education, Liverpool University, 1910; Berliner Universität, Prüfung, Deutsch für Ausländer (Oberkursus), 1912; English Assistant at Potsdamer höhere Mädchenschule and höhere Lehrerinnenseminar, 1910-11; English Assistant at the Chamisso-school in Berlin, 1911-12.

Agnes M. Macfadzean, of Glasgow, Scotland. A.B., University of Glasgow, Queen Margaret College; M.A., University of Glasgow, 1911; University of Göttingen, Germany, 1910-11; intends to study French at a French University, summer semester, 1912.

Marjory Rackstraw, of London, England. Sorbonne, 1908-09; Birmingham University, 1909-12; B.A., 1912.

#### GRADUATE SCHOLARSHIPS FOR GERMAN WOMEN OF THE VALUE OF \$405

Martha Balz, of Berlin, Germany. University of Munich, 1903-04; University of Freiburg, Baden, 1904; University of Berlin, 1905-09; Ph.D., University of Berlin, 1909; Diploma of Education for Higher Schools, 1910; Mistress in Girls' High School, Berlin, 1910-12.

Maria Ewald, of Berlin, Germany. University of Berlin, 1908; St. Andrews University, Scotland, 1909-10; University of Berlin, 1910-12.

Susanne Charlotte Engelmann, of Berlin, Germany. Private School in Berlin, 1893-99; High School for Girls, Charlottenburg, 1899-1901; Helenelange High School, 1901-02; University of Berlin, 3 years; University of Heidelberg, one year; Student of German Literature, Teutonic Philology, English Literature, and Philology; Doctor of Philosophy cum Laude, Heidelberg, 1909; Staatsexamen, 1910; Teacher in High Schools in Berlin, 1910-12.

#### GRADUATE SCHOLARSHIPS OF THE VALUE OF \$200 FOR THE YEAR 1912-13

##### *Greek*

Blanch Rible, of Sacramento, California. A.B., Leland Stanford Junior University, 1910, and A.M., 1911; Graduate Student, Leland Stanford Junior University, 1911-12.

Hope Fern Tongate, of Carlinville, Illinois. A.B., Blackburn College, 1908; Teacher of Latin, Greek, and Biblical Literature in Blackburn College, 1908-12.

##### *Latin*

Katherine Cavanagh Longwell, of Pittsburg, Pennsylvania. A.B., Bryn Mawr College, 1912.

*English*

Gertrude Hildreth Campbell, of Providence, Rhode Island. A.B., Brown University, 1911, and A.M., 1912.

Vivian H. Bresnehen, of Brookfield, Missouri. A.B., University of Missouri, 1910, and A.M., 1911.

Vera L. Parsons, of Toronto, Canada. A.B., University of Toronto, 1911, and A.M., 1912.

Constance Miriam Syford, of Lincoln, Nebraska. A.B., University of Nebraska, 1909, and A.M., 1911; Graduate Scholar, University of Nebraska, 1909-10, and Fellow, 1910-11; Reader and Assistant in English, 1908-11; Graduate Scholar in English, Bryn Mawr College, 1911-12.

*German*

June Eddingfield, of Elwood, Indiana. A.B., Indiana University, 1906 and A.M., 1912; Assistant Principal of High School, Swayzee, Indiana, 1906-08; Head of German Department in High School, Elwood, Indiana, 1908-12.

*Romance Languages*

Elizabeth Hughes Newton, of Hamilton, Ontario. A.B., St. Hilda's College 1911; A.M., University of Toronto, 1912.

*Biblical Literature*

Ettalene Mears Grice, of Portsmouth, Ohio. A.B., Western College for Women, 1908; Tutor and Teacher in Public Schools, 1908-12.

*Philosophy*

Helen Huss Parkhurst, of Englewood, New Jersey. A.B., Bryn Mawr College, 1911; Teacher in the Dwight School, Englewood, N. J., 1911-12.

Dorothy Rowland Swift, of Fall River, Massachusetts. A.B., Oberlin College, 1912.

*Psychology*

Lorie Ida Stecher, of Philadelphia. Holder of City Scholarship, 1908-12; A.B., Bryn Mawr College, 1912.

Marion Almira Bills, of Allegan, Michigan. A.B., University of Michigan, 1908; Teacher in the Public Schools, Allegan, Michigan, 1909-11; Graduate Scholar in Psychology, Bryn Mawr College, 1911-12.

*Mathematics*

Norah Cam, of England. Member of Class of 1912, Bryn Mawr College; Holder of Maria Hopper Scholarship, 1909-11; Holder of Brooke Hall Memorial Scholarship, 1911-12; Bryn Mawr European Fellow, 1912-13.

Jean Cossar Ewart, of Ottawa, Canada. University of Toronto, St. Hilda's College, 1908-12; B.A., St. Hilda's College, 1912.

Margaret Buchanan, of Morgantown, West Virginia. A.B., West Virginia University, 1906; Instructor in West Virginia University, 1908-12.

*Physics*

Emily Elizabeth Howson, of Philadelphia. A.B., Bryn Mawr College, 1910; Graduate Student, Bryn Mawr College, 1910-11; Graduate Scholar in Physics, Bryn Mawr College, 1911-12.

## SUSAN B. ANTHONY MEMORIAL SCHOLARSHIP IN POLITICAL THEORY

Mary Merrick Goodwin, of Philadelphia. A.B. Bryn Mawr College, 1909; Holder of the Susan B. Anthony Memorial Scholarship in Political Theory, 1911-12.

## GRADUATE FOUNDATION SCHOLARSHIPS

*Penn College Scholarship*

Rose Johnson. A.B. Penn College, 1912.

*Earlham College Scholarship*

Ida De Long. A.B. Earlham College, 1912.

*Guilford College Scholarship*

Cassie Corona Mendenhall. A.B., Guilford College, 1912.

## UNDERGRADUATE SCHOLARSHIPS

## FOR MEMBERS OF THE JUNIOR CLASS TO BE HELD IN THE SENIOR YEAR

*Maria L. Eastman Brooke Hall Memorial Scholarship of the value of \$100*

Given to the member of the class having the highest grade

Eleanor Bontecou, of Orange, New Jersey. Prepared by Miss Beard's School, Orange, New Jersey.

*Anna M. Powers Memorial Scholarship of the value of \$200*

Marion Dorothea Clinton, of Portland, Oregon. Prepared by the Lincoln School, Portland, and by Portland Academy.

*Thomas H. Powers Memorial Scholarship of the value of \$200—Also a Special Scholarship from an Anonymous Donor*

Josephine Chapin Brown, of St. Paul, Minnesota. Prepared by the Balliol School, Utica, New York.

## FOR MEMBERS OF THE SOPHOMORE CLASS TO BE HELD IN THE JUNIOR YEAR

*James E. Rhoads Junior Scholarship of the Value of \$250*

Janet Baird, of Sharon Hill, Pennsylvania. Prepared by the Girls' High School, Philadelphia.



*Mary E. Stevens Junior Scholarship of the Value of \$160*

Dorothy Wentworth Skerrett, of Philadelphia. Prepared by the Girls' High School, Philadelphia.

*Anna Hallowell Memorial Scholarship of the Value of \$100*

Mildred Haenssler, of St. Charles, Missouri. Prepared by the High School, St. Charles.

FOR MEMBERS OF THE FRESHMAN CLASS TO BE HELD IN THE SOPHOMORE YEAR

*James E. Rhoads Sophomore Scholarship of the Value of \$200*

Merle D'Aubigne Sampson, of Charlottesville, Virginia. Prepared by the Baldwin School, Bryn Mawr.

*Maria Hopper Scholarships—Each of the Value of \$200*

Helen Walkley Irvin, of Baltimore, Maryland. Prepared by the Bryn Mawr School, Baltimore.

Katharine Snodgrass, of Indianapolis, Indiana. Prepared by the Shortridge High School, Indianapolis.

*Special Scholarship of the Value of \$100 and Additional James E. Rhoads Scholarship*

Zena Jennie Blanc, of Philadelphia. Prepared by the Girls' High School, Philadelphia.

*Elizabeth Duane Gillespie Scholarship in American History*

Eleanor Louise Hellings, of Devon, Pennsylvania. Prepared by Miss Wright's School, Bryn Mawr.

*Foundation Scholarship—Class of 1914*

Leah Tapper Cadbury, of Haverford, Pennsylvania.

*Foundation Scholarship—Class of 1915*

Anna Wilkins Roberts, of Moorestown, New Jersey.

PRIZES

*George W. Childs Essay Prize*

A Watch given to the best writer in the Senior Class

Pauline Ida Clarke, of New York City. Prepared by the Balliol School, Utica, New York.

*Mary Helen Ritchie Memorial Prize*

A set of Shakespeare for a member of the Senior Class

Helen Dorothy Barber of Portland, Oregon. Prepared by Portland Academy.

*Peace Prize*

Awarded for the best essay on Peace

Winifred Goodall, of Cincinnati, Ohio, of the Class of 1914.

## SPECIAL MEETING OF THE ALUMNAE ASSOCIATION

At a special meeting held by the Association on the afternoon of June 6 it was voted, in substance, that the Carola Woerishoffer Memorial Fund should be held by the Association and its income be annually employed in social work in New York, preferably work done by an alumna of Bryn Mawr. The Board of Directors of the Association was instructed to appoint a committee of three to confer with President Thomas about the reorganization plan for the Academic Committee. In order to provide for better conduct of business at the annual meeting in February, it was agreed that the Directors be empowered to call a second session if they see fit, and it was suggested that the reports of the standing committees be printed and distributed instead of being read. A resolution passed in recognition of the services to Bryn Mawr of Professor Stevens will be found on another page.

## ALUMNAE SUPPER

The Alumnae Supper, held in Pembroke dining-room on the evening of Commencement Day, was attended by something over two hundred people. In Miss Fowler's absence, Mrs. Walcott, vice-president of the Alumnae Association, presided and, with the brief statement that she did not intend to be like the after-dinner orator who had "no terminal facilities," introduced as toastmistress Miss Marion Park. The following report represents the informal remarks of a very delightful evening.

MISS PARK: There is certainly no pleasure greater for the fortunate alumna who is living at Bryn Mawr after a shorter or a longer time away than the official and unofficial duty of welcoming back to the college the many alumnae who come, one by one or two by two during the year, and again in larger numbers in February and June. Many of them are friends; all of them are potential friends; and it is with very great pleasure and still greater surprise that I find myself speaking for the alumnae who are here in Bryn Mawr in welcoming you tonight in such great numbers.

Speaking not only for the Bryn Mawr residents, but for the Bryn Mawr Alumnae Association, I want also to extend our very special greetings to the members of the Faculty,—as well as to Miss Thomas and Miss Garrett,— who have honored us with their presence. I think for the most part all of us have known, many of us have studied under them. Many of us look upon them as old and tried friends; they will look upon us in another sense as tried. I think I can do no better than to ask as many of them as possible to speak a word of greeting to you and, as the sad part of this pleasure which I can give you, I am obliged to say that their words must be very short words and that, following the custom initiated at the twentieth anniversary, an automatic triangle is to sound at the close of every five minutes, so that from one good thing we may progress to another.

There is no problem, it seems to me, among the hydra-headed problems of education, where one difficulty springs new and virile each time that an old one is gone—there is no problem, I say, which seems more troublesome, more universal in time and place than the general question as to the part which our education really does play in preparation for life. In a little New England town there was a William Jenkins who brought us raspberries in their season. This story was current about him. During the first few days he was in the army, his regiment was subjected to a bayonet charge, and the bayonet of one of the Southerners passed close by him, upon which he exclaimed, "Hi there, look out what you are doing! Why, you might

have killed me!" The confusion in William Jenkins' mind as to what was war I think must be repeated in every one's mind as to what education is.

When I read not long ago Mr. Russell's essay on Mathematics, there came into my mind one name as an illustration of that train of thought which Mr. Russell there carries out and which has thrown, in his analysis, a great light on this problem with which we are all struggling. This name is Dr. Scott's. Many of us have never gone further than to look through the glass doors of her room at the figures which she has made on the board, but she has pointed out, as Mr. Russell has pointed out in his wonderful words, the value of the studies which each one of us has taken in going to Bryn Mawr—studies which Mr. Russell calls the austere and nobler ones—which lead us toward the contemplation of the life where we may all unite, free and independent, in the love of truth. Such I am sure has been the impression left upon us, and will be the impression left on those who follow us, by Dr. Scott's years of teaching at Bryn Mawr. There is no one here whom she does not know; there is no one whom I would sooner choose to speak to you first.

MISS SCOTT: I think my position here may be regarded as unique. I am the only member of the Faculty holding the same position now as at the time the College opened; for my only contemporary has changed her office here, and enlarged its borders out of all recognition. I may fairly consider, then, that my position is really unique.

Naturally in looking back over the twenty-seven years that I have spent here, my first thought is of the members of the Faculty, my friends and colleagues, that are no longer here. Thinking of these has recalled to my mind the story of a benevolent, if somewhat interfering, old gentleman. Walking through the town he heard a great racket and stopped to investigate the cause. He found a big colored woman beating her husband unmercifully. He said, "My good woman, you must not do that." "Why not? ain't he my husband?" "Yes, but what has he done that you should treat him so?" "What's he done? he done lef' the door of the chicken-house open, and all dem chickens dey done got out, that's what he done." "Well, well, you must not treat him so. Besides, that doesn't matter, all the chickens will come home." "Come home!" snorted the woman, scornfully. "Come home! I tell you all dem chickens has done *gone* home!" I fear the door of *our* chicken-house has been left ajar at times during these years. But these changes in the Faculty are, I suppose, inevitable; this we have to recognize even though we may at times wonder whether some particular change might not have been avoided.

Changes in the students are to be looked upon differently; of necessity they occur continually, for the student body is by its nature a variable quantity.

Some of you may remember a skit of sixteen or seventeen years ago which began, "Bryn Mawr is divided into three parts: the Faculty, the students, and William." At present we should be more inclined to read, "the Faculty, the alumnae, and the students;" of these the alumnae form the only permanent element, their ranks constantly recruited from the restless, everchanging body of students. The students are simply the source of supply for the permanent body of the alumnae. By the alumnae the college must be judged, for on them alone it has set its seal of approval. As regards the students it remains to be seen whether the mark set will be that of approval or disapproval. The college is simply a factory for making alumnae.

You, the alumnae, may therefore with fairness ask us, "What sort of a product are you turning out? How does it compare with the product of former years?"



An alumna of twenty years ago, revisiting Bryn Mawr for the first time, would certainly find great changes. If she had been at the revels of Monday night on the campus, or of Tuesday evening on the athletic field, she would have felt a great contrast between these and the very mild stunts performed in the safe seclusion of the students' parlor in Merion Hall. I think perhaps she might have noticed as great a difference as the ladies of the Victorian age, who a year or two after the death of Queen Victoria attended a theatre where the drama enacted represented the doings of Cleopatra. As they watched the Egyptian Queen writhing and squirming on the floor, one of them murmured gently to her companion, "How different from the home life of *our* dear late Queen!" Yes, the daily life of students now is certainly very different from the life of our dear late students. But such differences are not what count; they are simply signs of the times; manners change and customs change. What really counts is the work, and so when you ask what sort of product we are turning out I must reply on the basis of the work done. Looking through the Calendar you may observe that there are more—shall I say, *ornamental*—courses than there were. Perhaps it is a wise policy to provide more liberally for the different interests of students. But standing before you as the representative of a branch that can by no possibility be looked upon as ornamental, I must say that I find no change in the character of the work done. I do occasionally, it is true, have indolent students; but as they are usually only temporary, I can speak without reference to these. I find again in my classes every year the earnest endeavor, the keen interest, the refreshing enthusiasm, the awakening intellectual power, that have made my teaching at Bryn Mawr a joy to me for exactly half my life.

MISS PARK: Into the last days of my undergraduate life there came to Bryn Mawr a figure which we thought a figure of great romance. She bore a distinguished degree. She came with an aura about her of wonderful achievements. She came riding a prancing steed. This very morning the work of her hands praised her in the gates. She has done much for the College, for this part of Pennsylvania, and for our country. She has made road maps where we may follow in the footsteps of her wild, prancing steed. I will call now upon Dr. Bascom.

[Unfortunately Dr. Bascom's speech cannot be secured.]

MISS PARK: I once went from Boston to Cambridge in a street car in which Dean Hodges of Cambridge was riding. He looked up at the advertisements in the car and said, "57 Varieties! As many as that? But they taste like sixty." Those of you who have seen our new catalogue have found our new courses grown to almost the fatal number. It will remain for the undergraduate of today to come back and tell us how they taste. They are to us very new, and to those of us who were in Bryn Mawr some time ago it seems rather sad to find that Greek plays not so great a part in them as it did in those days.

Mr. Sanders has come to speak to you, I hope about Greek, tonight.

PROFESSOR SANDERS: I think possibly the reason for the decay of Greek studies in Bryn Mawr is what Miss Addams referred to this morning as "the triumph of brute control." (I have been told since that her expression was really "group control," but to the man behind the gun the distinction may not be marked.) I do not want to speak about that tonight. What I want to speak to you about tonight is the tendency of recent movements in college toward what one might call the Pergamene element in university studies.

After the speech of Professor Gildersleeve to his Alma Mater, the University of Virginia, on the points of contact between the Greek and the American, I suppose it is not inopportune to say there is a strong bond between the young American and the old Greek. One common ground is their delight in procession (and consequent rehearsal), and another is the demand for a solid material criterion for any judgment that they make. When the Ionians revolted against the Persians, Greece sent them a drill sergeant; and when the Spartans were sorely beset by the Messenians, there arose among them a musician who led them to victory. And amongst the Cynics, who, I think, were the first to introduce athleticism into the training of the young, the idea of practice was paramount. Those of us who live on the hill see this in the athleticism that goes on in college. The outcry against professionalism in America is not far from the revolt of inefficient romanticism against classicism.

Some years ago I had the opportunity of spending an evening with the great art critic, Berenson. It didn't take me long to find out that a great deal of his repute rested on the fact that he insisted on a solid material criterion for any criticism he made. His ideas have taken root here, and I think in the course in art which has been added to the group subjects for next year we can see the influence of Berenson, and it is just possible that we can prognosticate something of his *firma facultas* for the work of the department.

To a person who remembers the Alexandrine Bryn Mawr of ten years ago, it must seem strange to come and find these forces here. There is one indication of the great tendency, and that is in the Physics Department. Next year a course will be given in the Physics of Music. Twenty years ago I would have gone across the continent to hear a course like that. It is eminently American and eminently Greek. For some years past we have had in Bryn Mawr Mr. Whiting's expositions of chamber music. I do not suppose anyone who has heard Mr. Whiting's exposition of Brahms could fail to recognize in him an academic on sound material lines, and I think any university would be proud to have his name on its register. With the influence of Berenson and Whiting paramount, the Pergamene element in Bryn Mawr has a secure foundation.

τί δὲ πρὸς Διόνυσον? Recently Mr. Gilbert Murray has lamented the decay of Greek in America, and he has advised a return to the English tradition of studying Greek. It has not proved very adequate in England. As a matter of fact, educationalists of three generations ago found in Greek and Latin a vehicle for the punitive expedition of school-master against youth. What we really have to do is to get rid of a great accumulation of often erroneous rules that were made to guide little boys in Greek, and I think the great tendency of scholarship in America is to produce a sound basis for the art of Greek, and that we shall at some time evolve a teacher who teaches Greek from the point of view of the artist. This implies a certain amount of the creative element, which element alone can transform arduous study into something that is both ancient and modern, Greek and American.

MISS PARK: The members of the Bryn Mawr Faculty have always been a help to us in our need. There is no one of them, I think, who has entered more fully into our interests, who has thrown himself with more vigor into the good of Bryn Mawr than one who came from far, but who has now for many years been one of us. Dr. Leuba has pointed out to many of us the value of keen interest, the value of warm and generous enthusiasm in one's work in a way which has extended far beyond his psychology lecture room, and it is a great pleasure to have him speak to us tonight.

PROFESSOR LEUBA: Threatened as I am with the untimely ringing of the bell, I shall leave all exordium aside and plunge into some rather serious remarks which I wish to make before this large body of alumnae.

I have of late had the impression that many if not most former students who come back to Bryn Mawr come with the idea that the College should deal with its students as a mother with her children, take very good and minute care of them, help them along, advise them at every turn, send them to a dean or some other adviser, do whatever is necessary in order that the child may in any case get her degree. This motherly treatment, quite in place in the family, need not be that of a college, and, in my opinion, should not be the policy of Bryn Mawr. Bryn Mawr College, as I understand its function, is not to train *any* kind of young women. If it has a distinct place among the women's colleges of the land—and I believe it has—its task is to educate a small number of especially gifted persons.

One hears a great deal nowadays about the mentally deficient, and much time and money is spent for their well-being and development. That is well. But we must not forget that we have high duties toward the gifted, duties which the schools and colleges in this country have so far sadly neglected.

We have, you say, entrance examinations which are difficult and exclude a very large number of prospective students; but our entrance examinations may be passed by almost any one who has some energy, sufficiently good memory, and sufficiently good coaches. And there is at present, apparently, no way of making entrance examinations a fairer test of mental capacity and power of application. If we are, therefore, to be a college for the elect, we must select first by means of entrance examinations, and then in the Freshman class, where it becomes possible to see what students can do when more than memory work is required. We must exclude from our lower classes large numbers,—a quarter, perhaps a third. And we shall not find it difficult to do so if we remember that we shall thereby prepare a *milieu* highly favorable to the development of those who are to be leaders. I hope that we shall come to accept this policy as ours, and cease to consider it as an unfortunate accident when some particularly incapable student is dropped.

But if we must be ruthless to the younger students, we may be tender to the Seniors. I have looked with increasing regret upon the great strain under which our Seniors labor during their last weeks of residence in college. Why should not their examination burden be lightened? I would suggest to you to do what you can to persuade the President,—if she needs persuading,—the Faculty, and the Board of Trustees, to allow the Seniors whose quizzes show their work to have been satisfactory to pass without examinations at the end of the second semester; or, better perhaps, to be relieved of, say, half the examinations. If they did not know in advance which examinations they would be allowed to omit—the office could announce these at the beginning of the examination period—I do not see that this leniency could have any bad consequences. We should then see our students quite contented and happy during the last weeks of their college life.

MISS PARK: It is very interesting to have any new plan suggested for Bryn Mawr, because Bryn Mawr has been in its past and is in its present a wonderful place for trying new plans. President Thomas can tell you far better than I how many of these have been set in motion, how very many of them have succeeded. The new courses in art and the new trial course in the physical basis of music are interesting examples at the present moment of the experiments which Bryn Mawr has set on foot under the highest possible auspices. One experiment of the kind of which



I speak, which has been increasingly interesting and successful, is the annual bringing to the college of foreign students from England, Scotland, and Germany, and it is very interesting to think that one of the students who came long ago has remained with us and has taken her part in training successive generations of the students she first came among. Mrs. Wright will perhaps speak a little for these students.

MRS. WRIGHT: I speak exclusively to the newly-enrolled alumnae. If you were young men, everyone of you destined to some serious career, some profession or business, how easy it would be to address you! There are very few commonplaces to address to women on these occasions. If you were young men I should urge you not to neglect your duties as citizens. But you are not citizens; none of you come from any of the already emancipated states. Or I could urge you to devote your scanty leisure to books, pictures, or music and not to let the newspaper be your only reading. But you don't read the newspapers half enough; many of you don't read them at all, but I might enter any picture-gallery or concert-room in any capital of Europe and I could count on finding some of you there. You are going out in two distinct divisions, those who mean to work and those who don't. Those who don't I regard with the sentimental pity that one feels for a type that has begun to lose its use and meaning, that is bound to disappear. For in the reconstructed society that many of us will live to see, there will be no place for the healthy, well-educated, enfranchised young woman who spends the greater part of her time amusing herself or cultivating herself. Make the most of your time, you who don't mean to work—you're doomed. And at the same time will disappear all that shoddy literature which is consecrated to us, though it is men who make their fortunes out of it,—the *Queen*, the *Lady's Pictorial*, the *Lady*, and, shoddiest of all, your own *Ladies' Home Journal*. However, most of you are going to work, and the question is, what are you going to do? How many of you are going to be doctors, lawyers, architects? How many of you are going to build up a great business house and give us a Jane Wanamaker's or a Gimbel Sisters? Very few, I fear. I fear that most of you are going to drift and not to strike out. I fear that you are going to follow the line of least resistance, and you know where that leads you—to the teaching profession. It is the worst paid profession in the world and for that reason alone it has been handed over to you by men. Whenever you find that men are willing and eager that you should enter any profession, whether it is ill-paid teaching or housework for which you are not paid at all, look at it twice. The teaching profession needs a minimum of vitality and energy to enter and a maximum of those qualities to remain in it with self-respect. It calls for a personality above the average. Consider whether you are ready to meet such demands for such rewards. You might consider, too, the words of Professor Gilbert Murray, describing himself and all his tribe. "We are a bloodless company, sensitive, lowspirited, lacking in spring. In business ill at ease, in social life thin and embarrassed, an object of solicitude to kind hostesses—"

[At this point the triangle was sounded.]

MISS PARK: In my undergraduate days I think there was nothing which could have astonished me more than to have any one tell me that at some time in my future life I should ever enter the chapel at nine o'clock by one door as Dr. Barton entered the other door. But one thing would have astonished me still more,—to be told that in his absence I should take his place. There is nothing more marvellous than time.

It can bring about any possible result, and for me that most interesting result has come about this year. Dr. Barton and I are used to following one another: perhaps he will follow me now.

DR. BARTON: Chairman and Ladies of the Alumnae, it is a great pleasure to be here tonight, but to be here at the cost of addressing you is a somewhat terrible pleasure. If it were in the class room or in chapel, it would not be so bad.

Dr. Scott was speaking of the length of time she has been in the employ of the College. I happen to be the next oldest member of the Faculty. I have just come of age today and have completed my twenty-first year, and when the ballot comes around I shall be able to vote.

When I look back over these years, I have great sympathy with a remark made to me by a man who entered a Market Street car in Philadelphia and sat beside me some days ago. He had a beard about a week old, his coat was somewhat soiled, his hat knocked in, and he looked up at me and said, "Well, we are all alive and here, ain't we!" When I look back over these years and think of the variety of subjects on which I have had the pleasure of speaking to some of you, I share very sincerely that man's surprise.

Perhaps during these years the one part of Bryn Mawr life which it has been the greatest pleasure to share, often as a spectator, sometimes as a humble participant, is the growth of the religious life in the college. Some of you remember that Ferdinand Christian Baur, the founder of the scientific study of the New Testament, developed a theory that all progress is made up of thesis, antithesis, struggle, and reconciliation. That has been something of the history of the organized religious life of Bryn Mawr College. We had the thesis and the antithesis; then came the struggle, and a few years ago, the reconciliation.

One thing which seems to me to become more and more clear as the years go is the increasing adaptability of our students as they face the religious problems of life in their modern environment. Their ability to keep the heart of the religious life it has been exceedingly delightful to witness. In spite of misgivings on the part of some alumnae, there has never been more genuine Christian life in the college than during the past year.

MISS PARK: Mr. Arthur Evans once said to me that in the early days of his excavations in Crete, before the Turkish government had forbidden the exportation of any treasures or any objects of moderate value which might be found, he had done some work in the cave of the Dictæan Zeus. He found some interesting images of Zeus, and he took a lot of these things, small in value themselves but priceless in their archaeological value, back with him to Oxford. He stowed half of them in his own house and half in the Bodleian Library. Immediately afterwards there was a tremendous thunderstorm which struck two places, the Bodleian Library and Mr. Evans' house. All through the history of Bryn Mawr the treasure house of our Faculty has suffered at the hands of vandals; if Bryn Mawr could have avenged herself as did the Dictæan Zeus, there are many colleges in America, or I might go further afield than America, which would have suffered, and I am sure that no bolt would have flown more swiftly than the one that would have sped against McGill University. Mr. Harkness, who was stolen from us, I hope will now speak to us.

PROFESSOR HARKNESS: When I received the invitation from Miss Lawther to speak on this occasion, I rashly replied that I should be delighted to do so, and then later I regretted having made this promise.

I remembered the predicament of a contemporary of mine at Cambridge University who had promised, before he realized what he was doing, to address a Sunday school. Not having the faintest idea of what he was expected to say, he went to his clergyman and asked whether it would be right to speak about Isaiah, Nehemiah, Hezekiah, and other biblical characters with that style of name; perhaps, he said, I ought to go further back and talk of Abraham and Isaac and Jacob and Joseph or even speak of Adam and Eve and the very beginning of this world. "No, my young friend," said the clergyman, "you must go far further back than that. You must begin with the Infinite and the Eternal and then go straight on!"

I cannot go back so far as that, but I can go back a long way. I came to Bryn Mawr with the class of 1892, which is now holding its reunion, and incidentally I may say how much pleasure it gives me to see so many members of that class here tonight. Of the other classes that are holding reunions I may claim to know 1897 very well, and to be closely connected with 1902 because I had the privilege of being elected a member of 1903. Finally I have a special interest in the class of 1912 that has just graduated; my sister-in-law, Miss Norah Cam, the European Fellow this year, is a member of that class.

The previous speakers, in virtue of their positions as members of the present Faculty, have given you more or less advice. I do not feel that I ought to follow their example. It is nine years since I was a professor of mathematics here, and it would not become me, as a member of the larger Alumnae Association, to offer advice on problems of college administration with which you are much better acquainted than I am.

Returning after this interval of nine years, what impresses me most is the almost overpowering beauty of the place. It must be a splendid inspiration for students to work in a college with such beautiful surroundings. How can I, a man of x's and y's, a dry mathematician reared in the dry light of science,—

"I, who am but a scribbled form, writ with a pen  
On parchment,—"

do justice to such impressions? With a little forethought I went to the library this afternoon and read once more a favorite passage from John Morley's essays. In many respects it describes Bryn Mawr very well, young as she is, and embodies many of her ideals. He was speaking to a London audience unfamiliar with university life. "We cannot bring to you the indefinable charm that haunts the grey and venerable quadrangles of Oxford and Cambridge. We cannot take you into the stately halls, the silent and venerable libraries, the solemn chapels, the studious old-world gardens. We cannot surround you with all those elevated memorials and sanctifying associations of scholars and poets, of saints and sages, that march in glorious procession through the ages, and make of Oxford and Cambridge a dream of music for the inward ear, and of delight for the contemplative eye."

Speaking not merely for myself, but for the alumnae, I thank President Thomas for her achievement in making Bryn Mawr a dream of music for the inward ear, and of delight for the contemplative eye.

MISS PARK: It has often been pointed out that the college graduate, however progressive he may be along every other possible line of his life, remains in most cases a hopeless conservative as regards his college. For him the place seems to have degenerated from its former glory: as Wordsworth has it,—the things that he has known he now can see no more. There are few alumnae of Bryn Mawr who are



able constantly to think of the college as a living and growing organism, who move on with it as it reflects the progress of intellectual things outside its own intellectual world. There is one alumna, I think, who does not feel in this way. She often speaks to us in the *QUARTERLY*, and she has consented to speak tonight for 1892.

MRS. PEARSON: I think that '90, '91, and '92, all small classes, perhaps suffered a little, from their own point of view at any rate, from the size and splendor of '89 on one side and '93 on the other. Perhaps I should speak for my own class only; certainly '92 has always been a very modest body. We have never taken ourselves very seriously as a class. We have never had, until today, a reunion worthy of the name, and even now, in coming to celebrate our twentieth anniversary, it did not occur to us to bring a gift to the College; no one had told us that it was proper for us to distinguish ourselves by some special flower or ribbon; we did not even know enough to sing our class song when it was peremptorily demanded by the class of 1912. Nevertheless, we have made a great effort to come here on this occasion. Something told us that it would be worth while—that it would mean something to us. And when we sat down to luncheon today, thirteen of us out of nineteen who graduated, we realized what it did mean. We recognized an experience which comes only with middle age; we learned for ourselves that to meet again, after many years, a group of friends made in one's youth and bound together by the same bond, is a genuine emotion. Our dominant sensation, however, was an overpowering curiosity to hear each other talk. We talked until six o'clock about many things, among them college education in general and Bryn Mawr in particular, and with happy conclusions on both heads, Wordsworth to the contrary notwithstanding. When we come back five years from now, we shall probably figure for several days on the campus in distinctive caps or capes; doubtless we shall respond in fine chorus when our class song is called for by the class of 1917; and possibly, who knows, we may bring to the College some splendid gift. But whatever else we do or don't do, one thing is certain: we shall again set aside a long afternoon for talk together.

MISS PARK: It is very hard for a member of the class of 1898, in introducing a speaker from the class of 1897, not to be personal. Three years we grew in sun and shower, as our song said. I suppose I can do no better than to quote a story that Mrs. Andrews told four years ago. An undergraduate, meeting her on the campus, said to her: "How interesting it is to see the alumnae who are back for their fifteenth anniversary! Now we can see what an alumna finally comes to look like." Tonight this opportunity will be given you by Mrs. Hand.

MRS. HAND: It is with a certain sense of change that we, the class of 1897, sit here tonight in this old, familiar place, among so many old, familiar faces. The outward seeming is the same and yet we are aware of the slow, sly, swift many-featured movement of time. The vast possibilities which seemed to stretch before us, our high designs on life have narrowed themselves, I am afraid, for most of us, into the more restricted paths of the usual. Yet our descent into the actual world has not been so marked as that of our predecessors,—for, as they often said with mild resignation and we re-iterated with youthful pride, '97 was of slightly different clay from the rest of the college. But the spirit of the College put its hand upon us, with our more exuberant vitality and our more restricted mental outlook, and pressed upon us these ideas:

First, a respect and admiration for the work of the mind.

Second, a belief in the potentiality of women, intellectually, socially, and politically.

Thirdly, a desire to contribute in some small way to the body politic; and Lastly, a trust in freedom.

These, briefly, were the ideas the College gave us, and we went out into what we used to call "the great world." And now, after fifteen years' sojourn there, we come back to this place, with its vitalizing memories and, as Dr. Harkness well said, with its overpowering beauty, and our return will but serve to heighten our belief in the reality and efficacy of these ideas, and we shall go forth more determined, as Goethe said, "Im ganzen, schönen, guten resolut zu leben."

MISS PARK: I have spoken of the perverted ideas of the college graduate about his college. He has also a very perverted idea of time—that is perhaps not his fault. There is nothing, I think, which so impresses me as I look back to my own college days as the entirely false ideas I had as regards the years lying between the years of an alumna and an undergraduate, unless it be my conception of time in undergraduate life. To the undergraduate sometimes the time seems long, sometimes short; now her graduation day has come. And falsest of all her ideas of time is the point of view she acquires regarding the various classes in college. When I was a Freshman I did not think any kind of person could be so unalterably old as the Seniors. Even now I can think of no class of persons so unalterably young as the last class of Freshmen whom I saw at Bryn Mawr. 1902 occupied for me the same place that 1915 occupies for 1912. Mrs. Jackson will speak for 1902.

MRS. JACKSON: When I was first asked to speak for my class tonight, I found it hard to know what to say. We do not seem to have many achievements when compared with other classes, but I found after some conversation with members of my class that in a brief ten years since leaving college we have nearly reproduced our numbers upon entrance. At this reunion, besides spending, in spite of lack of opposition, most of one night in discussing suffrage, we have spent most of another night in discussing eugenics. Now we may be undistinguished in scholarship, but if we are doing that which every one tells us is the most important job in the world, and if we also have intelligence to grasp the fact that women must not only produce children but must see to it that no unfit children are produced, I think we shall have sufficiently proved our usefulness.

MISS PARK: Once when I was in Chicago on the occasion of some festivity connected with Miss Addams, I read in the *Chicago American* an editorial which began, as I remember it—"Happy the man who dies on the same day as Miss Addams, for the gates of Heaven will be flung so wide that whosoever will may enter in." Happy are we tonight who are here to enter in at the gates that Pembroke has flung wide for her. She has consented to speak to us.

MISS ADDAMS: Chicago boastfulness did its best, I think, in that editorial in the *American*.

I have been asked to speak to you of suffrage, but I do not know that I can speak of suffrage at Bryn Mawr. I think the man who took coals to Newcastle would be wise compared to the person who should attempt it. I can, however, tell you a suffrage story, which is so good that it has been used more than once. Some settlement boys, who called themselves, I regret to say, a class in English, undertook to

write a play on the origin of the American flag, and they produced the following:— In the first act were two Revolutionary soldiers on the watch. "Ain't it fierce," one said, "that we ain't got no flag for this 'ere Revolution?" "Yes," agreed the other; "ain't it fierce?" In Act Two a soldier suggested the idea to Washington. "Say, General," he said; "ain't it fierce we ain't got no flag for this 'ere Revolution?" "Yes," replied Washington; "ain't it fierce?" In the third act General Washington came to the house of Betsy Ross in Philadelphia and said to her, "Ain't it fierce we ain't got no flag for this 'ere Revolution?" To which Betsy replied, "Yes, it is. Hold the baby, and I'll make one."

You may be interested in hearing from the campaign states. I have just been campaigning a little in Kansas, Wisconsin, and Ohio. The methods were new to me but I found the experience very inspiring and absolutely unlike anything else I had ever done. I found myself in the swing of something profoundly genuine and big. Quite without self-consciousness you ride in the mayor's automobile at the head of a long procession; the automobile stops and you find that you are expected to mount in your seat and deliver yourself of a suffrage speech. At first you feel as though you had broken all the canons of good form and your Quaker grandmother rises before you in reproach; in the end you realize that you are merely appealing to the voter in the street where he is to be found.

When you have become accustomed to out-of-door speaking there are other dogmas to be overcome—if dogma is the word I want, perhaps tradition would be a better word—which stand in the way of a successful campaign. One of these traditions is the notion fixed in the minds of certainly some women in every community, that women on the whole are better than men. The prevalence of this notion makes every campaign more difficult. It is quite true that women have not corrupted legislatures nor wrecked railroads, but there may be obvious reasons for their innocence in these matters. At any rate, when they somewhat self-righteously insist upon their superiority men are frightened and are quite sure that women will use their votes to deprive them of their pipes or other harmless amusement; and instead of meeting the great public issues upon their merits the campaigner must constantly go back and assure men that women, like themselves, are only eager to know life as it is and make things better as best they can. It is because they honestly believe that the power to vote will enable them to do this that they are so eager for it—not from any wish to discipline men. Possibly it is because the dogma of woman's superiority is still fresh in my mind that I find myself sometimes alarmed as I see rising, spreading, growing—or whatever it is that a dogma does—the thought that college women are different from other women, for I know that in time that too will be difficult to overcome. One of the best things that happens to a college woman when she takes part in the suffrage movement is that she finds herself wholly incorporated in it and discovers that she is not in the least unlike other people. I am reminded here of another story—this time of a country clergyman who was not a scholar but had had much experience with church choirs. One of his parishioners asked him what was the difference between a cherubim and a seraphim. He said he believed there had once been a difference but that it had now been amicably adjusted. The difference between women and men—the petty, made-up differences—and the petty made-up differences between different kinds of women will in the end be amicably adjusted as we take our places in a great democracy.

MISS PARK: There is no alumna who is not obliged to speak for the college. I mean in the name of the college, just as she is obliged to speak for her nation, her



town, her family. The college has become a part of her, whether she wills or not, just as heredity and environment are also hers; we are the creations of the college. It is far more thrilling to hear from the creators of the college. There is no one who can sum it up as President Thomas can. She has been willing to save until tonight the words she has to say to the alumnae, and we are now looking forward to hearing what she has to tell us.

PRESIDENT THOMAS: As I look around at this brilliant company of alumnae it seems to me that I have done well to comply with the request of your programme committee to transfer my annual talk about the college from the Wednesday before Commencement until tonight.

I wish first to say a few words to you about the material side of the college. You will be interested to hear that Mr. John C. Olmsted of Olmsted Brothers, Brookline, Massachusetts, has just completed a second planting map of the college grounds. He was associated with his father, the late Frederick Law Olmsted, the leading landscape gardener in the United States, in the first comprehensive study ever made of the Bryn Mawr campus. In consultation with our first architects, John Stewardson and Walter Cope, Mr. Olmsted placed on his first planting map on their present sites all our buildings except the power house, which is wrongly placed. Mr. John C. Olmsted, in consultation with Mr. Lockwood de Forest, our present college architect, has now put in their proper position all the other buildings for which room can be found in the future on the college campus: the mythical and elusive Students' Building on the Gulph Road between Radnor and the upper athletic field, with its auditorium, stage, green room, kitchens, and alumnae rooms; the little grass-seated out-of-door theatre in the May Day Midsummer Night's Dream hollow, which will be a romantic and inexpensive gift for some reunion class gift; and finally, adjoining Rockefeller, just where it was planned by Frederick Law Olmsted and Walter Cope, continuing our long line of dormitories and walling in our inner campus, extending nearly to Dean Reilly's house, another residence hall for graduates who will come to study the profession of teaching in our new graduate school of education. If this graduate dormitory is ever given to the college it will crown and complete its architectural beauty and will be the last building that can be built on our campus proper.

On College Hill, however, between Professor Sanders' and Professor Wheeler's houses, there is room for two more professors' houses. These Miss Garrett is going to build for \$14,000 this summer as an investment, in the hope that they can gradually be acquired by the college out of surplus income, or otherwise. They will be occupied by Dean Maddison and Professor Frank. But these nine hill houses and the six housekeeping flats in Low Buildings and Yarrow East by no means supply the urgent need of our faculty. If our teachers are to give their best work to the college as they get older they must be able to live near our library and laboratories in better built houses and in more healthful and pleasant surroundings than their salaries would make it possible for them to secure in the open market. If Bryn Mawr cannot pay larger salaries than other colleges it can at least continue its present policy and provide for its professors more reasonable and more civilized living arrangements than they can obtain in other colleges.

We have a plan for doing this if you, our alumnae, approve of it and will help your alma mater, not this time by gifts such as you have so often made in the past, but by shifting your investments so as to join our Bryn Mawr College Students' Inn Association as bond holders. In 1895 Miss Martha G. Thomas and Miss Marion Reilly rented the old Kennedy property, consisting of an old-fashioned house and

about an acre and a quarter of land adjoining the college properties of Cartref and Dolgelly and running through from Lombard Avenue to the Gulph Road. They also rented from the college Cartref and Dolgelly and ran the three houses together as a much needed inn for the students' mothers and friends and a tea-room for the students. In 1898 they purchased the Kennedy property for \$32,500. A \$20,000  $4\frac{1}{2}$  per cent mortgage was taken by the Alumnae Association as an investment and handed over to the trustees of the college as part of the first alumnae \$100,000 gift for academic endowment and is still held by them. Miss Martha Thomas and Miss Reilly made themselves personally responsible for the interest on this mortgage and on the additional amount of \$12,500 which they borrowed to complete the purchase. Also the Students' Building Committee lent them \$2000 for the purchase of furniture. Since 1895 they have conducted for the good of the college a tea-room and an inn which have added very greatly to the pleasure and safety of the students, who have been able to entertain each other and their friends under alumnae auspices. But they cannot continue indefinitely under such heavy financial responsibilities. Indeed they now feel that they must sell the property in the autumn unless the college can take it over. Unfortunately this is impossible because the trustees cannot legally invest the endowment funds of the college in real estate. To meet this very real emergency we have a plan to save the property which will, we hope, meet with the approval and practical support of the alumnae. It is not often that business and philanthropy can be so safely combined. Those who take part in this plan will receive not only the material return of  $4\frac{1}{2}$  per cent on a very secure investment but also the more immaterial but equally real return of conferring a lasting benefit on the professors and students of the college. The plan is this: the trustees already hold a \$20,000 first mortgage on the Kennedy house and land and would be willing to take a second mortgage of \$15,000 if the property were improved by additional buildings. Our college architect, Mr. de Forest, has prepared very charming architectural plans for developing that part of the property lying between the Students' Inn and the Gulph Road. There is room there for two double professors' houses costing about \$10,000 each and an apartment house, costing about \$12,000, containing six housekeeping flats facing on a central grass court which opens in a hollow square toward the Students' Inn. Four married professors can live in the two double houses and six married or bachelor men and women professors can keep house in the flats, each with a wife, a friend, or a maid of all work to run the housekeeping—or they can get rid of housekeeping and take their meals in the inn. They will be able to rent their houses and flats in the summer to people who wish to board in the inn, and thus reduce the amount which they otherwise would have to pay for rent. Also for the cost of about \$7000 the present Students' Inn can be enlarged so that it will yield a much larger return from boarders, and a large room for teas and private students' dinners can be added with broad out-of-door terraces, for serving tea out-of-doors, and over the tea-room an undivided dormitory can be built where alumnae cots can be put up on occasions like this. This complete improvement will cost from \$38,000 to 40,000. Mr. John G. Johnson, our college counsel, has drawn up the legal papers creating a Bryn Mawr College Students' Inn Association, somewhat after the model of the Low Buildings Association formed in 1898 which has paid 5 per cent interest on twenty-five \$1000 bonds for the past fourteen years and is gradually paying them off and buying Low Buildings for the college.

Within a few weeks an appeal will be sent out to the alumnae to invest in bonds and join the Bryn Mawr College Students' Inn Association which according to Mr. Johnson's scheme will be made up of the bond holders who through a duly elected board

of managers will run the Inn and the professors' houses for the benefit of the college, as in the case of Low Buildings using all surplus receipts to redeem the bonds and acquire little by little the entire property for the college. In these days of social reconstruction and swiftly approaching community ownership a safe academic 4½ per cent investment deserves consideration. Even in a socialistic age colleges like Bryn Mawr, and professors like our Bryn Mawr professors and houses like our Students' Inn houses for them to live in will be needed. Not only is the investment sure but it will yield you the interest many times over in the pleasure and satisfaction you will feel in helping your alma mater. Already six \$1000 bonds have been applied for, three of them by professors who wish to live in the houses.

The material side of a college is a necessary part of the whole, specially when it has to do with giving professors comfortable conditions in which to do their work, but the academic side is what we as a faculty and you as alumnae are proudest of. It is only natural that any changes in our college curriculum should be regarded with deep concern by you who owe your efficiency to the old curriculum. Yet the faculty, we who are working with the old groups, are convinced that the present group combinations can be extended and improved. We believe that Bryn Mawr should add to its earlier courses certain studies in which the present student body takes a vivid and vital interest. Liberal culture has been represented in the college by the great traditional humanistic studies of Greek, Latin, mathematics, and philosophy, but with them must also be taught classical archaeology, mediaeval and renaissance art and architecture, and history illustrated by art, made to live by every modern method of teaching it that can be devised, and these newer groups must be allowed to combine with the older groups. Archaeology, modern art, and history are the handmaidens of language study. Those of us who have watched the group combination of modern language with modern language, French with German, Italian or Spanish with French, believe that the newer combinations of one modern language with modern art, or modern history, or comparative literature will afford as good mental discipline as the old combination with another language and will give a wonderful insight into the cultural history of the language itself. Our college catalogue contains now 55 groups, of which 15 are composed of these new combinations. Some of you may fear that these new groups will not be as satisfactory as the old groups which you used to choose among but I can assure you that taught as our faculty will teach them they will give our present students the same intellectual training and broad vision that, I like to think, distinguishes you among other college graduates. Among these new studies in which our present students show an almost overwhelming interest is applied economics. We believe that properly taught it can be made as difficult a reasoning discipline as philosophy. We wish to develop it so as to treat in a scientific way industrial conditions, labor unions, socialism, and every thing that has to do with social progress. Students who have studied such problems historically as we hope to teach them will be peculiarly well fitted to become the leaders of social work in their generation. These are some of the lines along which Bryn Mawr with her new resources is slowly beginning to develop. Another is our new graduate school of education which will open in 1913. We have appointed Dr. Kate Gordon our new associate professor of education. She will spend next year in studying departments of education and practice schools here and abroad.

Professor Leuba has outlined for us what should happen to Freshmen who are not up to our Bryn Mawr standards. I think that I may safely promise you that it is what will really befall them next year. Miss Lawther tells us that we have only 80 vacant rooms in the college for next year and 130 well prepared candidates who applied



years ago for rooms. We cannot tell in advance which of them is of the true Bryn Mawr stamp, but we can tell who are of the elect after we have once tested their work in college. We can make room by dropping out of our successive Freshman classes all those students who have not real intelligence and those additional qualities of industry and moral faithfulness which make for true efficiency. Think for a moment how high such a method of selection will raise the already high level of Bryn Mawr intellect. After all is there not a place for one college that puts quality above quantity?

Professor Scott has told you that Bryn Mawr intellect in her mathematical students has not fallen below the old level maintained when you were students here. I find the same thing. Year after year, when the older students and the heads of the different college organizations come to see me, or when the Seniors come over in the evening and we sit and talk things over in a great circle of forty or fifty around the sitting room fire, I am happy to discover among them the same wonderful Bryn Mawr ability. Its continuous presence in our midst is the exceeding great reward of our faculty.

I cannot sit down without referring to two college matters that we all of us have in mind this evening. It is a very great joy to me, as I am sure that it is to you, that Anna Rhoads Ladd, an alumna of the college of the first class of 1889, a daughter of our late beloved president, Dr. Rhoads, has recently been elected a life trustee of the college. No meeting of Bryn Mawr alumnae should close without an expression of gratitude to Carola Woerishoffer. Her great legacy received during the past year makes it possible for the college to develop and broaden its work. Everyone who loves Bryn Mawr owes to Carola Woerishoffer the assurance that the college will remain good and will have the power to grow better. When I look at such a large company of Bryn Mawr alumnae as are gathered here and recall the good honest work you are doing in so many fields of activity I rejoice to think that good as it is future generations of Bryn Mawr alumnae may be prepared for their work even better than you were because of the love and devotion of one of your number.

## IN MEMORIAM

### NETTIE MARIA STEVENS

Bryn Mawr College has suffered a great loss in the death of a member of the faculty and of the department of biology.

Dr. Nettie Maria Stevens, Associate in Experimental Morphology, died on Saturday, May 4, in the Johns Hopkins University Hospital after a short illness. Dr. Stevens was one of the most eminent morphologists in this country and by her success in research and her many scientific articles published in American and German biological journals had made her name widely known both here and in Germany. She was born in Cavendish, Vermont. She took her undergraduate course at Leland Stanford Jr. University, received the degree of Bachelor of Arts in 1899 and of Master of Arts in 1900, and studied for four summers in the Hopkins Laboratory, Pacific Grove, California. In the autumn of 1900 she entered Bryn Mawr College as a graduate scholar in biology, and in 1901 received the President's European Fellowship. In the winter of 1901-02 she studied at the Naples Zoölogical Station and in the Zoölogical Institute at Würzburg under Professor Boveri. She continued her research work in biology from 1902 to 1904 as a fellow at Bryn Mawr College; from 1904 to 1905 she was reader in biology and from 1905 to the time of her death associate in experimental morphology.

In 1903 she finished the work for the degree of Doctor of Philosophy at Bryn Mawr, and at that time, when her thesis on Ciliate Infusoria was published, she had already published nine articles in the *American Journal of Physiology*, the *Archiv für Entwicklungsmechanik*, and the *Zoölogisches Jahrbuch* on regeneration in different organisms, a field she continued to investigate as Carnegie Research Assistant in Biology in 1904-06, and again as a research fellow at the University of Würzburg on leave of absence from her teaching appointment in the year 1908-1909.

The Naples Table Association for Promoting Laboratory Research by Women awarded her the Ellen Richards Research Prize of \$1000 for the best thesis written by a woman on a scientific subject. This thesis was a "Study of the Germ Cells of *Aphis Rosea* and *Apis Oenotherae*." In a recent investigation made by the Association into the research work done by its prize winners, Dr. Stevens headed the list with thirty-seven published research articles.

Her chief interest was in the study of regeneration and in the connection of the germ cells with the problems of heredity. After years of study of plants and lower organisms, she was turning her attention to eugenics and human heredity. She was one of the very few women really eminent in science, and took a foremost rank among the biologists of the day.

I. M.

By the death of Miss Stevens Bryn Mawr has lost one of those who contributed largely to her reputation; and those students and alumnae who came into personal contact with her have lost an inspiring friend. It is doubtful whether her reputation as a biologist was known among the students; her work was done unostentatiously and published in journals of which the greater number of the undergraduates naturally saw and knew nothing. Only when those who had worked with her,—it was with her, not under her,—saw something of other biologists, did they realize the extent of her work and the respect with which it was regarded. Her name was for them an "Open Sesame." Those who could introduce themselves as students of Miss Stevens were sure of a cordial reception in any group of biologists.

She took a great personal interest in her students and was always eager to help them, especially in making a start with any research work. She wrote once to a former student who had asked and received much advice, "How could you think your questions would bother me? They never will, so long as I keep my enthusiasm for biology; and that, I hope, will be as long as I live."

Those of her friends who are students of biology can, perhaps, hardly help feeling that her death was untimely and that she left much work undone. But she, at least, would prefer that to an old age which had robbed her of the ability or the zeal for the research at which she was so brilliantly successful.

M. M., '08.

RESOLUTIONS PASSED JUNE 6, 1912, BY THE ALUMNAE ASSOCIATION OF BRYN MAWR COLLEGE

WHEREAS, In the death of Nettie Maria Stevens, Doctor of Philosophy of Bryn Mawr College, and Associate in Experimental Morphology, the Alumnae Association has lost one of its most distinguished members, and the College a faithful and inspiring teacher and a brilliant investigator, therefore, be it

*Resolved*, That the Alumnae Association record its deep sense of loss and express its grateful appreciation of her services to the College. And be it further

*Resolved*, That a copy of these resolutions be sent to her family, to the Directors and to the Faculty of Bryn Mawr College, and be inserted in the records of the Alumnae Association.

### ANNA MÜLLER, '05 (MRS. SIDNEY PRINCE)

DIED MAY 6, 1911

On May 6, 1911, Anna Müller Prince, '05, passed from this life to the next, leaving behind her a legacy of courage so strong, patience so enduring, and cheerfulness so buoyant that its memory will always be a living inspiration to those who knew her.

Her married life had scarcely begun when an accident, little heeded at the time, caused an injury that was to prove fatal. Finally after many months of pain which, though appearing suddenly, grew rapidly acute, she decided to go to a private hospital in New York to obtain the advice and care of the best known specialist. The treatments, painful in the extreme, were after all unavailing, and a few weeks prior to her death she returned to her home in Philadelphia.

Throughout her long illness and continuous suffering she never uttered a word of complaint, but on the contrary shed so much cheery brightness about her that it was a joy to be in her presence, and friends who were depressed, or "blue," or bound on some distasteful errand, would drop in to see her and be revitalized. She gave instead of receiving, and gave freely of her best.

H. R. S., '05.

#### RESOLUTION ADOPTED BY THE CLASS OF 1905 AT ITS REUNION MEETING, JUNE 6, 1912

In the loss of Anna Müller Prince, the Class of 1905 has lost a member who stood for all that was high and fine and wholesome and sane, whose affections were lasting and deep, and whose fortitude and cheer and ever keen interest in people and things in the very face of death have marked her as a soul of unusual courage and strong faith, and have won for her the love and admiration of many who scarcely knew her before her trouble came. The Class mourns her loss and extends to her family the deepest sympathy.

## CLASS HISTORIES

(See Editorial, "Class Histories")

### CLASS OF 1892

EDITH WETHERILL IVES, *Secretary*, 318 West 75 Street, New York City

As '92 will present its class history in regular order of succession five years hence, the following report is informal and no attempt has been made to include in it any one besides those who took their A. B. degree either in 1892 or in February, 1893. The most significant statistical figures are as follows:—

Number in class with Bryn Mawr A. B.....	19
Married.....	8
Number with children.....	7
Total number of children.....	21



Engaged in remunerative work since 1892.....	11
Now engaged in remunerative work.....	8
Studying since 1892.....	9
Now studying.....	1
Number with A.M.....	2
“ “ Ph.D.....	4

HELEN BARTLETT took her A.M. at Bryn Mawr in 1893 and her Ph.D. in 1896. From 1897 to 1900 she occupied the position of Dean of Women, Professor of German, and head of the Modern Language Department in the Bradley Polytechnic Institute at Peoria, Illinois, a school in affiliation with the University of Chicago. While holding that position she delivered a number of public lectures on topics of travel, such as "Berlin," "Alaska," "The University of Cambridge, England," etc., as well as a course of three lectures on "The Arthurian Legends." In March, 1905, she was given leave of absence for three months with full salary; in 1906 she was chosen from a faculty consisting chiefly of men to make the address for the faculty at the tenth celebration of Founder's Day. From 1907 to 1910 she had another leave of absence, but on her return from Europe in October, 1910, she decided to resign her position.

She has traveled in every country of Europe and in Alaska, and has lived in both California and New Mexico. She is at present living at home with her sister, but expects to travel again in the near future. Her chief interests have been education, the study of birds, and the study of art and other subjects suggested by travel. During the three or four years spent in Europe she studied seriously German, French, Italian, and Spanish.

ALICE BELIN reports that her occupation as well as her recreation has been making home happy, marrying off her friends, and visiting her married friends. She has been to Europe four times and has travelled in Mexico, California, and New Mexico. Her chief interests are her family, the Hahnemann Hospital, the District Nurse Association, and almost every undertaking that comes up in a town like Scranton. She regrets having no daughter to send to Bryn Mawr, but she does a little missionary work among the daughters of her friends, her own family having nothing but sons. She has published nothing, but is sure she has written more letters than any other member of the class.

ELIZABETH MAXWELL CARROLL taught the classics for eight years in the Randolph-Harrison School. For the last twelve years she has been head mistress of the Arundel School in Baltimore. She has been on the Education Board of the Maryland Consumers' League since its formation and each year has had charge of the Early Christmas Shopping Campaign. This year the League was instrumental in putting through the ten-hour law for women in behalf of which she wrote newspaper articles and made several speeches. She has been a member for a number of years of the Baltimore Association for the Promotion of University Education for Women and is at present chairman of its nominating committee. She is also a member of the Arundel Club, the College Club, the Baltimore Equal Suffrage League, and of the College Equal Suffrage League.

KATE HOLLADAY CLAGHORN took her Ph.D. at Yale in 1896 and was Secretary-Treasurer of the Association of Collegiate Alumnae from 1898 to 1900. From 1900 to 1902 she did research work on the United States Industrial Commission. From 1902 to 1906

she was assistant registrar of the Tenement House Department of the City of New York, and since 1906 has held the position of Registrar. She has now accepted the position of Professor of Statistics in the New York School of Philanthropy and will assume her new duties next September. She has lived in and around New York since graduation and took a trip to Europe in 1894. She has published various articles in the *Atlantic Monthly* and other magazines and one book. Outside of her work her chief interest and recreation has been music.

HELEN THEODORA [CLEMENTS] KIRK was married on October 6, 1892, to Dr. Edward Cameron Kirk, now Dean of the Department of Dentistry at the University of Pennsylvania and Editor of *The Dental Cosmos*. She has three children, Dorothy C. Kirk, born in Philadelphia, July 5, 1893; Marcella C. Kirk, born in Philadelphia, December 6, 1905; Barbara Kirk, born in Philadelphia, April 22, 1909. Her oldest daughter, who is '92's class baby, will not go to Bryn Mawr, and the others are rather young to decide about now.

Helen Kirk studied at the University of Pennsylvania preparatory to taking her degree of M.A. there in 1905. She has devoted a good deal of time to club work and to teaching her children. She is especially interested in social work and educational problems. For the past sixteen years she has lived in Lansdowne near Philadelphia. Her present summer home is at Glen Haven on Lake Skeneateles, New York. She spent the summer of 1911 with her husband and children in Oxford, England.

ANNIE CROSBY [EMERY] ALLINSON spent the first year after graduation at Bryn Mawr, then went abroad for a year on the European fellowship. After two years more at Bryn Mawr she took her Ph.D. there in 1906. After another year at home she accepted the position of Dean of Women and Assistant Professor of Classical Philology at the University of Wisconsin, which position she held for three years, resigning to become Dean of the Woman's College in Brown University. This position she held until her marriage to Mr. Francis Greenleaf Allinson, Professor of Classical Philology in Brown University, which took place at Hancock Point, Maine, August 22, 1905. She has spent two years in Greece, at different times one year in Leipsic, and most of a winter in Rome. When in this country she has spent her summers with her parents at Hancock Point, Maine. *The Atlantic Monthly* has published two articles by her entitled "The Phrase-Maker" and "A Poet's Toll," and has accepted a Roman sketch which has not yet been printed. She has also had three papers on educational subjects in the *New York Nation*. Mr. and Mrs. Allinson published together *Greek Lands and Letters*, which has been through two editions.

In June, 1911, Bowdoin College conferred on her the degrees of Litt. D. and on her brother, Professor Henry Crosby Emery, of Yale, the degree of LL.D., the occasion being the fiftieth anniversary of their father's graduation.

She has no children, but her stepdaughter, Susanne Carey Allinson, graduated from Bryn Mawr in 1910. Annie Allinson's chief interest and amusement is writing on Greek and Latin subjects.

EDITH ROCKWELL HALL (A.B., February, '93) reports her chief occupation and interest since graduation to have been teaching; except for a winter at home in Philadelphia, 1892-1893, and two at Cornell, 1898-1900, doing graduate work in history, she has taught steadily. For five years she was a private tutor, in New Jersey, in Washington, and in southern California; from 1900 to 1908 she taught at the Balliol School, in Utica, New York; then for a year at Miss Knox's School in Briar-

cliffe, and from 1909 to 1912 at the Veltin School, New York City. The Balliol School was the joint creation, in an old academy building and under the general supervision of the owners and trustees, of herself and Louise Brownell Saunders, '93, who continued as one of the Heads until 1905. Academically it was successful, but not financially; in 1908 the building was sold and the boarding school went out of existence with the name.

Edith Hall has spent four summers in different parts of Europe. The coming summer she plans to do volunteer work in New York for the Bureau of Municipal Research. She has resigned her position in the Veltin School.

FRANCES BRODHEAD [HARRIS] BROWN (A.B., February, '93) was married to Reynolds Driver Brown, attorney-at-law, in Germantown, on June 4, 1895. Her children's names are: Joseph Harris Brown, born February 23, 1897, died March 22, 1899; Reynolds Driver Brown, Jr., born November 14, 1903; Delia Brodhead Brown, born October 27, 1905. She does not know whether her daughter will go to Bryn Mawr or not.

Frances Brown lives in Germantown and spends the summers near Manchester, Vermont, where she runs a dairy farm which she and her husband bought several years ago with the object of producing pure milk for babies which is sold in Manchester. In Germantown she is head of the Calvary Church Sewing School, director of the Country Nursery at Chestnut Hill, secretary of the Germantown Study Class, and vice-president of the Whist Club.

FRANCES ELIZABETH HUNT (A.B., February, '93) has lived at home in Scranton, Pennsylvania, and says she has no history.

MARGARET DUTTON KELLUM taught Latin in the Eastern High School, Baltimore, from 1892 to 1897; studied at Bryn Mawr 1897-1899, at Yale 1899-1900 and in 1901, and again at Bryn Mawr, 1904-1905, taking her Ph.D. at Yale in 1905. She has done tutoring at different times and also some writing and translating. One year she spent abroad, and at one time she lived at a settlement house in New York City. At present she is librarian for the law firm of Krauthoff, Harmon and Mathewson, in New York City; she also has charge of the lecture bureau of the New York chapter of the Intercollegiate Socialist Society.

ABBY KIRK was Reader in English at Bryn Mawr College from 1892 to 1898. Then for a year she was a private secretary, spending the time in Baltimore and New York. Since 1899 she has been Associate Principal of the Misses Kirk's School at Rosemont, Pennsylvania, and since 1906 she has also been Reader in Elementary Greek at Bryn Mawr College. During the summers of 1905 and 1911 she traveled in Europe; the other summers she has spent in Shelburne, New Hampshire. In collaboration with Emily Bull she has written a *First Latin Book*, published by Lippincott, Philadelphia, in 1910.

Her chief interests are the individual training of girls for college and the teaching of sight reading in Greek and Latin.

MARY MASON worked for a number of years after graduation in her local school board and also as a member of the central Board of Education of Philadelphia, which never counted in its number more than a very few women. She was also a member of committees of the Public Education Association and of the Civic Club, giving spe-



cial attention to such subjects as summer schools, playgrounds, and backward children. She has lived at home in Germantown, spending most of the summers at Marblehead Neck, Massachusetts. She has been abroad at four different times since graduation, spending the longest time in Germany and Italy. After two years of preliminary work at Bryn Mawr she is now studying medicine at Johns Hopkins with the purpose of using her knowledge as a help in her social and philanthropic work.

GRACE [PINNEY] STEWART studied music and German for the first two years after graduation, doing also some work at the College Settlement in Rivington Street. On April 17, 1895, she married James W. Stewart, whose business is real estate. She has one son, William Robert Stewart, born in New York City on June 15, 1898. She has spent all her winters in New York, and in summer has traveled in the United States and Canada. She is interested in social work, especially the work of the Woman's Municipal League, and for many years has taken an active part in the Collegiate Church Sunday School, at the same time keeping up her social interests. She has also belonged to a number of clubs and societies.

HELEN J. ROBINS taught English at the Baldwin School and the Misses Shipley's School at Bryn Mawr for nine years after graduation. She then went to Italy for a complete rest and stayed for three years, mostly in Siena, studying Italian. Then, after a year at Miss Madeira's School in Washington, she returned to the Shipley School where she is still teaching.

HARRIET [STEVENSON] PINNEY was married in Indianapolis on August 30, 1894, to Edward G. Pinney, commission merchant, a brother of Grace Pinney. She has lived in New York and in different summer places, and has traveled in the United States, Mexico, Panama, and the West Indies. She has four children: Edward Stevenson Pinney, born June 26, 1895; Alexander Pinney, born December 27, 1897; Janet Pinney, born September 8, 1903; Benjamin Pinney, born December 9, 1907. She expects her daughter to go to Bryn Mawr College.

She reports her occupations as home-making and rearing children, and her recreations as visits, theatre, opera, and travel.

MARY LEWIS [TAYLOR] MACKENZIE studied at Bryn Mawr 1892-3 and was married May 29, 1895, to Dr. Arthur Stanley Mackenzie, then Professor of Physics at Bryn Mawr College. She died September 27, 1896, leaving a daughter, Marjorie Taylor Mackenzie, born September 24, 1896.

MATHILDE WEIL has ever since graduation been a reader of manuscripts for publishers; by profession she is a photographer with a studio in Philadelphia. She lived at one time in New York for three years but has spent the other winters in Philadelphia and the summers in Maine. She has been abroad twice.

Her chief interests are outdoor life and Socialism.

EDITH [WETHERILL] IVES went abroad in 1894 with Fanny Harris and Alice Belin, spending the summer in England, and crossed again in 1895, remaining a year on the continent, most of the time in Italy. On her return she became Recording and later Corresponding Secretary of the Civic Club of Philadelphia, on behalf of which she produced her one and only literary work, an account of the Civic Club published





1902 CLASS BABY  
RUTH EMMERT WITHERSPOON  
BORN JULY 8, 1904  
DAUGHTER OF RUTH MILES WITHERSPOON



in *Municipal Affairs* for September, 1898. Upon her marriage she resigned her position as secretary and was elected an honorary member of the club.

She was married on November 15, 1900, in Philadelphia, to Dr. Frederick Merwin Ives. Since then she has lived in New York City, spending the summers near Southampton, Long Island.

She has five children, all born in New York: Elizabeth Ives, born October 17, 1901; Gerard Merrick Ives, born January 7, 1903; John Wetherill Ives, born October 25, 1904; Chauncey Bradley Ives, born March 16, 1907; Margaret Newbold Ives, born June 26, 1909. She is steering both her daughters towards Bryn Mawr College.

She is Secretary of the Class of 1892.

ELIZABETH WARE [WINSOR] PEARSON after graduation taught at Miss Winsor's School in Boston, also studying singing during most of that time; one summer she spent in England and Scotland. On September 6, 1898, she was married to Henry Greenleaf Pearson, now Associate Professor of English at the Massachusetts Institute of Technology. The names of their children are: Anne Winsor Pearson, born November 13, 1899, died August 11, 1901; Theodore Pearson, born July 7, 1903; Mary Pearson, born January 31, 1906, died October 30, 1906; Robert Winsor Pearson, born February 18, 1910.

They have lived always in or near Boston except for eight months in 1902 spent in Sicily, Italy, Greece, Switzerland, and England. For the past seven years they have lived about six miles out of town in Newton.

Elizabeth Pearson taught singing at Miss Winsor's School, 1903-05, and in 1907-09 taught a small class of children which she organized for her older boy; in 1910-11 she was assistant director of the Winsor School; she has also done a little writing of different kinds and has been secretary to her husband. She is member of a committee connected with South End House and of the executive committee of the Drama League of Boston. She has served several times on the Academic Committee, and is at present nearing the end of a service of a year and a half as acting editor of the *QUARTERLY*.

#### CLASS OF 1902

ANNE H. TODD, *Secretary*, 2115 Spruce Street, Philadelphia, Pennsylvania

##### A.B. DEGREE TAKEN IN JUNE, 1902

ADAMS, SOPHIE FRANCES, Forest Hills Gardens, Elmhurst, Long Island, New York.

*Married*: June 4, 1904, Bascom Johnson, Lawyer. At present Secretary of the Public Recreation Commission of New York City.

*Children*: Bascom Johnson, Jr., January 14, 1906. Margaret Taber Johnson, September 16, 1909.

*Occupation*: At various times from 1902 to 1904; Director of Outdoor Sports, Bryn Mawr College; Mistress of Llanberis, Bryn Mawr College; Teacher in Primary Department, Miss Wright's School, Bryn Mawr; Private Tutor and Housekeeper at a Summer Camp.

*Unpaid Position*: Secretary and Treasurer of the American Hockey League.

*Study*: Graduate student in Latin, Bryn Mawr College, 1902-03.

Since marriage has continued her interest in outdoor sports. From 1909 to 1912 lived in Washington, D. C.

ALBERTSON, ALICE OWEN, 3940 Brown Street, Philadelphia, Pennsylvania. Summer address, Nantucket, Massachusetts.

*Occupation:* Teacher of English and Latin at the Friends' Select School, Philadelphia, 1902-11; Assistant Curator Nantucket Maria Mitchell Association, 1906-1912.

*Study:* Latin at the University of Munich, 1911-12.

*Travel:* Summers of 1905, 1907, and 1911 in London, with a short trip to the continent.

ALLEN, FRANCES DEAN, Riverdale Country School, Riverdale-on-Hudson, New York.

*Married:* December 17, 1904, Frank Sutliff Hackett, Headmaster, Riverdale Country School.

*Children:* Richard Allen Hackett, December 10, 1905; Robert Sutliff Hackett, January 27, 1910; Daniel Clark Hackett, April 27, 1911.

*Occupation:* Teacher of Mathematics and Science in Mrs. Chapman and Miss Jones' School, Chestnut Hill, Philadelphia, Pennsylvania, 1902-04.

*Unpaid Positions:* Worker in Philadelphia College Settlement and Church Settlement; Hartley House, New York City; Fresh Air Worker for two summers; President, Woman's Auxiliary to Board of Missions, Christ Church, Riverdale.

*Travel:* Middle West, 1905; England and Scotland, 1909.

ALLEN, MARGUERITE SHELDON, 1202 Kenilworth Avenue, Cleveland, Ohio.

*Occupation:* Teacher of English and Mathematics, Noble Institute, Anniston, Alabama, 1902-03; Teacher of English and Mathematics, St. Mary's School, Knoxville, Illinois, 1903-06; Teacher of Mathematics, Sewickley Preparatory School, Sewickley, Pennsylvania, 1906-07; Walnut Lane School, Germantown, Pennsylvania, 1907-08; Substitute Teacher, High Schools, Cleveland, 1908-11.

Not heard from.

BALCH, MARION CASARES, Prince Street, Jamaica Plain, Massachusetts.

*Occupation:* Teacher of Science, St. Agnes' School, Albany, New York, 1904-07; Bacteriologist, 1909-12.

*Unpaid Positions:* Laboratory Worker in Bacteriology, Harvard Medical School, 1909-11.

*Study:* State Normal School, Hyannis, Massachusetts, summer, 1904; Student in Bacteriology, Massachusetts Institute of Technology, February to June, 1912.

*Travel:* Europe, 1902 and 1905; Jamaica, winter of 1907-08.

*Writes as follows:* "Have also been interested in oil painting, and have studied with Mr. Charles Woodbury, summer, 1911."

BILLMEYER, HELEN MAY, 250 Midland Avenue, Montclair, New Jersey. Present address, The Baldwin School, Bryn Mawr, Pennsylvania.

Holder of the Bryn Mawr European Fellowship, 1902.

*Occupation:* Substitute Teacher of Latin, Miss Gleim's School, Pittsburg, Pennsylvania, January to June, 1909; Private Tutor, 1909-11; Teacher of Latin and House Mistress, The Baldwin School, Bryn Mawr, Pennsylvania, 1911-12.

*Study:* The University of Berlin, 1903-04.

BLOSE, CORINNE, After September, 1912, Douglas Manor, Douglaston, Long Island, New York.

*Married:* June 2, 1906, Henry Collier Wright, Social Worker; at present, Investigator for the Russell Sage Foundation.

*Children:* Helen Wright, September 8, 1907; Isabel Wright, February 21, 1910.

*Occupation:* Resident Worker in the Union Bethel Settlement, Cincinnati, Ohio, 1905.

Since her marriage, has lived in or near New York; for the last three years in Bayside, Long Island.

BODINE, ELIZABETH DAVIS, 146 West State Street, Trenton, New Jersey.

*Occupation:* Teacher in Rand Collegiate School, Trenton, 1905-07.

*Unpaid Positions:* Contemporary Club; Y. W. C. A.; Needlework Guild of America; Girls' Friendly Society; Board of Aid to the Mercer Hospital.

BOYD, LYDIA PAXTON, Dickson Street, Kirkwood, Missouri.

*Married:* 1907, Richard Melville Day, Business Man.

*Children:* Lydia Paxton Day, March, 1909; Hilbert Francis Day, April 27, 1912.

*Writes as follows:* "I have no great works, literary, philanthropic, or sociologic to report. My doctor, however, told Mr. Day that I fixed bottles more intelligently than any woman he had seen; so I feel my college education was not entirely wasted."

BROWN, MARY PITMAN, 72 Pleasant Street, Marblehead, Massachusetts.

*Occupation:* Teacher of Wood-carving, Marblehead Handcraft Shop, 1908-10.

*Unpaid Positions:* Chairman of the Philanthropy Committee of the Salem Century Club, 1905-06; Volunteer Teacher of Wood-work, Children's Island Sanitarium, 1908-11.

*Study:* Wood-carving and gilding.

*Writes as follows:* "This year I have fixed up my own studio, where I am making gold-leaf picture frames and mirrors."

CAMPBELL, CORNELIA SARAH, Sausalito, California.

*Married:* February 6, 1906, Harry Akin Yeazell, in the grain and flour business.

*Children:* Louise A. Yeazell, December 12, 1906; Frances W. Yeazell, July 13, 1908. Edward C. Yeazell, August 11, 1909.

*Unpaid Position:* Director, California Branch of the Association of Collegiate Alumnae, 1904-05.

CHANDLEE, ELIZABETH BETTERTON, Haverford, Pennsylvania.

*Married:* May 30, 1903, Horace Baker Forman, Jr., Civil Engineer.

*Children:* Henry Chandlee Forman, June 18, 1904. Elizabeth Betterton Forman. April 20, 1907.

*Occupation:* Tutor in the Bryn Mawr School, Baltimore, 1902-03.

*Study:* Student at the Peabody Conservatory of Music, Baltimore, 1903-07; Graduate Student, Bryn Mawr College, 1907-08.

*Travel:* Europe in 1911.

Lived in New York City, 1903-07; Baltimore, 1907; Ardmore, Pennsylvania, 1908-12.

CLARK, FLORENCE WILCOX. Green Bay, Wisconsin.

*Occupations:* Teacher of English and Latin in the Wilford School, Baltimore, Maryland, 1903-04; Resident Worker, Lovell House Social Settlement, New Haven, Connecticut, 1904-05; Teacher of English and Latin, Grafton Hall, Fond du Lac, Wisconsin, 1905-07; Resident Worker, Union Bethel Settlement, Cincinnati, Ohio,



1907-09; Philanthropic Worker, Chicago, 1910-11; Superintendent, United Charities Association of Champaign and Urbana, Illinois, 1912.

*Study:* Chicago Summer School of Civics and Philanthropy.

*Writes as follows:* "I have been here (in Champaign, Illinois) since the last of February, starting a new organization."

CLINTON, ETHEL, 469 Franklin Street, Buffalo, New York.

*Married:* August 21, 1906, Dr. Nelson Gorham Russell.

*Children:* Nelson Gorham Russell, Jr., April 27, 1908; Clinton Russell, December 17, 1909.

*Occupation:* Teacher of English and Science, Rosemary Hall, Greenwich, Connecticut, 1902-06.

*Unpaid Positions:* Director in Garret Club, 1906-09.

CONGDON, ELIZABETH, Shields, Pennsylvania.

*Married:* September 26, 1907, Alexander Johnston Barron, Lawyer.

*Occupation:* Teacher of English in the Evanston Classical School, 1904-07; Private Tutor, 1905-07.

*Unpaid Position:* Secretary of the Woman's Club of Sewickley Valley, 1912.

*Study:* Graduate Student, Northwestern University, 1902-05.

*Writes as follows:* "Through the summer my chief occupation is gardening and working out of doors. At this time of year it must be confessed that I waste many hours raising chickens for our own use. In winter I am most interested in music and reading."

CORSON, ELIZABETH STILLWELL, 3 Ruthven Street, Roxbury, Massachusetts.

*Married:* June 20, 1905, Percival Gallagher, Landscape Architect.

*Children:* David Gallagher, May 4, 1906; Isabel Gallagher, March 30, 1909.

*Unpaid Position:* Board of Directors, Women in Council, Roxbury.

CRAIN, JANE HEARTT, Union Bank, Regent Street Branch, Argyle Place, London, England.

*Married:* March, 1905, D'Arcy Hemsworth Kay, Officer in English Army.

*Children:* Elise Crain Kay, April 27, 1910.

*Places of Residence:* In Barbadoes, 1905; Malta and the Continent, 1905-08; Worcester, England, 1908-09; New York and Canada, 1909-10; England, Tunbridge Wells and Hastings, 1910-11; Continent, 1912.

CRANE, CLARIS ISABEL, Towson, Maryland, R. F. D. 8.

*Occupation:* Private Tutor, 1902-05 and 1908-09; Assistant Teacher of English, Bryn Mawr School, Baltimore, 1906-08; Student Secretary, Y. W. C. A., 1910-12.

*Unpaid Position:* Member of the Board of Directors, Y. W. C. A., Baltimore, 1908-10.

*Writes as follows:* "In the course of my work I have traveled some 10,000 miles in Virginia and North and South Carolina."

CRAWFORD, HARRIET JEAN, Ury, Fox Chase, Philadelphia, Pennsylvania.

*Occupation:* Warden of Rockefeller Hall, 1907-11.

*Unpaid Positions:* Recording Secretary, Needlework Guild of America, 1905-12; School Board, 35th Ward, Philadelphia, Pennsylvania, 1906-12; Class Collector, Bryn Mawr College, 1909-12.

*Study:* Graduate Student in Mathematics, Physics, and English, Bryn Mawr College, 1907-11.

Has traveled three and four months each year.

DAVIS, LUCIA, Quakertown, Pennsylvania. Present address, 3005 Eastern Avenue, Baltimore, Maryland.

*Occupations:* Private Tutor in Bryn Mawr School, Baltimore, 1902-03 and 1905-08. Teacher of Latin and Mathematics, Miss Cooper's School, Albany, New York, 1903-05. Resident Worker, Lawrence House Social Settlement, Baltimore, 1908-10; Field Secretary, Maryland Society of Social Hygiene, 1910-12.

DAY, ALICE HOOKER, 63 East 52d Street, New York City.

*Married:* November 8, 1909, Percy Jackson, Lawyer.

*Unpaid Positions:* Officer in New York Consumers' League, 1903-12; Corresponding Secretary of the Collegiate Equal Suffrage League; Chairman of a District of the Woman's Municipal League; serves on a variety of other committees.

*Study:* Special Student in Contracts, New York University Law School, 1902-03; Graduate Student in Spanish, Columbia University, 1908-09, 1910-11.

*Travel:* Since 1902, has been to Europe once, to South America once, to New Mexico several times.

*Writes as follows:* "I will add that the nicest thing I do, if not the most useful, is to spend my summers on a ranch in New Mexico, where we raise a few sheep. That is really worth while!"

DODGE, ELINOR, Belmont, Massachusetts.

*Unpaid Positions:* Social Service Department, Massachusetts General Hospital, Boston; Trustee of the Waltham Training School for Nurses; Girls' Friendly Society; Officer of the Bryn Mawr Club of Boston and various local organizations.

*Travel:* Europe in 1905; Italy in 1907.

DOUGLAS, GRACE, 1636 Prairie Avenue, Chicago, Illinois.

*Married:* 1903, Morris L. Johnston, Lawyer.

*Children:* Angela Douglas Johnston, May 26, 1905.

*Unpaid Position:* Treasurer of the Chicago Lying-In Hospital, 1907-12.

DUNGAN, EMILY, 301 East Second Street, Grand Island, Nebraska. Permanent Address, Moore, Pennsylvania.

*Married:* 1903, George W. Moore, Jr., Doctor of Osteopathy.

*Occupations:* Teacher of English and German at the Collegiate Institute for Girls, Philadelphia, 1902-03; Teacher of German, Sternberg School of Music, 1906-08; Soloist at Epiphany Baptist Church and Northminster Presbyterian Church, Philadelphia, 1906-09; Teacher of German and Music, High School, Grand Island, Nebraska, 1909-12; Soloist in First Methodist Church, Grand Island, Nebraska, 1909-12.

*Study:* Student in the Sternberg School of Music, 1904-08. Pupil of Mr. Frederic Peakes and Mme. Louise Ormsby-Thompson.

FLETCHER, KATHERINE SILA, 37 Canfield Avenue, East, Detroit, Michigan.

*Unpaid Position:* Volunteer Worker in the Twentieth Century Club and the Children's Bureau, Detroit.

GIGNOUX, ELISE MESSENGER, Great Neck, Long Island, New York.

*Occupation:* Bacteriologist, 1903-10.

*Study:* Graduate Student, Cornell Medical College, 1903-04; Presbyterian Hospital, 1905-06; Manhattan Eye and Ear Hospital, 1906-10; Graduate Student in Botany, Columbia University, 1910-12.

*Travel:* Two summers in Europe.

*Unpaid Positions:* Trustee, New York Colored Orphan Asylum; Trustee, Great Neck Library; Corresponding Secretary, New York Branch of the Bryn Mawr Alumnae Association.

HAINES, MARION HARTSHORNE, East Haines Street, Germantown, Pennsylvania.

*Married:* June 7, 1906, Samuel Emlen, Jr., Agent, Lehigh Valley Railroad.

*Children:* Samuel Emlen, III, March 27, 1907; Catharine Emlen, February 9, 1909.

*Unpaid Positions:* Secretary, Morton Boys' Club Association, 1907-11; Member of School Committee, Friends' School, Germantown, 1910-12.

*Travel:* Europe in 1905.

JAMES, ELEANOR, 4220 Spruce Street, Philadelphia, Pennsylvania.

*Occupations:* Teacher in the Public School, Milford, Delaware, 1902-03; Teacher of Latin in Miss Gleim's School, Pittsburgh, Pennsylvania, 1903-08; Teacher of Latin in the Misses Shipley's School, Bryn Mawr, 1908-10; Teacher of Latin in Rye Seminary, Rye, New York, 1911-12.

*Study:* Graduate Student, Bryn Mawr College, First Semester, 1908-09; Graduate Scholar in Latin, Bryn Mawr College, 1909-10 and Second Semester, 1910-11.

*Travel:* Europe in 1907.

JENKINS, MARTHA BABCOCK, 209 Livingston Street, New Haven, Connecticut

*Married:* June 22, 1904, Harry Ward Foote, Professor of Physical Chemistry, Yale University.

*Children:* William Jenkins Foote, April 27, 1905; Edward Jenkins Foote, Mary Foote, June 2, 1910.

KIEFFER, JOSEPHINE BERRY, 249 Charlotte Street, Lancaster, Pennsylvania.

*Married:* October 18, 1905, Charles Steinman Foltz, Editor and Iron Merchant.

*Children:* Charles Steinman Foltz, Jr., May 16, 1910.

*Occupations:* Tutor, 1903-04; Assistant in Latin, Miss Stahr's School, Lancaster, Pennsylvania, 1904-05.

*Travel:* Europe in 1905.

LYON, ELIZABETH TREAT, 2514 Sheridan Road, Evanston, Illinois.

*Married:* September 14, 1904, Robert E. Belknap, Sales Manager, The Pennsylvania Steel Company and Maryland Steel Company.

*Children:* Anne Elizabeth Belknap, August, 1906; William E. Belknap II, September, 1909.

MCMANUS, CAROLINE ESTHER, Westtown, Pennsylvania.

*Married:* April 23, 1903, John Rogers Dickey, Manager of the Holsey Electric Truck of Philadelphia.

*Children:* Katherine Dickey, November 16, 1905; Esther Dickey, February 11, 1907; John Rogers Dickey, Jr., March 12, 1909.



MILES, RUTH HELENE, 20 Dartmouth Street, Rochester, New York.

*Married:* September 10, 1903, Dr. Charles Russell Witherspoon.

*Children:* Ruth Emmert Witherspoon, July 8, 1904; William Miles Witherspoon. December 29, 1905; Charles Russell Witherspoon, Jr., March 8, 1912.

Ruth Emmert, now eight years old, is 1902's Class Baby.

MONTENEGRO, SARA, Beston Apartments, Louisville, Kentucky.

*Married:* January 13, 1911, Clayton Beeker Blakey, Lawyer.

*Children:* Clayton Blakey, November 3, 1911.

*Occupations:* Reader in English, Bryn Mawr College, First Semester, 1902-03; Warden of Merion Hall, First Semester, 1903-04.

*Study:* Graduate Student, Bryn Mawr College, First Semester, 1903-04.

MORRIS, FRANCES HUMPHREY, 628 Maple Lane, Sewickley, Pennsylvania.

*Married:* September 26, 1906, John Bruce Orr, Lawyer.

*Children:* Charlotte Orr, July 12, 1909; John Bruce Orr, Jr., May 4, 1911.

*Unpaid Positions:* Board of Managers of the Free Kindergarten Association, New Haven, Connecticut, 1904-05; Work in Children's Hospital, Pittsburg, 1906; Member of the Equal Franchise League, 1912.

*Writes as follows:* "Have cruised in summer along the Maine coast in a small schooner-yacht for six weeks at a time with a year old baby."

ORLADY, EDITH, Huntingdon, Pennsylvania. Present Address, Bryn Mawr, Pennsylvania.

*Occupation:* Warden of Pembroke Hall West, 1903-05; Warden of Rockefeller Hall, 1905-06; Recording Secretary, Bryn Mawr College, 1910-12.

*Study:* University of Grenoble, 1906-07; Graduate Student, Bryn Mawr College, 1903-06, 1907-09.

*Travel:* Europe, 1902-03, 1906-07, and 1910.

PLUNKETT, ELIZABETH KELLOGG, 93 East Street, Pittsfield, Mass.

*Married:* November, 1906, Dr. Brace Whitman Paddock.

*Children:* Elizabeth Paddock, December 1, 1908; Franklin K. Paddock, February 11, 1911.

*Occupation:* Teacher of German, Miss Hall's School, Pittsfield, 1903-06.

*Unpaid:* Various positions in clubs, etc.

PORTER, LUCILE ANNE, 215 West Wayne Street, Fort Wayne, Indiana.

*Married:* September 16, 1903, Dr. Ben. Perley Weaver.

*Children:* A son, born July 13, 1904, died July 17, 1904; Jane Porter Weaver, June 4, 1905, died September 1, 1906; Anne Porter Weaver, January 25, 1907; Sarah Porter Weaver, October 22, 1909; Richard Porter Weaver, January 9, 1911.

RAWSON, LUCY, Dexter and Wold Avenues, East Walnut Hills, Cincinnati, Ohio.

*Married:* June 19, 1909, William R. Collins, Lawyer.

*Children:* Joseph Rawson Collins, April 24, 1910; Marjorie Lee Collins, December 24, 1911.

REINHARDT, ELIZABETH, 2121 Mount Vernon Street, Philadelphia, Pennsylvania.

*Occupations:* Principal of Friends' School, Media, Pennsylvania, 1902-03; Teacher of Latin and German, Girls' High School, Philadelphia, 1903-12.

*Study:* Graduate Student, Bryn Mawr College, 1906-07. University of Göttingen, 1911-12.

*Travel:* Two trips abroad, the second, 1911-12.

ROPES, ELLEN MARVIN, Grosssharthau, bei Dresden, Germany.

*Married:* At Grosssharthau, June 29, 1909, Rev. Gottfried Martin Horn.

*Children:* Isa Katharine Emmy Horn, April 16, 1910; Edward Robert Martin Hardy Horn, May 28, 1911.

*Occupations:* Teacher in Kimball Union Academy, Meriden, New Hampshire, Autumn Term, 1902; Assistant in George Stevens Academy, Blue Hill, Maine, 1903-04; Professor of German, Oxford College, Oxford, Ohio, 1906-07; Teacher of English, High School, Montclair, New Jersey, 1908-09.

*Study:* University of Leipsic, 1905-06; University of Maine, 1907-08; A.M., University of Maine, 1908.

ROTAN, ANNE STURM, 15 Logan Street, Lawrence, Massachusetts.

*Married:* April 27, 1904, Thorndike Dudley Howe, Business Man.

*Children:* Thorndike Dudley Howe, Jr., September 20, 1905.

*Writes as follows:* "My summer address is Grape Vine Cove, Gloucester, Massachusetts, where we are in the act of building a summer house. I go South to my old home in Texas every other winter, both Thorndikes, a nurse, and I together. I go on numerous motor trips between April and December every year. In the winter, I act when something amusing is offered me."

In 1909 acted the title rôle in the Boston Bryn Mawr Club's production of the "Medea." In 1912, acted at the Toy Theatre, Boston.

SCHOFF, LOUISE, 371 North High Street, Salem, Oregon. Permanent address, care of Mrs. Frederic Schoff, 3418 Baring Street, Philadelphia, Pennsylvania.

*Married:* November 7, 1908, George Edgar Ehrman, Civil Engineer.

*Children:* Emma Elizabeth Ehrman, November 22, 1909; Kent Schoff Ehrman, November 17, 1911.

*Occupations:* Tutor, 1903-05; Teacher and coach of basket-ball team, Miss Hill's School, Philadelphia, Pennsylvania, 1904-07; Councilor in Wyonegonic Camp, Maine, 1908.

*Study:* Graduate Student, Bryn Mawr College, 1902-03.

*Writes as follows:* "Have lived until lately mostly in Portland, Oregon, with a season in North Yakima, Washington, and now in Salem. Have thus far steered clear of all clubs, settlements, and even of the suffrage movement, and devoted my attention chiefly to the mysteries of the kitchen and the training of a lively daughter and son."

SETH, FRANCES BURBRIDGE, "Windsor," Walbrook, Baltimore, Maryland.

*Occupation:* Tutor, 1904-05.

*Unpaid Positions:* Arundel Good Government Club; St. Paul's Guild House Settlement; Federated Charities of Baltimore; Education Committee, Walbrook Branch, Y. W. C. A.; Bryn Mawr College Club of Baltimore; College Club of Baltimore.

*Study:* Philanthropy Classes in Baltimore Charity Organization Society and Federated Charities.

*Travel:* Jamaica, March, 1905.

SHEARER, ANNE FRANCES, Ardmore, Pennsylvania.

*Married:* June 7, 1904, John Armand Lafore, President of the Park Novelty Company.

*Children:* John Armand Lafore, Jr., May 25, 1905; Robert White Lafore, January 5, 1907; Helen Dorothy Lafore, October 26, 1908.

*Unpaid Position:* Teacher of basket-ball in a college settlement, 1902-04.

*Travel:* California in 1903; Mexico in 1904.

STEVENS, HELEN LEE, Attica, New York.

*Study:* Lectures on Agriculture at Columbia, 1909-10.

*Travel:* Europe in 1902 and 1907; in the West, 1912.

Owens a small farm and *writes as follows:* "Last year I did general farming, beans, buckwheat, potatoes, hay, etc. When I get started I hope to specialize in small fruits and vegetables—something which I can attend to myself and which will be more or less experimental."

STODDARD, ELIZABATH FARRIS, Plymouth, Massachusetts.

*Occupations:* Warden of Merion Hall, 1905-08; Private Tutor, 1910-12.

*Study:* Graduate Student, Bryn Mawr College, 1905-08.

*Travel:* Europe in 1902.

SUSSMAN, AMY, 1819 Octavia Street, San Francisco, California.

*Occupations:* Teacher in Miss Murison's School, San Francisco, 1902-03; Private Tutor, 1904-05.

*Unpaid Positions:* Officer in the California Branch of the Association of Collegiate Alumnae, 1906-10; President and Trustee of the Elizabeth Murison School Association, 1909-12; Member of the Board of Emanuel Sisterhood and teacher of sewing class, etc., for eight years.

*Travel:* Has come east to New York or environs every eighteen months or so since leaving college. November, 1911, to date, Switzerland, Egypt, and Italy.

TEVIS, JULIA ANTONY, The Elms, Strand-on-Green, Cheswick, London W., England.

*Married:* June, 1904, Elmer Bloomfield Lane, Assistant European Manager, Remington Typewriter Company.

*Children:* Chester Tevis Lane, June, 1905; Cedric Raymond Lane, December, 1906; Frances Margaret Lane, May 4, 1910.

*Writes as follows:* "We took some years ago an Elizabethan house on the Thames and find it adapts itself wonderfully to the needs of a modern American family. The ancient walled garden is a special joy."

THOMAS, MIRIAM, Haverford, Pennsylvania.

*Occupations:* Assistant in Latin, Miss Baldwin's School, Bryn Mawr, 1903-06; Teacher in the Haverford Primary School, 1907-12.

*Study:* Graduate Student, Bryn Mawr College, 1902-03. A.M., Bryn Mawr College, 1903.

TODD, ANNE HAMPTON, 2115 Spruce Street, Philadelphia, Pennsylvania.

*Occupation:* Assistant in Biological Laboratory, Bryn Mawr College, 1902-04.

*Unpaid Positions:* School Director, Eighth Ward, Philadelphia, 1908-12. Secretary of the Class of 1902, 1903-12.



*Study:* Graduate student, Bryn Mawr College, 1902-04.

*Travel:* Europe in 1904; England in 1911.

TOTTEN, EDITH, 1708 I Street, Washington, D. C.

*Unpaid Positions:* Worker at Neighborhood House Settlement, Washington, D. C., 1902-03; Worker in Associated Charities, Washington, D. C., 1911-12; Secretary West End Division Conference of Associated Charities of District of Columbia, 1911-12.

*Travel:* California and New Mexico, summer of 1904; Europe in 1907 and 1911.

*Writes as follows:* "Have had no regular occupation since leaving college and my only studies have been rather disconnected ones in French, German, and music."

TRIMBLE, HELEN BELL, 827 Highland Avenue, Philadelphia, Pennsylvania.

*Occupation:* Head Teacher, All Saints School, Germantown, Pennsylvania, 1902-04; Teacher of Senior Department, Wissakickon Heights School, St. Martins, Pennsylvania, 1905-10.

*Study:* Graduate Student in Latin and History, Bryn Mawr College, 1904-05; A.M., Bryn Mawr College, 1905. Scholarship in History, University of Pennsylvania, 1908-09; Scholarship in Latin, University of Pennsylvania, 1909-10; Fellowship in Latin, 1910-12.

*Travel:* Summer, 1906.

Expects to take 1902's first Ph.D. at University of Pennsylvania in June, 1912.

WEAVER, BEATRICE, Urbana, Ohio.

Is interested in Votes for Women, Philanthropic Work, Boy Scouts, and a business course.

*Writes as follows:* "Work in the campaign for Woman's Suffrage in this State has made me oblivious of the flight of time."

WOOD, ELEANOR DENNISTOUN, Islip, Long Island, New York.

*Occupation:* Milliner, 1907-12.

*Memberships and unpaid positions:* New York Zoölogical Association; Archeological Institute; Anti-Suffrage Association; Bryn Mawr Club of New York, on House Committee, 1911-12; Manager of the Home of the Holy Comforter; Manager of St. Giles' Home for Crippled Children.

*Study:* Graduate Student in Philosophy and Sociology at Columbia, 1902-06.

*Travel:* France, Greece, and Italy, in 1903, 1905, and 1906-07.

WRIGHT, MABEL CLARA, 5238 Catherine Street, Philadelphia, Pennsylvania.

*Occupations:* Teacher of German and French in the Winthrop School, Philadelphia, 1902-03; Teacher of Latin and Roman History, Friends' School, Wilmington, Delaware, January to June, 1904; Teacher of French and German in the Girls' High School, Philadelphia, 1906-12.

*Study:* University of Munich, 1905-06.

*Travel:* Three trips to Europe, the last in 1911.

#### A.B. DEGREE TAKEN IN FEBRUARY, 1903

BRAND, HELEN PAGE, 1516 East Biddle Street, Baltimore, Maryland.

*Married:* June, 1911, Dr. Raymond Confer Hall.

*Occupations:* Assistant Principal, High School, Prairie du Chien, Wisconsin,

1903-04; Teacher of English and History, High School, Berlin, New Hampshire, 1905-06; Tutor in Miss Mason's School, Tarrytown, New York, 1906-07; Teacher of English and History, High School, Oneida, New York, 1907-09; Teacher of History and History of Art, Fairmount Seminary, Washington, D. C., 1910-11.

DU VAL, KATE ISABEL, 17 Elton Street, Providence, Rhode Island.

*Married:* October 31, 1908, Henry Sullivan Pitts, Architect.

*Children:* Helen Dorsey Pitts, August, 10, 1910.

*Occupations:* Teacher of French and English, Miss Wright's School, Bryn Mawr, 1903-05 and 1906-07; Instructor in English, Simmons College, Boston, 1907-08.

*Study:* University of Grenoble, 1905-06.

*Travel:* Italy in 1905-06 and in 1909.

Since her marriage has lived in St. Louis, Missouri.

*Occupation:* "The unofficial study of the maid-of-all-work problem and Helen Dorsey Pitts."

GOFF, ETHEL PETHERBRIDGE, Bryn Mawr, Pennsylvania.

*Unpaid Position:* Secretary, Baldwin Day Nursery.

*Travel:* Europe in 1904 and 1906.

INGHAM, MARY HALL, 333 South 16th Street, Philadelphia, Pennsylvania.

*Occupations:* Teacher of Private Classes, 1903-09; Teacher of Art History, Miss Irwin's School, Philadelphia, 1905-12.

*Unpaid Positions:* President of the Philadelphia Branch of the Association of Collegiate Alumnae, 1906-09; Officer of the Day Nursery, 1903-12; Chairman of the Executive Committee, Octavia Hill Association, 1911-12; Officer of the College Equal Suffrage League of Pennsylvania, 1908-12; Secretary of the Equal Franchise Society of Philadelphia, 1909-11, and President of same, 1911.

*Study:* Graduate Student, Bryn Mawr College, 1903; Student in History and in the Theory of Design, Harvard Summer School, 1906 and 1908; Student in History and in the Criticism of Art, University of Pennsylvania, 1908-10; Student in the Philadelphia Training School for Social Workers, 1910-11.

*Travel:* Europe in 1904; in the West one month in 1906.

#### A.B. DEGREE TAKEN IN JUNE, 1903

WILSON, HELEN ADAMS, 792 Hancock Street, Portland, Oregon.

*Occupations:* Teacher of Greek and Latin in Allen Preparatory School, Portland, 1903-09; Teacher of Latin, Portland Academy, Portland, 1909-12.

*Unpaid Positions:* Treasurer of the Oregon Branch of the Consumers' League, 1905-09.

Not heard from.

WRIGHT, LOIS META, died, July, 1909.

*Occupations:* Teacher of Greek, Latin, and Geometry, St. Gabriel's School, Peekskill, New York, 1904-05; Private Tutor, 1905-06.

*Study:* Graduate Student in Greek, Radcliffe College, 1903-04.

In the death of Lois Meta Wright, the Class of 1902 lost a member whose devotion to her class was exceeded only by her devotion to the college as a whole. In the winter of 1903-04, besides doing graduate work at Radcliffe and in spite of ill-health, which was already a serious handicap, she gave time and strength without

limit to the drudgery involved in founding the Bryn Mawr Club of Boston. To her efforts during that winter the Club in large measure owes its existence, though she was never able to be more than a passive member after it was formed.

#### A.B. DEGREE TAKEN IN JUNE, 1904

COCHRAN, FANNY TRAVIS, 131 South 22d Street, Philadelphia, Pennsylvania.

*Unpaid Positions:* Member of Executive Committee, Philadelphia College Settlement, and Director, Philadelphia Branch of the Consumers' League, 1905-07; President of Philadelphia Branch of College Equal Suffrage League of Pennsylvania, 1908-09; Vice President and Chairman of the Industrial Betterment Bureau of the Consumers' League, 1910-12.

*Study:* Graduate Student, Bryn Mawr College, First Semester, 1904-05.

*Travel:* Egypt, Greece, and Italy, 1902-03; Europe, 1907; England and Switzerland, 1912.

For five or six summers has had a seashore or country house for working girls or children from the city. In 1908, investigated the silk mills in Pennsylvania for the Consumers' League. See *Harper's Magazine*, April and June, 1910, where this investigation is described by Miss Florence L. Sanville.

#### FORMER STUDENTS WHO RECEIVED DEGREES FROM COLLEGES OTHER THAN BRYN MAWR

BARNHISEL, CLAIRE GRACE, Pacific Grove, California.

*Married:* December 9, 1903, Charles Bradford Hudson, Writer and Artist.

*Children:* Bradford Barnhisel Hudson, December 8, 1906; Claire Benedict Hudson, December 30, 1909.

*Occupation:* Teacher in Kanehaneha School, Honolulu, 1901-02.

*Travel:* Honolulu, with Dr. David Starr Jordan and a party of United States Fish Commissioners, 1901.

*Study:* Took A.B. Degree at Leland Stanford Jr. University, 1901.

HARBEN, CLARISSA, 214 Broadway, New York City. Summer address, Avon-by-the-Sea, New Jersey.

*Married:* June, 1903, William Crocker Macavoy.

*Children:* Thora Macavoy, August, 1906.

*Study:* Barnard College, 1904-05; A.B., Barnard College, 1905; Columbia University, 1908-11; M.A. Columbia University, 1910.

*Travel:* The Middle West, 1911-12.

Since 1910 has been interested in economics and voice culture.

NAUMBERG, ALICE, 411 West End Avenue, New York City.

*Married:* October 14, 1903, Joseph M. Proskauer, Lawyer.

*Children:* Frances Proskauer, February 5, 1905; Ruth Proskauer, August 14, 1907; Richard Proskauer, February 24, 1912.

*Study:* Barnard College, 1900-02, A.B., Barnard 1902; Graduate Student, Barnard College, 1902-03.

#### FORMER STUDENTS WHO DID NOT TAKE DEGREES

BROWN, JANE MESICK, 46 Chestnut Street, Boston, Massachusetts. Summer address, Petersham, Massachusetts.

*Occupation:* Tutor and Private Secretary, 1902-03; Private Secretary, 1903-12.



*Writes as follows:* "My work is intangible. I have charge of the house and grounds. This year I am setting out a new asparagus bed, and overseeing the building of a garage and various repairs in the house."

BRUERE, EMMIE CORNELIA, Short Hills, New Jersey.

*Married:* December 30, 1905, Abram John Rose, Lawyer.

*Children:* Cornelia Rose, July 2, 1907; Abram John Rose, Jr., March 28, 1910.

*Study:* University of Chicago, 1899-1900.

Is interested in social work and has done a good deal of it in Chicago, New York, and in New Jersey.

BRYLAWSKI, BEULAH, 624 W. Cliveden Avenue, Germantown, Pennsylvania.

*Married:* June 1, 1899, David Werner Amram, Attorney and Writer.

*Children:* Philip Werner Amram, March 14, 1900; David Werner Amram, Jr., April 24, 1901; Elinor Beulah Amram, June 15, 1906.

*Unpaid Positions:* Secretary of the Hebrew Sunday Society of Philadelphia.

*Travel:* Italy, 1908-09.

Has contributed articles to *The Atlantic Monthly* and *The North American Review*.

CARNCROSS, HELEN, 721 Pine Street, Philadelphia, Pennsylvania.

Not heard from.

CLARK, ELEANOR BONSAI, 223 St. Mark's Square, Philadelphia, Pennsylvania.

*Married:* 1901, Clarence Foster Hand, Bank Teller.

DOEPKE, ADELHEID, 3595 Washington Avenue, Cincinnati, Ohio.

*Study:* University of Chicago, 1900-01.

Not heard from.

EASTHAM, WILLIETTE WOODSIDE, St. John's University, Shanghai, China.

*Married:* 1903, Dr. Charles S. F. Lincoln, Missionary.

*Occupation:* Teacher of English, St. Mary's School, Shanghai, 1903-04.

Not heard from.

FOSTER, VIOLET BACON, The Marlborough, Washington, D. C.

*Occupation:* Examiner, United States Civil Service Commission, 1903-12.

*Unpaid Positions:* Confidential Page to President-General, D. A. R., 1910-12;

Historian, Emily Nelson Chapter, D. A. R., 1909-10; Vice-President and Treasurer, Bryn Mawr Club of Washington, 1907-09.

Photo-illustrator, 1902-12.

GRAHAM, BESSIE, 326 South 15th Street, Philadelphia, Pennsylvania.

*Occupation:* Deaconess, St. Stephen's Church, Philadelphia, 1906-07; School Director, Seventh Ward, Philadelphia, 1908-11.

*Study:* School of Industrial Art, Philadelphia, 1899-1900.

Not heard from.

HARTSHORN, JOANNA DIXON, Short Hills, New Jersey.

*Married:* January 6, 1902, Harold Wright Hack, Real Estate.

*Children:* Henry Hartshorn Hack, August 23, 1903.

Is expecting to sail for Europe very soon.

HOOKE, HARRIET HENLEY, 547 South Hanover Street, Carlisle, Pennsylvania.

*Married:* December 7, 1901, William Kennedy Heim, Merchant. Died, June 17, 1909.

*Children:* John William Heim, December 20, 1902; Elizabeth Ellen Heim, June 13, 1904, died June 30, 1905; Benjamin Hooke Heim, June 19, 1905; Harriet Kennedy Heim, November 1, 1909.

*Occupation:* Teacher of Latin and Mathematics, Miss Well's School, Germantown, Pennsylvania, 1900-01, Private Tutor and Teacher of Vocal Work, 1911-12.

MURRAY, HARRIET COCK, Chappaqua, New York.

*Married:* October 1, 1903, Alfred Busselle, Architect.

*Children:* Robert Murray Busselle, August 3, 1904; Alfred Busselle, July 28, 1905; Ann Busselle, May 18, 1910.

*Study:* Barnard College, 1899-1900; Teachers' College, Columbia University, 1900-01.

NEBEKER, EDNA, Fort Collins, Colorado.

*Married:* August 20, 1902, Dr. Howard J. Livingston.

*Occupations:* Teacher in the Public Schools, Clinton, Indiana, 1900-01; Teacher in the Public Schools, Fort Collins, 1901-02.

*Travel:* In Florida and Indiana, 1912.

NICHOLS, HELEN SLOCUM.

*Married:* 1910, Mansfield Estabrook, connected with the Niles-Bement-Pond Company, Manufacturers of Machinery.

*Unpaid Positions:* Member of District Committee of New York Charity Organization Society and Member of Central Committee of Brooklyn Bureau of Charities, 1907-08.

*Study:* Student in Preliminary Medical Course.

Since her marriage has lived in Cambridge, Massachusetts, 1910-11; in England and Paris, 1911-12.

Not heard from.

SHEPPARD, IRENE, 229 Harvey Street, Germantown, Pennsylvania.

*Occupation:* Executive Secretary, Y. W. C. A. for Delaware, Maryland, and Pennsylvania, 1910-11. Is at present doing Y. W. C. A. work in Buenos Ayres, Argentina.

*Travel:* Japan for one year.

Not heard from.

SILVERMAN, IRMA, 614 West 136th Street, New York City.

*Married:* February 14, 1901, Lionel Schoenthal.

*Children:* Florence Schoenthal, March 22, 1905.

SPENCER, HARRIETT BENNETT, 301 Highland Avenue, Syracuse, New York.

*Married:* January 1, 1903, Harry Cook Pierce, Superintendent of the Pierce, Butler & Pierce Manufacturing Company.

*Children:* Spencer Marsh Pierce, February 10, 1904.

*Writes as follows:* "My life is so pleasant and uneventful as to be uninteresting even to my classmates."

SPERRY, MAUDE FRANKLIN, "The Mackburn," Summit, New Jersey.

*Married:* July 15, 1910, Paul Newell Turner, Lawyer and Playwright.

*Children:* A son born June 30, 1911, died July 1, 1911.

*Occupations:* Society Editor and Dramatic Critic of the Fort Wayne *Journal-Gazette*, 1906-07; Writer of Fiction and Newspaper Articles, 1908-11. Interested in Woman's Suffrage.

*Study:* University of Chicago, 1899-1900.

STURDEVANT, FRANCES ELOISE, 307 Fifth Avenue, New York, New York.

*Married:* July 27, 1905, Robin Dale Compton, Dealer in Real Estate.

*Children:* John Murat Compton, July 18, 1906; Winifred Sturdevant Compton, July 25, 1907; Clarissa Cleveland Compton, February 15, 1909.

*Study:* Art Students' League, New York City, 1901-02.

STEWART, HELEN, 1324 James Street, Syracuse, New York.

*Married:* June 21, 1911, Rev. Edwin Huyler.

*Unpaid Positions:* Officer of Young Ladies' Benevolent Association, 1902-11; Board of Managers of "The Home," Auburn, New York, 1902-11; Secretary of the City Missionary Association, Syracuse, New York, 1912.

*Travel:* Europe, 1904-05 and 1911; Southern California, 1909-10.

*Writes as follows:* "I have never been so interested in anything as I am now as a busy pastor's wife in our work among very simple people—the families of railroad men and mechanics—splendid to work with and for."

STRONG, MIRIAM, 1011 Litchfield Avenue, Wichita, Kansas. Permanent address, care of H. S. Sladen, Manager, Gas and Electric Company, Wichita, Kansas.

*Married:* September 23, 1908, Harry Stinson Sladen, Electrical Engineer.

*Children:* Joseph Alton Sladen, August 13, 1909.

*Occupation:* Teacher in the Pendleton Academy, Pendleton, Oregon, 1902-03; Private Tutor, 1903-05.

VAILLE, HARRIET WOLCOTT, 1401 Franklin Street, Denver, Colorado.

*Unpaid Positions:* Volunteer Social Worker, teaching gymnastics and dress-making, 1902-12; President, Board of Directors, Neighborhood House Association and Member of Board of Directors, United Charities of Denver, 1911-12.

*Study:* Boston Normal School of Gymnastics, 1900-02.

*Travel:* Europe in 1906 and in 1907; in 1909, three months in China and Japan. Also visits in Canada, the Bahama Islands, and the Eastern States.

WILLITS, VIRGINIA WHITE, care of Headquarters, U. S. Marine Corps, Washington, D. C. Present address, 6443 Hillegass Avenue, Oakland, California.

*Married:* March 16, 1907, Norman Gilbert Burton, Major, U. S. M. C.

*Children:* Norman Thomas Burton, December 7, 1908; Paul Burton, September 29, 1911.

After marriage, spent one year in U. S. Camp Elliott, Isthmian Canal Zone, Panama.

YEATTS, MAY DAY, St. Davids, Pennsylvania.

*Married:* April 11, 1905, Charles Henry Howson, Patent Attorney.

*Children:* Charles Henry Howson, Jr., July 23, 1906; John Yeatts Howson, December 24, 1907; Elizabeth Howson, April 27, 1909; James Day Howson, December 7, 1910; George Frederick Howson, December 1, 1911.

*Study:* Student of Music, 1901-04.



*Writes as follows:* "I have too many babies to take active part in things any more, though this winter I was chairman of the Program Committee of a Musical Club, which has a musical morning every three weeks. Last year I played at every musical but one during the season."

#### STATISTICS OF OCCUPATIONS OF BACHELORS OF ARTS, B. M. C.

Number in Class.....	63
Number married.....	31
Number teaching since 1902.....	32
Number now teaching.....	8
Number studying since 1902.....	25
Number now studying.....	5
Number with A.M. degrees.....	3
Students of music.....	2
Students at schools of philanthropy.....	2
Secretary in a college.....	1
Wardens.....	4
Bacteriologists.....	2
Milliner.....	1
Church soloist.....	1
Wood-carving.....	1
Farmer.....	1
Director of out-door sports.....	1
Resident workers in settlements.....	3
Philanthropic worker.....	1
Secretary, Y. W. C. A.....	1
Secretary of a society for social hygiene.....	1
Number married with paid occupation.....	1
No paid occupation since 1902.....	20
Number reporting definite unpaid positions in clubs or philanthropic organizations	28
Number dead.....	1

#### STATISTICS OF FAMILIES OF BACHELORS OF ARTS, B. M. C.

Number married.....	31
Number with children.....	27
Total number of children.....	56
Number of boys.....	30
Number of girls.....	26
Number having one child.....	6
Number having two children.....	13
Number having three children.....	8

#### STATISTICS OF OCCUPATIONS OF FORMER STUDENTS

Number of former students.....	27
Number married.....	20
Number of widows.....	1
Number who have studied since leaving Bryn Mawr College.....	9
Number with A.B. degree.....	3

Number with A.M. degree.....	1
Number who have taught.....	5
Number now teaching.....	1
Students of music.....	1
Students of art.....	2
Students of gymnastics.....	1
Private secretary.....	1
Secretary, Y. W. C. A.....	1
Missionary.....	1
Deaconess.....	1
United States Civil Service Examiner.....	1

#### STATISTICS OF FAMILIES OF FORMER STUDENTS

Number married.....	20
Number with children.....	14
Total number of children.....	31
Number of boys.....	19
Number of girls.....	12
Number having one child.....	5
Number having two children.....	3
Number having three children.....	5
Number having five children.....	1

#### CLASS ACTIVITIES

The Decennial Reunion at Bryn Mawr this June was the fourth formal meeting of the Class since graduation, previous reunions with suppers in Denbigh Hall having celebrated its first, third, and sixth years out of college. The gifts from the Class to the college have always taken the form of endowment for books. The "Book Fund" was started at the Triennial Reunion with some six hundred dollars, and has been somewhat increased at each recurring reunion. The income only of this fund is expended annually at the Librarian's discretion upon that college department in which the need for books seems most pressing.

In 1910, when the alumnae were straining every nerve to raise money to meet the requirements of the General Board of Education and to earn for Bryn Mawr the additional \$250,000 for academic endowment, the Class of 1902 asked for the privilege of serving tea at the May Day Fête. Tea gardens were erected at Rockefeller, Merion, and Radnor Halls and tea was served at small tables by some sixty girls in costumes reminiscent of the days of Queen Elizabeth and her May Day Revels. In this way a sum of money little short of four hundred dollars was realized for the Endowment Fund.

#### CLASS OF 1911

DOROTHY COFFIN, *Secretary*, Winnetka, Illinois

The Class of 1911 numbered ninety when it entered Bryn Mawr College in 1907, but was diminished by more than one-third before graduation. Only fifty-nine took the degree of A.B. Of the original ninety, eight are now married. Only one of these took her A.B. Four more are engaged to be married. The number of teachers is large. Thirteen took regular positions as teachers last winter and sev-

eral more have done tutoring or teaching in addition to their studies. Five who took their A. B. degree are continuing their studies as graduate students at Bryn Mawr. Philanthropy is almost as popular with the class as teaching, for there are at least twelve engaged in that work or in preparation for it. Only five or six have devoted themselves to music and art. The variety of occupations is great, although the number in each is small. Secretarial work, business, law, medicine, the stage, missions, and woman's suffrage have all found their adherents in the Class of 1911 of Bryn Mawr College.

The individual occupations are as follows:

MEMBERS OF THE CLASS OF 1911 WHO HAVE THE DEGREE OF A.B. FROM BRYN MAWR

WILLA ALEXANDER has been at Bryn Mawr this year as a graduate student and as an assistant in the biological laboratory.

VIRGINIA CANAN has been teaching in Miss Cowles' School, Hollidaysburg, Pennsylvania.

FRANCES CAREY was at home in Baltimore last winter. She studied at the Johns Hopkins University.

EMILY CASKEY has been doing settlement work in Philadelphia.

KATE CHAMBERS spent the year as a graduate student at the University of Pennsylvania. She also taught French in Miss Cruice's School, Philadelphia.

JULIA CHICKERING is working in the Society for Organized Charities in New York.

CHARLOTTE CLAFLIN is a Fellow at the School of Philanthropy in Boston.

JESSIE CLIFTON has spent the year as a graduate student and a demonstrator in Chemistry at Bryn Mawr.

DOROTHY COFFIN is taking the course in Decorative Design at the Art Institute of Chicago.

MARION CRANE was Secretary and teacher in the Bryn Mawr School of Baltimore last winter.

ESTHER CORNELL, who took the degree of A.B. in February, 1912, is a resident worker at Greenwich House, New York.

ANGELA DARKOW spent the year as a graduate scholar in Greek at Bryn Mawr.

CATHERINE DELANO was at home in Chicago last fall. She has been doing philanthropic work for the Woman's Trade Union in Chicago.

HANNAH DODD is at home on a farm in Delaware.

MARGARET DOOLITTLE spent the year as a graduate scholar in Latin at Bryn Mawr.

MAY EGAN, who joined the Class of 1911 in 1909, has been interested in the campaign for Woman's Suffrage.

ALICE EICHBERG spent the winter with her mother in Cincinnati.

HELEN EMERSON has been at home in Providence, Rhode Island, this winter. She will go abroad for study in the fall.

ARISTINE FIELD is doing church kindergarten work in Gates, New York.

EMMA FORSTER is teaching languages at the West Nottingham Academy, Colorado, Maryland.

MARGARET FRIEND went abroad in February and will remain until some time in the summer.

ELSIE FUNKHAUSER is at home in Omaha, Nebraska.

RUTH GAYLOR spent the year at home in White Plains, New York.

HELEN HENDERSON spent a part of the winter in Baltimore, and is now teaching in Cumberland, Maryland.



MARY HIGGINSON studied last winter in New York at the Packard Commercial School.

MARGARET HOBART is assistant to the Educational Secretary of the Board of Missions in New York.

MARGERIE HOFFMAN is at home with her mother in Portland, Oregon.

LEILA HOUGHTELING has been doing philanthropic work for the United Charities and the Junior League of Chicago. She is treasurer of the Woman's Guild of the Chicago Branch of the Grenfell Association of America, and Secretary-treasurer of the Bryn Mawr Club of Chicago.

MILDRED JANNEY has been doing some philanthropic work in Chicago this year. She will spend next year in Europe.

CAROLINE JUSTICE is teacher of Algebra, Latin, and Grammar in Miss Denning's School at Bryn Mawr, and tutor in Mathematics at Miss Baldwin's School.

MARGUERITE LAYTON was married soon after Commencement last June to Mr. Robert Lennox Morris of Monroe, Louisiana.

HENRIETTA MAGOFFIN is at home in Mercer, Pennsylvania.

ROSALIND MASON was at home in Chicago last winter. She has been teaching in the University School for Girls in Chicago, and tutoring besides.

ISABELLE MILLER has been keeping house at home in Milwaukee, Wisconsin, this winter.

ELSIE MOORE has been at home in Danville, Pennsylvania.

AGNES MURRAY has been doing research work this winter in the Laboratory of Immunology of the Harvard Medical School in Boston.

ALPINE PARKER is assistant Extension Secretary of the Y. W. C. A. of Baltimore.

HELEN PARKHURST taught English and History in the Dwight School, Englewood, New Jersey, last winter. Next year she has a scholarship in Philosophy at Bryn Mawr.

FRANCES PORTER is a student at the School of Civics and Philanthropy in Chicago.

ELLEN POTTBERG is assistant to the Business Manager of Bryn Mawr College.

MARGARET PRUSSING has been traveling as understudy to the leading lady in David Belasco's play "The Woman." She will probably be in New York this summer.

HELEN RAMSEY is at home in Rosemont, Pennsylvania.

PHYLLIS RICE spent several months last winter studying in New York, but is now at home in Lynn, Massachusetts.

ETHEL RICHARDSON has announced her engagement to Edwin Moore, the brother of one of her classmates. She is at present doing work for the Bureau of Municipal Research in Philadelphia, but expects to join her family in California in June.

RUTH ROBERTS completed her course at college in February, 1912, and has since been traveling in California.

ISOBEL ROGERS has been keeping house at home in Yonkers, New York.

ELIZABETH ROSS spent the winter at home in Cleveland, Ohio, where she took a course at the Western Reserve University.

LOUISE RUSSELL is doing secretarial work in New York.

HILPA SCHRAM is at home in Columbia, Pennsylvania.

MARION SCOTT was at home in Chicago last winter. She did some work for the Junior League. In the spring she went to California.

ANNA STEARNS was at home in Nashua, New Hampshire, last year.

MARGERIE SMITH has been studying music in New York.

MARY TAYLOR taught last winter in Miss Morris's School in Richmond, Virginia. Her subjects were Physics, Mathematics, and Latin.

HELEN TREDWAY has been a graduate scholar at Bryn Mawr this year. In the fall she will go abroad to make use of the fellowship she won in 1911.

AMY WALKER has been doing work for the Woman's Trade Union League and studying at the School of Civics and Philanthropy in Chicago.

RUTH WELLS has been teaching English in Miss May's School in Boston.

CONSTANCE WILBUR is a teacher in the Neptune Township Public School, Pennsylvania.

MARY WILLIAMS has been at home in Indianapolis this year. She is engaged to be married.

AGNES WOOD has been completing her A.B. course at Bryn Mawr this year.

EMMA YARNALL has been teaching Latin and French in the Friends' Graded School of West Chester, Pennsylvania, and has done tutoring for the Orals at Bryn Mawr College.

#### MEMBERS OF 1911—FORMER STUDENTS

JEANETTE ALLEN has spent the last two years in Washington, D. C., where her father is stationed in the United States Army.

SOPHIA BLUM, who was at college for two years, has been teaching music in Reno, Nevada.

NORVELLE BROWNE left college after her second year, and has now completed three years of study at the Institute of Musical Art in New York.

ISABEL BUCHANAN entered college a semester later than the class. She was at home in Trenton, New Jersey, last winter.

MARY CASE left college after her second year there. She married Mr. Chase Keith Pevear in 1910, and now has a daughter.

ALICE CHANNING, who left Bryn Mawr after two years, completed her studies for the degree of A.B. at Radcliffe in 1911. She studied last winter at the School of Philanthropy in Boston.

BLANCHE COLE has spent the last three years at home in Chester, Illinois.

ELIZABETH CONRAD, who was at college one year, taught French and German in the Tome Institute, Port Deposit, Maryland, last year.

HARRIET COUCH has been living in Lebanon, Pennsylvania, since she left college after her freshman year.

CHRISTINE DEPEW, who was at college three years, is assistant principal of the public schools in Delano, Pennsylvania.

MARGARET DULLES, who spent a year abroad after being a freshman at Bryn Mawr, came back for the junior year, but was obliged to leave on account of illness. Last winter she spent several months in Egypt. She is engaged to be married.

GERTRUDE GIMBEL spent only one year at college. In 1910 she married Mr. Edwin Dannenbaum, and now has a daughter.

VIRGINIA JONES is living in Allegheny, New York. She spent two years at college.

MARY KILNER, who left college after her second year, is studying music in New York.

CHARLOTTE KIMBALL, who was at college only one year, is living in Baltimore, Maryland.

LOIS LEHMAN completed three years' work at Bryn Mawr. She has since been living in Redlands, California.

BEULAH MITCHELL has been in Chattanooga, Tennessee, since she left college after her second year. She spent some time in Chicago last winter.

EURANA MOCK was at college for a year and a half. In 1910 she married Mr. Titus de Bobula, and is now living in St. Davids, Pennsylvania.

HELEN OTT is living in Roxborough, Pennsylvania. She spent only one year at college.

ANNE SAMPSON left college after her sophomore year. Last winter she taught in the Baldwin School, Bryn Mawr. She was married on June 11, 1912, to Dr. Richard Taylor, and will go to live in Yangchow, China.

HERMINE SCHAMBERG spent two years at college. She has recently announced her engagement.

ANITA STEARNS left college after her sophomore year. In 1911 she married Mr. Welden Stevens. She is now living in Greenwich, Connecticut.

IOLA SEEDS spent two years at college. She is living in Germantown, Philadelphia.

ELIZABETH Taylor left college after her sophomore year. She has been studying law and music in New York.

RUTH TANNER has traveled around the world since she left college in 1908, and is now living in Washington, D. C.

DOROTHY THAYER, who left college after her sophomore year, has since been studying sculpture in New York and New Canaan, Connecticut.

OLIVE VAN HORN came to college for a year. She has since been living in Wilkes-Barre, Pennsylvania.

RUTH VICKERY left college after her freshman year. In 1909 she married Mr. Bradford Holmes and went to live in Bellingham, Washington. She has one son and one daughter.

FLORENCE WOOD left college after her junior year. She married Dr. Herring Winship of Princeton, New Jersey.

FLORENCE WYMAN left college after her first year. She was married in 1911 to Mr. Roswell Tripp. She is living in Port Chester, New York.

## NEWS FROM THE CLUBS

### BALTIMORE

The Baltimore Bryn Mawr Club has this winter held occasional teas at the homes of members. Just before Christmas Amy Heiner, '99, the president, had a "tea-party;" on May 1 the club gathered at the country place of Frances Seth, '02.

### BOSTON

The Bryn Mawr Club of Boston held its annual business meeting on April 2, at the club room, 40 Commonwealth Avenue. The entire Board of Officers for the year 1911-1912 was reelected for the year 1912-1913: for President, Marjorie Young, '08; for vice-President and Treasurer, Sylvia Scudder Bowditch, '01; for Recording Secretary, Emily Blodgett, ex-'05; for Corresponding Secretary, Cynthia Wesson, '09; for director, Mary Richardson Walcott, '06.

It was voted at this meeting that the club give some entertainment next fall, for the benefit of the Bryn Mawr College Library.

### CHICAGO

The new officers of the Chicago Bryn Mawr Club are Mary Foulke Morrisson (Mrs. James W. Morrisson), '99, President, and Leila Houghteling, '11, Secretary and Treasurer.

The following Bryn Mawr alumnae are taking part in the Chicago Junior League Play: Alice Meigs Orr, '05, Alice Gerstenberg, '09, Dorothy North, '09, and Catherine Delano, '11.

### NEW YORK

On April 8 the Bryn Mawr Club of New York gave its annual entertainment. Instead of the customary dinner at the club house, Bernard Shaw's



"Press Cuttings" was given at the Vanity Fair Tea Room, at 4 West 40th Street. The play was admirably acted by the following caste: Elizabeth Daly, '01; Alice Day Jackson, '02; Martha White, '03; Theresa Helburn, '08; Hilda Smith, '10.

Supper was served in the tea room after the play. About a hundred members were present.

#### NEW YORK SUFFRAGE PARADE

Bryn Mawr was largely represented in the Suffrage parade on May 4. The Collegiate Equal Franchise League was headed by Katrina Ely Tiffany, '97, President of the League. Mary Bookstaver Knoblauch, '98, led the mounted division of fifty riders. Elsa Bowman, '96,

also rode in this division. Most of the Bryn Mawrtys walked with the College section. Among these were: Helen Annan Scribner, '91; Mary Campbell, '97; Frances Fincke Hand, '97; Laurette Potts Pease, '97; Frances Arnold, ex-'97; Margaret Hall, '99; Laura Peckham Waring, '99; Marion Curtis Whitman, ex-'99; Edith Campbell, '01; Alice Day Jackson, '02; Helen Howell Moorhead, '04; Elizabeth Townsend, ex-'06; Margaret Hobart, '11; Louise Russell, '11.

Many others walked under various other banners, such as lawyers, writers, etc.

Lucy Donnelly, '93, came from Bryn Mawr to walk in the parade.

Both sides of Fifth Avenue from Washington Square to 57th Street were lined with spectators.

## NEWS FROM THE CLASSES

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr Students everywhere would constitute themselves regular contributors to it.

#### 1893

Evangeline Walker Andrews (Mrs. Charles M. Andrews) spent the winter in Lausanne where her children are at school, and has been passing the spring in Italy. She returns with her husband and children to New Haven in September.

#### 1894

Mary Breed has resigned her position as Adviser of Women at the University of Missouri and will next year be Associate Head of St. Timothy's School, at Catonsville, Maryland. She will give a large part of her time there to teaching literature and English composition.

#### 1896

Anna Scattergood Hoag (Mrs. Clarence G. Hoag), who with her husband and children has spent two winters in Lausanne, returned to America in May.

She will spend the summer on her farm in New Hampshire.

Dora Keen has an article in the July *Scribner's* describing her ascent of Mount Blackburn.

#### 1898

Agnes Perkins sails July 18 for Europe, to be gone two years. This summer she will spend a month in Grenoble; then she will go to Constantinople where she is to be Professor of English in the American College for Girls. In her vacations she hopes to visit Jerusalem, Egypt, Russia, and Troy.

#### 1899

Elizabeth Andrews has been spending the winter in Europe.

Margaret Stirling was married in Baltimore on April 27, to Mr. J. Pembroke Thom.

Cora Hardy Jarrett and Mary Towle marched in the suffrage parade in New York on May 4.

## 1900

Cornelia Halsey Kellogg (Mrs. Frederic R. Kellogg) has a second son, Edmond Halsey Kellogg, born on March 7.

Aletta Van Reyepen Korff (Baroness Serge Alexander Korff) and her husband and children are in Washington and are to spend the summer at York Harbor, Maine. Baron Korff acted as Foreign Secretary of the International Red Cross Congress at its recent meetings in Washington.

## 1901

Marion Parris was married in New York on June 11, to Mr. William Roy Smith, Associate Professor of History at Bryn Mawr College.

## 1902

Anne Todd expects to spend the summer in England.

Mabel Norton and Charlotte Morton, ex-'03, are to sail for Europe June 13.

## 1903

Eleanor Deming expects to spend the summer in a new camp for girls, located in Maine. She has the position there of head councillor.

Eunice Follansbee has announced her engagement to William Hale, a Chicago lawyer. She returned from her trip around the world in the middle of May and expects to be married in June.

Wilhelmina von Gerber is practising medicine in Fort Worth, Texas.

Elizabeth Sergeant has an article in the July *Scribner's*.

Florence Wattson has been spending the winter in San Juan, Porto Rico, as private secretary.

Margaret Field, ex-'03, has been playing in a stock company in Elmira, N. Y.

## 1904

Adola Greely Adams (Mrs. Lawrence Adams) and her husband have gone to Conway Centre, New Hampshire, for an indefinite stay. Mr. Adams has had to resign from his church at Hudson, New York, on account of ill health.

Maria Albee was married to Mr. Edward Lewis Uhl, on Wednesday, May 8, at St. Albans Church, Danielson, Connecticut. They will be at home at 90 Merit Street, New Haven, after September first.

Eleanora Bliss and Anna Jonas took their degrees as Doctors of Philosophy at Bryn Mawr on June 6.

Sara Palmer Baxter (Mrs. Frederic L. Baxter) has a son, born at Grand Rapids, December 10, 1911.

Marguerite Gribi Krentzberg (Mrs. O. A. Krentzberg) has gone out to Lake Bluff, Illinois, intending to make it her permanent home.

Sarah Briggs Logan (Mrs. Donald B. Logan), ex-'04, went to Bermuda with her sister-in-law the first of April, and spent about a month there.

Katharine Curtis Pierce (Mrs. Henry Hill Pierce), ex-'04, is going abroad in June, with her husband and two boys, to spend several months.

## 1905

Marguerite Armstrong is to sail June 22 to spend two months in England, Scotland, and Wales. Her address will be care American Express Company, London.

Rachel Brewer sails in June for the Hawaiian Islands, where she will spend the summer. She expects to visit a friend in Honolulu for a short time, and then visit the other islands.

## 1906

Virginia Robinson is pursuing psychological research work at the Woman's State Reformatory, Bedford Hills, New York.

Helen Sandison has been reappointed Reader in English at Bryn Mawr for the year 1912-13. She will spend part of the summer at Low Buildings doing research work.

## 1907

Grace Brownell Daniels has a daughter, Susan, born in May.

Margaret Morison received her A.M.

at Teachers' College, Columbia University, on June 7.

Margaret Reeve will be married in September to Mr. Charles Reed Cary of Germantown.

Lelia Woodruff was married on June 28 to Mr. Francis Stokes of Germantown.

Margaret Augur, ex-'07, received her A.B. at Barnard College on June 7.

Anna Buxton, ex-'07, has been spending the winter in Dallas, Texas.

Anna Louise Strong, ex-'07, who is now a doctor, acted as Director of Exhibits at a Child Welfare Exhibit in St. Louis which took place from April 26 to May 10.

## 1908

Elsie Bryant was married on January 23, to Mr. David Herrick Goodwillie. Mr. Goodwillie is superintendent of the water works in Toledo, Ohio. Their address is The Angela, Toledo.

Adelaide Case has been in Boston, having an operation on her knee. She is recovering rapidly.

Mary Cockrell and her sister Josephine Cockrell, '13, expect to go abroad in June to travel in France, Belgium, Holland, and Germany.

Dorothy Dalzell expects to go abroad for a year.

Louise Foley will spend the summer abroad.

Myra Elliot returned May 16 from a trip abroad.

Helen Greeley was married on May 18 to Allen Russel. They will live on his farm in Virginia.

Kate Bryan McGoodwin (Mrs. Robert R. McGoodwin) has a son, Robert Rodes McGoodwin, Jr., born in October, 1911.

Theresa Helburn sailed for Europe May 14. In Paris she will join Margaret Lewis, and together they will travel through France during the summer.

Florence Lexow was present at Elsie Bryant's wedding and later visited Caroline Schock Jones (Mrs. Chester Lloyd Jones) in Madison, Wisconsin.

Nellie Seeds Nearing (Mrs. Scott Nearing) has a son, John Scott Nearing, born on March 26. Her book "Woman and Social Progress," written in conjunction with her husband, who is of the department of economics at the University of Pennsylvania, was published by the Macmillan Company in May, 1912.

Dorothy Strauss is going to Europe for the summer, but will resume her law work on her return.

Anna Welles will be at Bryn Mawr for her sister's graduation and will spend the summer in the United States.

Adeline Fauvre Wiles (Mrs. Thomas L. Wiles) and her husband went to Bermuda on their wedding trip and now are at home at 38 Academy Street, Arlington, Massachusetts.

Henrietta Bryan, ex-'08, has announced her engagement to George Hull Baldwin of Savannah, Georgia.

## 1909

Shirley Putnam, who has been traveling in Sicily and Italy with her mother this winter, returned to America at the end of April.

Lacy Van Wagenen has given up her position of assistant-teacher at the Grace Church Choir School, New York.

Emma White has announced her engagement to Mr. Howard H. Mitchell of Springfield, Massachusetts.

Anne Whitney is teaching at Milton Academy, Milton, Massachusetts.

Margaret Ames, ex-'09, will spend two months in the eastern states this summer.

## 1910

Nineteen members of 1910 were back for reunion.

Irma Bixler has announced her engagement to Mr. Emerson Post of Pittsburgh, Pennsylvania.

Bessie Cox was married on May 22 to Mr. Hollis Wolstenholme. Mr. and Mrs. Wolstenholme are making an extended tour of the west. When they



return they will live in Cynwyd, Pennsylvania.

Mary Doheny has received a permanent appointment in the William Penn High School for Girls, Philadelphia.

Catharine Goodale was married in June to Lieutenant Warren of the Fifth United States Cavalry.

Helen Hurd was married on June 15 to Mr. Gilbert Bliss, Professor of Mathematics at Chicago University.

Marion Kirk and Katharine Liddell have given up their positions in the Lucy Cobb Institute at Athens, Georgia.

Edith Murphy has a position for next year as teacher of English in the Friends' Central School, Philadelphia.

Dorothy Nearing has announced her engagement to Mr. Henry Bowers Van Dyne of Troy, Pennsylvania.

Millicent Pond sails for Europe on the thirteenth of July. She expects to stay for a year.

Ruth George, ex-'10, has resigned her position as English Reader at Bryn Mawr College.

1911

Esther Walker has been visiting in the middle west with Elizabeth Tenney, '10, Margaret Copeland, '08, Leila Houghteling, Catherine Delano, Julia Thompson, ex-'09, and Dorothea Cole, '10.

1912

Zelda Branch is engaged to Dr. William Cramer of Kansas City, Missouri. They will be married during the summer.

Florence Leopold was married on June 18 to Mr. Lester Wolf, formerly of Philadelphia, now of New York.

#### CLASS COLLECTIONS

##### JULY 5, 1912

'89.....	\$ 68.00	'09.....	\$ 20.00
'90.....	5.00	'10.....	106.75
'91.....	.....	'11.....	158.00
'92.....	146.00	Ph.Ds.....	37.00
'93.....	52.00		
'94.....	27.00	Total for 1912.....	\$2,043.95
'95.....	35.00		
'96 (including \$5 not reported in 1911).....	165.00	Grand Total.....	\$2,707.95
'97 (including \$659 not reported in 1911), Reunion gift.....	909.00	Interest paid to Bryn Mawr College to be used for Library	\$194.61
'98.....	118.00	Presented by Philadelphia Branch to Bryn Mawr Col- lege to be used for Library.	
'99.....	56.00	(\$35.00 of this given by a member of '97 for books for Chemical Department)	222.00
'00.....	89.60		
'01.....	126.10	Total given for Library...	\$416.61
'02 (collected about \$800 for books).....	.....		
'03.....	99.00	Before the end of the year 1912 further interest will have accumulated to the amount of over \$400.00.	
'04.....	227.50		
'05 (collected \$25,000 for Infirm- ary).....	.....		
'06.....	106.00		
'07.....	.....		
'08.....	157.00		

JANE B. HAINES,  
*Treasurer.*

## NEWS FROM THE FACULTY AND STAFF

Miss Crandall, Reader in English, has spent the winter mainly in Sicily and Rome. More recently she has been traveling in northern Italy, and she returned to America in May.

## NEW APPOINTMENTS

James Fulton Ferguson, A. B. of Monmouth College, A. B. and A.M. of Yale University and formerly Fellow, who has recently been Instructor in Greek in Yale College, has been appointed Associate in Ancient History and Latin.

Thomas Clachar Brown, A.B. of Amherst College, A.M. and Ph.D. of Columbia University, formerly geologist to the Board of Water Supply of New York City, who has also had experience in teaching geology at Columbia University, Middlebury College, Norwich University, and the Pennsylvania State College, has been appointed Associate in Geology.

James Ryals Conner, A.B. of the University of Georgia, Ph.D. of Johns Hopkins and formerly Fellow, at one time a Carnegie Research Assistant, and recently Johnston Scholar and Fellow by Courtesy, has been appointed Associate in Mathematics.

Clarence Henry Haring, A.B. of Har-

vard University, Rhodes Scholar and B. Litt. of Oxford, who has held several resident and traveling fellowships from Harvard, has been appointed Lecturer in History.

Mary Hamilton Swindler, A.B. and A.M. of the University of Indiana, who has been graduate scholar and fellow at Bryn Mawr, has studied in Athens on the Mary E. Garrett European Fellowship, and has recently been Reader in Latin at Bryn Mawr, has been appointed also Demonstrator in Art and Archaeology.

Ida Langdon, A.B. of Bryn Mawr, 1903, A. M. of Cornell and graduate student, has been appointed Reader in English.

Bertha Sophie Ehlers, A.B. of Bryn Mawr, 1909, and since teacher of German in the Agnes Irwin School, Philadelphia, has been appointed Reader in German.

Marie Hopp, Holder of Brevet of the Ecole Supérieure, Paris, who has had experience in teaching in England and at Ashley Hall, Charleston, has been appointed Reader in French.

Marion Delia Crane, A.B. of Bryn Mawr, 1911, and since Secretary of the Bryn Mawr School, Baltimore, has been appointed Reader in English and Secretary to the Dean.

## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed or reviewed as far as possible. The Editor begs that copies of books by or about the Bryn Mawr Faculty and Bryn Mawr students may be sent to the QUARTERLY for review.

### BOOK REVIEWS

AEGEAN ECHOES AND OTHER VERSES. By Helen Coale Crew.  
Boston, Poet-lore Company. 1912.

A book of lyric verse is, more than any other literary form, the presentation of a personality. Indeed the long row of slim books, wherein are folded the emotions and thoughts of the new and tentative poets, is no more compelling than the faces and forms of the casual passers in the street. When we meet a new small volume like the one under discussion the great question is "Have I time to know you?" Such little books give up their secrets only to the leisurely and patient reader. For, Masfield, Galsworthy, Besier and their kind to the contrary, the minor poet has nothing to do with the burning, immediate questions of the day. Not mankind nor God's ways are his affair, but the beautiful presentation of his own perceptions and emotions.

Such verse as this has been supremely well done in England, witness that marvelous little Oxford Book, entitled *Love-in-Idleness*, Canon Dixon's *Poems*, Slater's *Aeneas*, and *Ionica*. The rarefied climate and hurried existence on this side of the water are against our achieving any very great success in the *genre*. But granted that we do not and cannot attain the English heights, here and there we find the little volumes of personal confession quite full of gentle charm and momentary sweetness.

In *Aegean Echoes*, Greek and Roman myth and story suggest thirty of the poems, and the remaining forty may be classed under the head of Personalia. The latter half of the book is slighter in substance and less deliberately artistic in form. The inspiration of Greek poetry did much toward lifting the diction of the first poems out of the realm of the commonplace, though it did not always protect the poet from reminiscence. The first poem is an expansion of the fragment number 55 in the Bergk edition of the *Poetae Lyrici Graeci*. The first line, "Violets crown thy brow," is a little distorted from the original epithet, "violet-weaving." "The Chace," a poem of a picture on a Greek vase, adds to the reminiscence of the title the final thought of the greater poem:

"White-limbed now as of old, wanders the huntress maid,  
Pure still as is the moon, throned in the evening skies;  
Ancient beauty of Greece, beauty that never dies."

One cannot but compare,

"When old age shall this generation waste  
Thou shalt remain, in midst of other woe  
Than ours, a friend to man, to whom thou sayst  
Beauty is truth, truth beauty."



"The gadding vine," again, which the poet uses in "Unsatisfied," is too familiarly Miltonic for any one to borrow. "A Wireless Message" is a daring title for a poem on the Fall of Ilion. "Hylas" is an ambitious and fairly successful poem; it has good lines and more real melody than the author captures elsewhere. The chorus of the "Wood-Creatures" has a good deal of charm:

"In the heavens star-inwrought  
Planet fraught,  
In wide spaces deep and clear,  
Where a comet, flashing hastes  
To outer wastes,  
Cold, pale vestal floats, Diana's sphere."

Despite the preoccupation with Greece and Greek poetry, the author's mode of perception is purely Victorian, as in the lines:

"From great trees whose branches high  
Etch the sky."

"A Dream of a Shadow is Man" is a poem of real loveliness, with its picture of the great heroes wavering to the signal of Hermes' wand,

"As the thin mists upon the mountain side  
Are swayed and swerved when winds at sunrise blow."

Poems to point out for commendation are "Persephone's Lament," Martial's "Epitaph on Erotion," and "The Emperor Hadrian to his Soul," though of the latter it may be said that no one yet has ever achieved a rhythm to match, "Animula, vagula, blandula," though so many have tried.

In "Dawn" and "Yuri" the poet captures the essence of the moment and gives form to that most specious and fleeting thing, the instant, and some sense of its poignant significance to the writer.

On the whole one feels that this writer lacks singing quality and that her work is derivative, the outgrowth of literature rather than of first-hand experience. The poems never show the arresting power of spontaneous emotion.

### UNQUENCHED FIRE, A Novel. By Alice Gerstenberg. Boston, Small, Maynard and Company.

Miss Gerstenberg has divided her novel into three parts. In I. "The Valley of Indecision" we are introduced to Jane Carrington, a big, energetic, independent girl whose aim in life is to go on the stage. Her family belong to that social world so typical of modern times and expect her to "make a good match" and maintain their standards. To avoid this very fate she finally decides to sever all connection with her past life, runs off, and starts in pursuit of her ambition in New York. Part II. "The Slough of Despond" deals with the usual struggles of a would-be actress at the foot of the ladder—the weary round of theatrical agencies, the acquisition of a minor part in a poor play, and all the sordidness of one-night stands. The old suitor of course crosses Jane's path and resorts to every fair and foul means to win her, but she is rescued on the verge of starvation or suicide by a young playwright, Bryce Gordon, who procures her a part in his play. Later, when her identity has become known and when, as she says, "between well-meaning friends and curious reporters" there is no peace, Gordon offers to protect her by marriage on the basis of simple comradeship and she accepts. The play is a failure but she discovers that he is wholly in love with her and she is partly in love with him, and so they take heart to start over again. III. "The Road to Rome" tells of Jane's success in getting

a great manager to put on another play of her husband's with herself in the leading part. From the generally prevalent idea of the amount of hard training required to produce a successful actress we are inclined to be sceptical of the triumph won by Jane in the performance of this play. However, a triumph it is and the company is sent out on the road for six months. Gordon cannot afford to leave his work in New York. Jane is very lonely and after being besieged by Craig, the leading man, finally succumbs one evening to the extent of allowing him to kiss her. At once she regains her self-control and the upshot is that Craig leaves the company. In Chicago Gaston, the manager, and Gordon meet her and she makes full confession to her husband. He receives it in the approved manner of the aggrieved husband of fiction and from this point on we are dragged through "confusion worse confounded." We cannot tell what Gordon's inmost feelings are. When he suggests divorce, is it because his love is killed or because he has misunderstood Jane and thinks that what there was of her love for him has died? He declines her offer to leave the stage and makes no answer to her assertion that she has just really learned to love him. Whether she ever meant him to accept her offer and how much she actually does care for him is not made clear. Indeed she seems incapable of loving anyone more than herself, and yet we feel that the author intended her to possess a deep, affectionate nature, and the failure to convince us of this is the chief reason for the failure of the whole character. The book concludes with that night's performance of the play. As the curtain rises word is brought of Craig's death in a railroad accident, and Jane goes on and plays as never before! Gaston's prescription for her part—to "lose a lover"—has apparently been filled, although which of the two men, if either, occupied the place of a lover in her heart is not obvious to the non-elect. Howbeit, the miracle has somehow been wrought, for tonight she truly "gets over" and "Gaston has made her a star."

Enough has been told to show the muddiness of all this last bit of writing. Miss Gerstenberg evidently had an objective point—presumably to show the power of the lure of the footlights; she reaches it eventually, but through the intermediate stages she wanders haphazard, allowing it to become obscured in a cloudiness that is exasperating. She has undertaken a feat beyond her powers to accomplish. At the point where Craig and Jane embrace each other there has been created a situation that, if not strikingly original, at least has elements of interest and possibilities for further development, but the author proves herself utterly unable to cope with it. Consequently it all falls to pieces in her hands. She is obliged to kill one man in a railroad wreck and leave the other pacing Lake Shore Drive!

The characters of the story are not appealing. Jane is not lovable although she is probably intended to be so; she is an egoist who walks through life rough-shod and fails to convince the reader that any of her emotions are really human. One has rather liked her husband until at the crucial point he fades and vanishes like the Cheshire cat, leaving a blurred impression of his character. In the powerful and magnetic theatrical manager there is an undoubted and vivid portrayal of Belasco. The study of his methods and the various steps by which he successfully achieves the staging of a play give an interesting touch to an otherwise common-place novel.

Some of Miss Gerstenberg's dialogue work is good and there are unexpectedly nice phrases and little turns of speech. On a number of occasions she gets away from the young writer's conventional and limited vocabulary. It is to be hoped that with these points in her favor she will devote much time to the search for more original material and the acquisition and cultivation of methods adequate to deal

with it before attempting to publish anything more. All traces of melodrama and sentimentalism must be effaced. All this can be accomplished only by endless hard study and constant pruning, polishing, and revision. In Miss Gerstenberg's present work the hand of the novice is altogether too apparent: there is much that can only be termed amateurish.

#### BOOKS RECEIVED

WOMAN AND SOCIAL PROGRESS. A Discussion of the Biologic, Domestic, Industrial, and Social Possibilities of American Women. By Scott Nearing, Ph.D., Wharton School, University of Pennsylvania, and Nellie M. S. Nearing, B.A., Bryn Mawr, M.A., University of Pennsylvania. New York. The Macmillan Company. 1912. Price, \$1.50.

FATIGUE AND EFFICIENCY. By Josephine Goldmark. New York. Charities Publication Committee. Published for Russell Sage Foundation.



# THE BRYN MAWR ALUMNAE QUARTERLY

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NO. 3

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## THE HIGHER EDUCATION OF WOMEN IN SCANDI- NAVIA WHERE WOMEN VOTE

As requested, I herewith say a few words regarding the impressions I received of Scandinavian women during my recent trip to Denmark, Norway, and Sweden. As is generally known, there are six universities in these countries: Kopenhagen in Denmark; Christiania in Norway; and Stockholm, Lund, Göteborg, and Upsala in Sweden; and all these universities admit women on equal terms with men. The academic year, divided into two semesters, starts in the beginning of September and ends in the beginning of June.

One thing which struck me as very original is that women wear caps identical with those worn by men students, so that in the streets one always knows students, whether male or female, by their headgear. In Kopenhagen the caps are white with red border; in Lund, a white velvet cap with blue border is worn; and in Christiania, students wear black silk caps with a big, conspicuous tassel of the same color hanging down on one side, almost reaching to the shoulder. Characteristic of the Danish women is their joyous expression after matriculation. All dressed in white, and wearing their students' caps for the first time, they drive in open vehicles, eighteen young women in each, round and round the flower-beds in the Kongens Nytorv, King's New Market, the most important square in the center of the city, yelling triumphantly at the top of their voices. The University of Kopenhagen, founded in 1479, has about three thousand students, including about seven hundred women; and those who wish to take the final examinations have to attend the university five or six years. The doctor's

examination is a very difficult one, but it has the great advantage of entitling all those who have passed it to lecture in the university.

In the University of Christiania, founded in 1811, are about fifteen hundred students, including women. As my husband was officially representing Johns Hopkins University at the centenary celebration last September, I had a good opportunity of becoming acquainted with the ins and outs of the university. On September 5 the University Cantata, *La Lumière*, by Björnsterjne Björnson and O. Winter-Bjelm, was sung by the students of the university, and we thought the performance beautiful. As many women as men students seemed to be taking part in the singing; and the women, all in white, with their abundant, fair hair handsomely arranged, formed a splendid back ground on the platform. A number of women serve on the faculty of the university, and I understand that Norwegian women have enjoyed all the privileges of that institution for more than twenty-five years. Most of the women in Norway appeared to me handsome, dignified, and independent; and not only students, but also women in other walks of life—business women, students in the business college, hairdressers, waitresses, servants. We also had occasion to observe that young men and women, whether students or saleswomen, were good comrades and had an enjoyable time together, never omitting a certain etiquette but never requiring a chaperone.

The oldest Scandinavian University, Upsala, was founded in 1477, and has about twenty-three hundred students, of whom, perhaps, a hundred and fifty are women. Although the women are few in proportion to the men, they enjoy full privileges, I understand, and share even in the fraternities. Of these latter, there are twenty-four, each possessing an elegant *Landmannschaften-Haus*, so called because in each there are only those students who come from the same province, that is, *Landmannschaft*; and in consequence, students who come from the same province have to be associates in the same fraternity. These fraternity houses are most sumptuously furnished, much more so than the rooms used by the faculty of the university.

The youngest Scandinavian university is that at Göteborg. It dates from 1887 and has approximately two thousand students, about one-fifth women. Göteborg itself is a big commercial city

with a hundred and fifty thousand inhabitants, and is the second largest town in Sweden. There is not much to say about the University of Stockholm, founded in 1878 and counting about four hundred students; for mathematics, science, and law are its only departments.

The last note of feminism was struck on the Swedish steamers plying between Christiania, Stockholm, and Lübeck, for there we found not waiters, but only waitresses, who looked and behaved well, and did their work in a highly commendable fashion.

KLARA HECHTENBERG COLLITZ.

### IMPRESSIONS OF BRYN MAWR

I well remember the occasion of my first visit to Bryn Mawr. Its beauty and charm, its "atmosphere," its air of quiet good taste and dignified studiousness, all appealed to me. Campus and halls and open country, here was the college of my dreams; and yet—how could a young person endeavoring to walk in the paths of learning, and obliged to exist en route by means of her own unaided exertions, presume to place herself in so distinguished a setting? Did not everything appear to be for the exclusive and particular use of members of the "privileged classes?" And was it wise and expedient for others to apply, however ardently they might long to secure the coveted degree?

Happily for me, this impression faded away almost as soon as it was formed. I met by chance, as it were, a recent graduate, whose experiences as a self-supporting student had been most encouraging. I gathered from her words, what my own later experience proved to be entirely true, that nowhere in this land of the free could one find a more healthy and democratic spirit than among the students at Bryn Mawr. No one is especially sought out because she happens to be rich; no one, as I discovered to my delight, finds herself out of things because she cannot dress well and is obliged to economize. Quite the contrary: the student who carries a double load always finds willing hands ready to help her over hard places, and among her compensations for extra hours and certain small privations is the joy of feeling that her friends love her for what she is and not for what she has.



Sometimes it takes a sharp contrast to produce a vivid effect; and so I believe I never realized how truly democratic Bryn Mawr is until, later on in my career, I had the opportunity of comparing its spirit with that of a western state university. Here, if anywhere, one might expect to find real democracy. Students educated by the state should be taken on their merits, and social distinctions should not exist; that is to say, every girl should at least have a fair opportunity of proving herself fit to take her place in the social life of the university. Here again my preconceived opinions received a rude shock. I was in a new land; standards were standards here, it appeared. Students who were "Sorority" members, living in more or less exclusive and expensive chapter houses erected by themselves, could hardly be expected to see very much of their humbler sisters who boarded or "roomed" on little back streets. Being on a back street myself, I confess that I was not an impartial observer; but I didn't like it. My naturally democratic tendencies had been developed and strengthened, you see, in a freer atmosphere and a more genial clime.

So much for my impressions of the democratic spirit at Bryn Mawr; let me close by speaking of the religious spirit as it appears to me to be manifesting itself there. Most young people during their college days pass through the period of readjustment and restatement which is almost inevitable as a thoughtful individual passes from the religious life of a child to that of a woman. This happens at Bryn Mawr, as elsewhere; and there are, no doubt, some who emerge from the experience without settled beliefs, just as there are some (and indeed I hope many) who win from it a stronger faith on an enduring foundation. The college could hardly be said to have for its motto in religious matters "*surtout pas trop de zèle*;" but it certainly does aim to be as tolerant and inclusive as possible, and therefore does not encourage any form of corporate religious activity on the part of the students which is not of a rather non-committal type. Still, the impression that there is therefore no warmth of devotion and no spiritual life among the girls is mistaken and unfair. I have repeatedly heard students say that the very fact that the color and glow of their religious life in college depended chiefly on themselves and their own exertions was a great stimulus to spiritual effort. If their Sunday

meetings are dull or commonplace, for example, they know that they themselves are chiefly responsible.

Much more could be done, no doubt; to deepen the religious purpose in individual lives, and the present Association would seem to have unexplored possibilities in this direction. So while I am not claiming that the religious spirit has as yet come to its own in Bryn Mawr or that even the most earnest of the students have more than begun to see its possibilities of blessing and usefulness, still I believe that it is *there* and that it is growing.

The democratic spirit, and the religious spirit! I make bold to claim a measure of both for Bryn Mawr and to prophesy a mighty increase for both in the years to come.

## The Bryn Mawr Alumnae Quarterly

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### RELIGION AND DEMOCRACY AT BRYN MAWR

Most Bryn Mawrtys have more than once heard the college accused of coming short in democracy and in the spirit of religion. We have ascribed the first criticism perhaps to an assumption that a "scholarly air," "beauty and charm," "atmosphere," and "quiet good taste" go hand in hand with snobbishness; the second to the equally irrational hypothesis that where the distinctive mission of colleges is held to be intellectual there religion is held in slight regard. Fortified by vivid memories of our own undergraduate days we have denied both charges; but possibly some of us elders, out of touch with the college as it now is, have sometimes longed for more recent information. The opinion expressed in these latest "impressions of Bryn Mawr," printed on another page, may well carry weight with us, for not only has the writer had her experience in "the new Bryn Mawr," but also her knowledge of college life elsewhere evidently gives her the right to speak with more authority than befits the average undergraduate.

What is the explanation of the possession by the student body at Bryn Mawr to so marked a degree of these two characteristics? The writer in question has suggested a reason for the vigor manifest in their religious life which so accords with a well-known law of human nature as to be convincing: "the color and glow of their spiritual life is of their own making." When it comes to accounting for their democratic spirit, one is possibly inclined at first to point out how frequently social tolerance may co-exist with intellectual snobbishness and how easy it is to be democratic in a tiny

community so selected as to be, from the world's point of view, very nearly homogeneous. But better acquaintance with the facts shows that here again responsibility belongs with the persistent policy of the college authorities. Why do not members of Bryn Mawr "sororities" ignore "their humbler sisters"? For the very good reason that there are no sororities at Bryn Mawr and no chapter houses and nothing even faintly resembling either. Not only has the college prevented social divisions and great contrasts in living conditions by the very planning of its halls of residence and disallowed the formation of societies of a purely social nature; in the determination that no false gods shall be set up in its fortunate little community it has taken alarm at every least symptom of heresy. For instance: officers of an undergraduate club basing its membership on marks received in one department of study came a few years since to the authorities with a problem and a suggested solution: two of the candidates in line for admission had received equivalent marks throughout their course; should not the members of the club choose between them by vote? They were told in reply that, on the contrary, the choice must rest with the head of the department in question. Such vigilance, exercised since the college was, has not counted for little. The policy of the college in regarding itself as first and foremost the standard-bearer of scholarship before the eyes of its student has received much of the blame for their faults; let it also have its fair share of credit for their virtues.

### THE IDLE FRESHMAN AND THE HARASSED SENIOR

The papers have given unusual advertisement to President Thomas's "warning to idlers" as delivered to the freshmen at the opening of the present academic year. It strikes them as good "copy," for it is "a sign of the times," and



they bracket it with President Lowell's threat to this year's freshman class at Harvard that "if any of you are here to seek pleasure you are seeking it in the wrong place." Probably no one except such undergraduates as the cap fits will fail to applaud Harvard for planning to use greater strictness with this class of undesirables; but Bryn Mawr will come in for severe criticism. Very many teachers in the preparatory schools, many even of her own graduates will at first blush consider it preposterous that a college which makes entrance so difficult should deliberately set about a still further weeding of its freshman class. So high a standard, they will declare, will result in more working for marks, more cramming, more dry bones, less and less real education. But of course the hope that animates the Faculty looks to a result exactly the reverse. Entrance examinations, apparently a necessary evil, do not succeed in keeping out the unfit; drilled by skilful coaches, they march into college making as good a showing as the really sound. Only when

actually there, left to themselves at last, with no one at hand to whose interest it is to bolster them up do they betray themselves. To find them out has been for the Faculty only too easy; now at last, strengthened by the necessity which Bryn Mawr is in of keeping her numbers down, its intention is to turn them out. In President Thomas's address last June at the alumnae supper and in Professor Leuba's the situation was fully set forth.

No advertisement, however, has as yet been given to another policy recommended in Professor Leuba's speech which seems to the *QUARTERLY* really a corollary to the policy of increased severity toward freshmen, namely, an increased leniency toward seniors, especially in the matter of final examinations. If the weeding-out process in the lowest class proves successful, surely the resultant body of students, as tested and subsequently trained, should be treated during their last year in college as far as possible as though they were students indeed.

## NEWS FROM THE CAMPUS

### THE '97 RE-UNION

The class of 1897 met at Bryn Mawr in June for a reunion on the fifteenth anniversary of their graduation. Headquarters were at Pembroke West, where most of the class lodged and had their meals. Eleanor Brownell invited us to breakfast at the Shipley School, Mr. Ely had us to tea in his garden, and Anne Lawther gave us a dinner at her cottage. At the last function some members of the class of 1896 presented all those present of the class of 1897 with tiny Chinese lanterns, to make up for a disappointment nineteen years ago.

The class supper was held in Pembroke dining-room on Tuesday evening. Out of the eighty-two students who entered with the class there were present the following thirty-four: Rebekah Chickering, Mary Kirk, Elizabeth Towle, Mary Peckham Tabby, Bertha Rembaugh, Laura Niles, Claribel Stubbs, Elizabeth Caldwell Fountain, Caroline Cadbury Shipley, Mary Campbell, Frances Fincke Hand, Anne Lawther, Corinna Putnam Smith, Eliza Pennypacker, Sue Follansbee Hibbard, Anne Pennypacker, Elizabeth Stephens Saunders, Helen Zebley, Grace Albert, Mary Converse, Emma Cadbury, Jr., Alice Cilley Weist, Gertrude Goff, Mabel Haynes Heissig, Frances Arnold, Mary Riddle, Katrina Ely Tiffany, Marion Taber, Eleanor Brownell, Gertrude Frost Packer, Clara Vail Brooks, Lydia Foulke Hughes, Mary Fay, Mary Miller Buckminster.

Mabel Haynes Heissig, from Vienna, came the greatest distance, and Mary Riddle, who left after freshman year, came after the greatest lapse of time.

At the supper lantern slides were shown of members of the class present and absent, and old class and play songs were revived.

The class presented Mary Campbell with a gold watch in token of our affection for her and appreciation of the work she has done for us since our first class meeting in the students' parlor of Merion Hall.

Besides this the class gave \$165 to go to the purchase of books for the Biology Department under the direction of Dr. Warren and Dr. Randolph. The Annual Class collection from '97 will amount to almost \$1000, the interest of which will go this year to buy books for the Library in the department that needs them most.

Outside of these more formal affairs, most of the members of the class who had cared for athletics in college came out on the basket-ball field, joined the tennis tournament and used the swimming pool whenever there was time.

C. V. B.

#### THE ACADEMIC COMMITTEE

The personnel of the Academic Committee at present is as follows: Mary Breed, '94, Chairman; Susan Franklin, '89; Mary Hopkins, '96; Frances Fincke Hand, '97; Katharine Lord, '01; and Marguerite Armstrong, '05. One vacancy still remains to be filled.

The Board of Directors of the Alumnae Association is in process of appointing a committee to confer with the President and the Dean in accordance with the instructions of the special meeting held on June 6 last. Meanwhile the Academic Committee is, of course, unable to proceed with any work whatever.

#### STUDENTS' BUILDING FUND

The Students' Building Fund has been increased by \$199.88, the proceeds of the performance of "Les Femmes Savantes" given on June 1 by the Plays and Players of Philadelphia. When the new Bryn Mawr Students' Inn Company shall have been formed, as outlined by President Thomas at the alumnae supper last June, and the Students' Inn, with its furniture, etc., bought by it from Miss Martha Thomas and Miss Reilly, who have held the Inn for the Students' Building Committee, the money thus released will be added to the invested fund which has been accumulating for the last dozen years, and a definite statement of the total amount will be made.

#### SARAH BERLINER FELLOW

Miss Gertrude Rand of New York City will work this year in the department of psychology at Bryn Mawr College as Sarah Berliner Research Fellow. Miss Rand was appointed to this fellowship last February because of her research work in the psychology of vision. This fellowship, valued at \$1000, is the largest prize open to women students of science and is available for study and research either in this country or in Europe. It is not given under college auspices but is open to competition through the country at large in the following subjects, with preference in the order given: physics, chemistry, biology, and experimental psychology.

Miss Rand was awarded the degree of doctor of philosophy by Bryn Mawr College in June, 1911. She graduated at Cornell University in 1908, and has held in succession at Bryn Mawr College the following appointments: Graduate scholar in psychology for one year, fellow in psychology for two years, and special research scholar in psychology for one year. Miss Rand has done her research work under the direction

of Dr. C. E. Ferree of Bryn Mawr College and will continue to work with him during her tenure of office as Sarah Berliner Fellow. The subject of her investigation will be "The Determination of the Sensitivity of the Retina to Color in Terms of Radiometric Units."

#### FIRST CHAPEL SERVICE

President Thomas opened the college year on Wednesday morning, October 2, with her customary address in chapel to the students. Her aspirations for the future of the college have not changed. She hopes that the undergraduate body will be composed only of students who make the utmost use of every opportunity; the graduates she believes will soon be an influential group of women doing and inspiring great work throughout the country; she looks forward to the time when all Bryn Mawr Ph.D.'s will be constructive scholars.

She then told us of the loss of professors this year—Dr. Kohler, who has been called to Harvard; Dr. Gutman and Dr. Warren, who are to be absent for the year; also of those who have returned—Dr. Crandall, Dr. Brown, Miss King, and Dr. Tennent. President Thomas next said that she felt that the opinions of the undergraduates are helpful to the college authorities and that she has therefore established in each hall a committee consisting of one member from each table in the dining-room, which committee is to confer with the warden upon all the interests of the hall.

After reminding us of many of the important rules of our community life, President Thomas talked of the political interests of the present day. Saying that many of the great English statesmen were first trained in oratory at Oxford and Cambridge, she told us that the English department at Bryn Mawr is this year going to teach the second-year students "to talk on their feet," and added that she hoped that some day the women who are political leaders in this country may look back and say that they received their first training at Bryn Mawr.

President Thomas then assured us that the new fire-escape at the north end of Taylor, which soon will be concealed by creepers, will do away with any possible danger from fire, and she concluded by saying a few words of welcome to the freshmen and cordially inviting them to come to the Deanery the following afternoon to meet the President, Miss Garrett, and Dean Reilly.

#### FRESHMAN PARADE

Occasional tooting of horns, a general scramble to light torches, whispered conferences over songs, cheering as the band finally arrives at the arch, and the freshman parade is about to begin. There is a moment's silence as the lines start, then the band pounds forth the freshman tune, and 1916 takes it up enthusiastically. The march, marshaled by juniors with torches and lanterns, proceeds with undiminished noise to the lower hockey field, which is lit by an unholy red glare. Here 1916, as it marches before Mephistopheles and his court, is confronted by a vivid representation of the diabolic nature of the freshman course. As the line winds about the field in a curving snake dance, 1915, arrayed as alarmingly fiendish devils, accompanies it, and tries with rattle and bang and shout to drown the freshman song. The sophomores carry transparencies with sentiments of an admonishing or derisive character, but wield no more dangerous weapons than confetti and long curling paper darts. Then the whole rout hurries back to sing, somewhat hoarsely, under the arch; the singing of the freshman song is immediately followed by the sophomore parody, and Parade Night is quickly at an end.



## RECEPTION BY THE CHRISTIAN ASSOCIATION

The annual reception of the Christian Association was held in the Gymnasium, on Saturday evening, October 5. President Thomas headed the receiving line with Dean Reilly; then followed the various officers of the Association, the Presidents of the Self-Government and Undergraduate Associations, and Miss Applebee, who represented the Athletic Association. When the class of 1916 had made its formal début in College Society by being led the length of the receiving line, it was initiated into the Bryn Mawr habit of sitting on the floor. The whole college, seated thus, was addressed by the speakers of the evening, who were announced by Eleanor Bontecou, President of the Christian Association.

President Thomas expressed her pleasure at seeing, for the first time, the class of 1916 among the older students, and assured us all that now, as always, she looked upon Bryn Mawr students as the flower of American womanhood. She urged that the ardent support of the college be given to the activities embraced by the Christian Association, and added that she thought invaluable the opportunity afforded by the Association for undenominational community worship.

Jessie Buchanan, 1913, President of the Bryn Mawr Association for Self-Government, followed President Thomas. She opened her speech with an amusing anecdote, the point of which was to explain to the freshmen that they were *ipso facto* members of the Association. She then gave them some idea of its government and spirit.

Nathalie Swift, 1913, President of the Undergraduate Association, acquainted the freshmen with the functions of that Association and urged them to give it hearty support.

Miss Applebee spoke on behalf of the Athletic Association, whose President, Louisa Haydock, 1913, was not present. Miss Applebee outlined the organization of Bryn Mawr athletics and concluded by an appeal to the entering class to be neither "hags" nor "grinds," applying both terms to those who give no time to athletics.

Eleanor Bontecou, 1913, spoke for the Christian Association, explaining its organization and the work of its various committees. The spirit of the association she made clear by her manner as well as her words, and the college showed its appreciation of her talk by a large attendance at vespers and at chapel, on the following Sunday evening.

After the speeches, college songs were sung until ten o'clock. Then President Thomas rose, and the evening was concluded by "Thou Gracious Inspiration."

## SCHEDULE OF EVENTS

October	2	College opens.
October	3	President Thomas's address to the entering class, the Deanery, 3 p.m.
October	5	Reception of the Christian Association to the freshmen.
October	6	Sunday morning service, sermon by Prof. George A. Barton.
October	13	Sunday evening service, sermon by Rev. Robert Johnston, C.D., rector of the Church of Our Saviour, Philadelphia.
October	18	Senior reception to 1916.
October	19	President Thomas At Home to the graduate students, the Deanery, 3 p.m.
October	19	Senior oral examination in French. Reception to the freshmen by the Trophy Club.
October	20	Sunday evening service, sermon by Mr. Hugh L. Burleson, secretary of the Protestant Episcopal Domestic and Foreign Missionary Society in the United States.

- October 26 Senior oral examination in German.  
 October 27 Sunday evening service, sermon by Canon H. Hensley Hewson, canon of Westminster.  
 November 1 Lantern Night.  
 November 3 Sunday evening service, sermon by Dr. H. Rosswell Bates, of the Spring Street Mission, New York.  
 November 9 Banner Night.  
 November 10 Sunday evening service, sermon by Rt. Rev. Philip M. Rhinelander, Bishop of Pennsylvania.  
 November 17 Sunday evening service, sermon by Mr. Robert Elliott Speer, secretary of the Presbyterian Board of Foreign Missions.  
 November 18 Condition and deferred examinations begin.  
 November 23 Sophomore play.  
 November 24 Sunday evening service, sermon by Rt. Rev. Arthur S. L. Lloyd, D.D., President of the Board of Missions of the Protestant Episcopal Church.  
 November 27 Thanksgiving vacation begins at one o'clock.

## NEWS FROM THE CLUBS

### BOSTON

On October 1 the Bryn Mawr Club was obliged, on account of the College Club's need of all its rooms, to give up the room it has rented there for several years. The Club has taken a large room on the first floor at 24 Newbury Street, between Berkeley and Arlington Streets; a few doors off there is a dining-room

under the same management which its members will use as a restaurant. The club teas will be held in the new room on the first Wednesday of every month during the winter and spring. A "housewarming" tea was held there on October 9 with Marjorie Young, '08, and Cynthia Wesson, '09, as hostesses.

## NEWS FROM THE CLASSES

### 1889

Alice Gould returned to America early this autumn; in January she will go back to Europe, to work chiefly in the British Museum and in Spain

Lucy Donnelly and Helen Thomas Flexner (Mrs. Simon Flexner), spent most of the summer in Normandy at St. Antoine, Dieppe.

### 1892

Elizabeth Winsor Pearson (Mrs. Henry G. Pearson) has a son, Henry Pearson, Jr., born November 10 at Newton Center, Massachusetts.

1895  
 Rosalie Furman Collins (Mrs. D. C. Newman Collins) has a son, John Dillard Collins, born on May 30, at Cranford, New Jersey.

### 1893

Evangeline Walker Andrews (Mrs. Charles M. Andrews) and her family have returned to New Haven. With the January number she resumes her work as Editor-in-chief of the *QUARTERLY*.

### 1897

Mary Campbell spent a month in Portland, Oregon, this summer with Grace Campbell Babson, '00.

Elizabeth Norcross Esterly (Mrs. Henry M. Esterly), with her two chil-

dren, has recently spent two months with her parents at Carlisle, Pennsylvania.

Mildred Minturn Scott (Mrs. Arthur Hugh Scott) has a second daughter, Leslie Françoise Minturn Scott, born in Paris in May. The family is now settled in a new house they have built near Mr. Scott's school for French boys, which occupies the old Château de Liancourt, once the home of the great Duc de la Rochefoucauld. Mr. Scott has been able to take up his work again after a number of years of illness, and she expects to spend half of every day at the school, where she will welcome any old Bryn Mawr friends who care to take the short trip out from Paris. She writes: "The *QUARTERLY* is a real boon to those of us who live away from America and who find it difficult to keep in touch with all the old interests. I read it always, almost from cover to cover, and feel a glow of loyal affection to Bryn Mawr and of gratitude to those who must have a lot of work to do to give the rest of us this satisfaction."

## 1899

Mary Thurber Dennison (Mrs. Henry Sturgis Dennison) has a son, James Thurber Dennison, born July 17.

Ellen Kilpatrick, ex-'99, spent the summer in France and Switzerland with her mother and sister.

Jean Clark Fouilhoux (Mrs. Jacques A. Fouilhoux) is secretary of the Portland Equal Suffrage League which is doing splendid work.

## 1900

Martha Irwin has been spending the summer in Devonshire, England.

Margaret Browne, ex-'00, has resigned her position as secretary to Mrs. Florence Kelley, who is the Secretary of the National Consumers' League.

## 1901

Josephine Bates is spending the winter at the Bryn Mawr Club in New York.

Grace Phillips Rogers (Mrs. Gardner Rogers) has a daughter, Elaine, born at Houghton, Michigan, on July 20.

Edith Campbell spent her vacation in Europe this summer.

## 1902

Marion Balch went horse back riding in Maine for two weeks during the summer.

Jean Crawford expects to spend the winter at Cocoonut Grove, five miles south of Miami, Florida. Her father has just built a house there.

Lucia Davis is continuing to work for the Maryland Society of Social Hygiene, and this winter will live with her brother at Curtis Bay, Baltimore.

Elinor Dodge and Frances Seth stayed at Randolph, Vermont, during September.

Elise Gignoux is again a graduate student in botany at Columbia University.

Elizabeth Stoddard has been visiting her married sister in Buffalo.

Helen Nichols Estabrook (Mrs. Mansfield Estabrook), ex-'02, has a son, James Mansfield Estabrook, born in Paris, in June.

Irene Sheppard, ex-'02, writes from Buenos Ayres that she is finding her work there as a secretary of the Young Women's Christian Association very interesting and that she will remain there another year. The climate is hard on her and twice she has had to take short vacations.

## 1903

Eunice Follansbee was married to Mr. William B. Hale of Chicago on the afternoon of June 29. Anne Sherwin came west for the wedding. After a trip abroad Mr. and Mrs. Hale have returned to Chicago, and will soon move into their house at 1412 Astor Street.

Rosalie James is living at the Bryn Mawr Club in New York this winter.



Linda Lange has been appointed a fellow of the Rockefeller Institute for Medical Research.

Grace Meigs will return early in November from her year's study in Germany, and will probably start practising medicine in the neighborhood of Chicago.

Elizabeth Sergeant is spending the winter in France, writing.

Anna Phillips Bolling (Mrs. Raynal C. Bolling), ex-'03, has a second daughter, Cecilia Raynal Bolling, born on September 18.

#### 1904

Jane Allen is teaching history and Emma Thompson chemistry in the new school building of the West Philadelphia High School.

Teaching at the Girls' High School, Philadelphia, this winter are: Amy Clapp, in the mathematics department; Margaret Scott and Eloise Tremain, in the history department; Gertrude Klein and Elizabeth Whiting, in the German department.

Leslie Clark is teaching at Westover School, Middlebury, Connecticut. She writes that it is a marvelously beautiful place and everything about the school is ideal.

Jeannette Hemphill was married on October 12, at All Souls' Church, New York City, to Mr. Charles Bolte. Esther Sinn was maid of honor; Beatrice Weaver, '02, Margaret Ross Garner, Agnes Gilminder Carson, Mary Hollar Knox, Minnie Ehlers, Anne Sellack, Katherine Fowler, '05, Edith Ashley, ex-'05, and Mary Jobe—former graduate students—were among the guests. Mr. and Mrs. Bolte will live at 51 Crescent Avenue, Jersey City, New Jersey.

Anna Jonas, Ph.D., and Eleanor Bliss, Ph.D., passed the United States Geological Survey examinations last spring and have since done field work near Boyertown, Berks County, Pennsylvania, for a month or more.

Esther Sinn has been president of the Playground Association of Scranton

and had full charge of the work this summer. Those who have seen it say that it was splendidly managed.

Louise Peck White (Mrs. Albert C. White) has a daughter, Adrienne White, born on June 17. The family have taken a house for the winter in Hamilton, Bermuda.

Hope Woods Hunt (Mrs. Merrill Hunt) ex-'04, has recently been staying with Patty Rockwell Moorhouse, and on October 1, they paid a hasty visit to the College. When they reached the Gymnasium, their astonishment was great at hearing "Freshmen, stand by your Juniors' side," followed by the 1916 cheer.

Kathrina Van Wagenen has gone to China as a missionary.

Clara Woodruff will be married in December to Mr. Robert Hull of Scranton, Pennsylvania.

Mary Hollar Knox (Mrs. John C. Knox), ex-'04, has moved to 234 W. Hortter Street, Germantown, where her husband is now cashier of the National Bank.

#### 1905

Margaret Bates is teaching at Miss Hebb's school in Wilmington, Delaware.

Theodora Bates spent several weeks in England this summer, and visited Caroline Morrow Collins.

Rachel Brewer spent the summer visiting at Honolulu.

Mabel Austin Converse and her husband went on a motoring trip through New England this summer. They have taken an apartment at the Belgravia, in Philadelphia, for the five months beginning October 1.

Elizabeth Goodrich and Alice Gers-tenberg, ex-'07, have joined the company of the Little Theatre of Chicago. The Little Theatre is an organization recently formed for the purpose of dramatic education and uplift, and they intend to give during the winter, at regular intervals, plays by such men as Synge, Strindberg, and Bernard Shaw.

Helen Griffith has been abroad all summer with her father. She is now instructor in English at Mount Holyoke College.

Elisabeth Henry has announced her engagement to Mr. John Mansfield Redfield, of New York City.

Helen Kempton has completed her three-year contract with the Boston Associated Charities; she spent most of October with a friend on a trip to South America.

Frederika LeFevre was married on June 26 in Denver, Colorado, to Mr. Harry E. Bellamy of that city.

Edith Longstreth was married in Germantown on October 18 to Mr. William Stroud Wood, of Philadelphia. After January 1 her address will be 7921 Germantown Road, Chestnut Hill, Pennsylvania.

Helen Sturgis sails for Europe in November to be gone for some time.

Florence Waterbury sailed for Europe in September, for an indefinite stay abroad.

## 1906

Anna MacClanahan Grenfell has a second son, Pasco, born at St. Anthony's, Labrador, on September 13.

Katharine McCauley came east early in June and spent two months visiting in and near Philadelphia, New York, and Boston.

Helen Smith was married at Norwalk, Connecticut, on October 10, to Dr. Sanger Brown 2d. Her new address is Bloomingdale Hospital, White Plains, New York.

Maria Smith continues her work as business manager of Bryn Mawr College, in which position she succeeded Maria Albee, '04, last spring.

Mary Withington is manager of Rosemary Hall School, Greenwich Connecticut.

Lucia Ford, ex-'06, reached home in June after a four-months' trip abroad. She has resigned her position as secretary of Hull House and is now acting as private secretary to Miss Jane Addams.

Alice Flickinger has announced her engagement to Mr. Herbert O. Baker, who is in the insurance business in St. Louis.

## 1907

Margaret Ayer Barnes (Mrs. Cecil Barnes) has a son, Cecil Barnes, Jr., born August 17, in Winnetka, Illinois.

Julie Benjamin spent two weeks in October with Harriet Houghteling, ex-'07.

Adele Brandeis is assistant director of the state child labor exhibit which is to be held in Louisville in November. Anna Louise Strong, ex-'07, is to come on from Seattle to direct the exhibit.

Antoinette Cannon is working with other citizens of Deposit, New York, to get a new school building that can be used also as a social and civic center for the town. She has written the first of a series of articles for the local paper to rouse interest in the movement.

Elizabeth Clark, who received her M.D. degree last spring, has been appointed to a position in the Women's Medical College of Philadelphia.

Dorothy Forster has announced her engagement to Mr. Rutger Bleeker Miller of New York City.

Alice Gerhard spent the summer in Belgium and France: she studied French for a month at the University of Grenoble.

Alice Hawkins returned with Calvert Myers, ex-'07, about the first of October from their trip of several months in Europe.

Grace Hutchins writes from Kuling, China: "We leave here on Monday and open school on September 6. It's been a fine summer."

Cornelia Meigs is teaching this winter at St. Catherine's School, Davenport, Iowa.

Margaret Morison has been studying at the summer school of Columbia University.

Esther Reinhardt has been appointed head of the English department of the West Philadelphia High School for Girls.

Emma Sweet Tondel (Mrs. Lyman M. Tondel), has a son, Lyman Mark Tondel, Jr., born July 12.

Esther Williams this summer spent six weeks in St. Anthony, Newfoundland, visiting Anna MacClanahan Grenfell, '06.

Margaret Augur, ex-'07, will return this winter with her family to live in Chicago.

Berniece Stewart Mackenzie (Mrs. Charles Arthur Mackenzie), ex-'07, has left New York and returned to Portland, Oregon, to live, as Mr. Mackenzie has gone into business there. Her address is now 460 East 21st Street North, Portland, Oregon.

Marion Warren, ex-'07, spent from two to three months this summer visiting in and near Philadelphia, New York and Boston, and in July attended a church conference in Cambridge.

Helen Smitheman Baldwin (Mrs. Allen T. Baldwin) has a daughter, Helen Elizabeth, born October 5, at Lakewood, Ohio.

## 1908

Mary Kinsley Best (Mrs. W. H. Best) has a daughter, Anne Katherine Best, born July 7, at Brooklyn, New York.

Margaret Copeland and Margaret Ames, ex-'09, spent a month this summer camping in the Big Horn Mountains, Wyoming.

Helen Dudley had a poem, "To One Unknown," in the first number of the *New Poetry Magazine*.

Myra Elliot was married to Mr. Jacques Leonard Vaucelain on Tuesday, October 15, in St. James Church, Philadelphia.

Anna King is spending the winter in Boston studying at the School for Social Workers. Her address is 99 Pinckney Street, Boston.

Margaret Lewis is living at the Bryn Mawr Club in New York this winter. She is teaching at Miss Chapin's School.

Louise Milligan was married on November 12 to Captain Charles D. Herron of the United States Infantry. Louise

Foley and Margaret Copeland were among the bridesmaids. Captain Herron will be stationed at Fort Harrison, near Indianapolis.

Josephine Proudfit Montgomery (Mrs. Dudley Montgomery) has a son, Andrew Proudfit Montgomery, born June 16, in Madison, Wisconsin.

Tracy Mygatt and Fannie Witherspoon have been conducting a series of open air suffrage meetings in and near Philadelphia during the summer, helping on the work of the Pennsylvania Equal Suffrage League.

Marjorie Wallace Nichols (Mrs. Robert Hastings Nichols) has a daughter, Ellen Shepard Nichols, born May 26.

Anna Welles spent the summer visiting in America. She also went through the Yellowstone Park and was present at the Frontier Show in Cheyenne.

Ethel May Beggs, ex-'08, was married to Mr. Frederick Timothy Hall on October 10, in Columbus, Ohio. They will be at home after November 1, at 1581 Franklin Park, South, Columbus.

## 1909

Mary Herr will spend the winter in England, Paris, Italy and Greece.

Eugenia Greenough, ex-'09, has announced her engagement to Mr. Royal Robbins of Boston.

## 1910

Susanne Allinson is Warden of Radnor Hall.

Irma Bixler was married September 9 to Mr. Emerson Peck Poste. She was attended at the wedding by her sister, Rena Bixler, '13. Mr. and Mrs. Poste will live at 247 Princeton Avenue, Elyria, Ohio.

Frances Hearne was married September 23 to Mr. Robert Bowen Brown of Cincinnati. The ceremony was held in St. Mary's Memorial Church in Wayne, Pennsylvania. The bride was attended by her sister Antoinette Hearne as maid of honor and by four bridesmaids: Alice



Hearne, Gertrude Hearne, Ruth Babcock, and a sister of the groom. Mr. and Mrs. Brown will live in one of the suburbs of Cincinnati.

Miriam Hedges is secretary of the Baldwin School, Bryn Mawr.

Janet Howell is studying in Johns Hopkins University, where she expects to take a degree in June.

Katharine Liddell has taken a position in Miss Madeira's School in Washington.

Dorothy Nearing was married on October 10 to Mr. Henry Bowers Van Dyne. She was attended at the wedding by her sister, Mary Nearing, '09. Mr. Van Dyne is a graduate of Dartmouth College. Mr. and Mrs. Van Dyne will live in Troy, Pennsylvania.

Millicent Pond sailed for Europe with her family in July. They expect to be abroad for a year.

Izette Taber was married August 22 to Mr. Alfred Victor de Forest. Mr. de Forest is a cousin of Charlotte Simonds and she and Elsa Denison were present at the wedding. Mr. and Mrs. de Forest will spend the winter in California.

Elizabeth Tappan is at Miss Madeira's School in Washington.

Elizabeth Tenney spent several weeks this summer at Huron Mountain, Michigan. She expects to be married in April.

Alice Whittemore is at Miss Madeira's School this winter.

Helen Hurd, ex-'10, was married June 15 to Mr. Gilbert Ames Bliss. Mr. and Mrs. Bliss are in Europe on their wedding trip.

Hélène Pelletier, ex-'10, was married September 25 to Mr. John Benjamin Walker of Sioux City, Iowa. Mr. and Mrs. Walker will live at 1308 Jackson Street, Sioux City.

Rosalind Romeyn, ex-'10, has announced her engagement to Mr. William Everdell, Jr., of New York. They are to be married in December.

Josephine Ross, ex-'10, was married July 10 to Mr. Charles Lichty Miller.

Catharine Souther, ex-'10, was married September 2 to Mr. Winthrop Parkhurst Buttrick of Gloucester, Massachusetts. Mr. and Mrs. Buttrick will live at number 14 Cabot Street, Winchester, Massachusetts.

1911

On July 24 Frances Carey died from injuries that resulted from her being trampled on by a horse. She and her cousin, Miriam Thomas, '02, had just alighted from their carriage in the woods and she was tying the horse, when probably a bee stung him, for he started to run and threw her down. The *QUARTERLY* gives these tragic details because the story has been so incorrectly told by some of the newspapers.

Dorothy Coffin has spent a month in Duluth working with a firm of interior decorators. She is continuing her course at the Chicago Art Institute this winter.

Marion Crane worked during the summer at the Rockefeller Institute for Medical Research in New York.

Leila Houghteling visited in Duluth this summer and also in the east.

Frances Porter has been working in Chicago this fall for the Progressive Party.

Mary Taylor and Norvelle Browne, ex-'11, spent a month this summer visiting Leila Houghteling and Dorothy Coffin.

Dorothy Thayer, ex-'11, visited Leila Houghteling and Dorothy Coffin this fall.

1912

Catherine Arthurs had charge of the Bryn Mawr Summer Vacation Bible School which was held in Germantown. She is now an assistant secretary in the Baltimore Young Women's Christian Association.

Zelda Branch was married on August 18, at Woodville Plantation, Cumberland County, Virginia, to Dr. William E. Cramer. Their address is Baltimore Hotel, Kansas City.

Laura Byrne spent the summer working as an assistant secretary in a branch of the Federated Charities of Baltimore. On June 28 she and Olga Kelly, '13, took part in a big suffrage parade in Baltimore, under the leadership of Edith Houghton Hooker, '00.

Norah Cam, 1912's European Fellow, is back at college for the winter, as holder of a graduate scholarship in mathematics.

Carmelita Chase has been very ill with typhoid fever at her home in Omaha, Nebraska.

Gertrude Elcock has opened a school in Glenside, Pennsylvania.

Catherine Arthurs and Elizabeth Faries spent the summer in Philadelphia doing settlement work.

Elizabeth Faries held the position of Industrial Manager of the fifty-two Philadelphia summer vacation Bible schools.

Christine Hammer is acting as secretary to Dr. Leuba.

Beatrice Howson is assistant secretary of the Alumnae Association.

Elizabeth Pinney has been doing investigation work for the Staten Island Surrogate Court.

Lorle Stecher is back at college as holder of a graduate scholarship in psychology.

Among the members of 1912 who came back to college to visit at the beginning of this year were Mary Talden, Anna Heffern, Beatrice Howson, Catharine Terry, Marjorie Thompson, Carlotta Welles, and Dorothy Wolff.

1913

Eleanor Elmer, ex-'13, is living this winter in Winnetka, Illinois.

## LETTER TO THE EDITOR

135 W. Mt. Royal Avenue,  
BALTIMORE, 3, V, 1912.

DEAR EDITOR:

Thank you very much for the review of my "Selections from Early German Literature," contained in the April number of the *Bryn Mawr A. Q.*

While not wishing to give a "Review of the Review," yet I beg permission to offer just one correction: In the reviewer's opinion, I ought to have used Hertz's translation for my selections from "Tristan" throughout. I quite agree with the reviewer as to the general excellency of Hertz's version and as to its superiority over the one by Simrock. Unfortunately, Hertz's translation does not contain the well known literary passage inserted by Gottfried on the occasion of the "swertleite." Hertz, as he mentions in his Preface (p. VI), omitted this passage.

Yours sincerely,

KLARA HECHTENBERG COLLITZ.

## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed and reviewed as far as possible. The Editor begs that copies of books by or about the Bryn Mawr Faculty and Bryn Mawr students may be sent to the QUARTERLY for review.

### BOOK REVIEWS

FATIGUE AND EFFICIENCY. A study in industry. By Josephine Goldmark. Charities Publication Committee.

I have always been one of the enormous class of readers who have a taste for listening to the true story of multitudes. Whether in history or fiction, the page that brings before me with reality the common experience of thousands of human beings has always had for me fascination and what is called romance. Any book which enables one to see countless fellow-creatures, in some veritable aspect, in an innumerable panorama will take one to a mountain-top in life or to walk by a shore of its multitudinous sea; and for long after will widen one's horizon with the remembered outlook.

I am glad to dwell first, and before speaking of any of the valuable, contributive ideas it presents, on the fact that Miss Goldmark's study in industry, *Fatigue and Efficiency*, has the remarkable, the responsible, and beautiful tone of the true story of multitudes. Those who enjoy listening to that tone in letters or in life will delight, as they turn the pages of this volume, in the scope, clarity, and authority of its human chronicle. To those for whom it chances that the quickening air of mortal achievement and destiny is audible only in the tale of solitary prowess, the struggle of Hamlet or of Crusoe, this book may well be commended for evoking a fresh impression and perception of existence.

The topics of the book are: the world's experience in the exhaustion of her industrial workers; the result of the modern scientific inquiry concerning the nature of fatigue and its effects; the need of employing the findings of scientific research for sustaining by law the nation's vital powers of labor.

The opening chapters collate brilliantly a synthesis of laboratory investigations on "The Nature of Fatigue."

"During the last century, unknown to those who saw the practical result of overwork in industry, and sought a legal remedy year after year, so often in vain, men of various sciences were studying the same phenomena in the laboratory. The physiologist, chemist, bacteriologist, and psychologist have contributed to the study. The scientific investigation of fatigue in its varied aspects make up a wide and growing literature. . . . The study of fatigue as applied to industry is not an academic nor a remote speculation. It shows why the system of long hours must physiologically result in human deterioration and inferior output."

This synthesis contains many conceptions novel and valuable to the layman and places before the non-scientific reader for the first time the results obtained by many distinguished investigators—Weichardt's researches in the toxin of fatigue, the interesting contributions of Dr. Frederick S. Lee, the inquiry of the Turin



school. Few laymen will fail to be interested by the information that an over-taxed runner dies, not from heart-failure, but from "excess of fatigue," because "a poisoned blood poisons his brain, poisons his whole body." It is interesting to have the ordinary observation of common-sense substantiated by the clearly-proven statement that "in the muscular contractions of men (as measured by the ergograph) the curve of fatigue rises before it begins to fall. That is, before fatigue begins to diminish the muscle's power of contracting, there is a period during which the muscle gains strength at every effort . . . . This upward progression is known to physiologists as the . . . . 'treppe' . . . . These three general . . . . stages of work may be observed. First, the *treppe*, when working power is on the increase, and excitability is growing; second, the period when muscle is in its best working condition, its excitability highest; and third, the period when fatigue products clog the muscle more and more. . . ."

"The essential thing in rest is the *time at which it comes*. Rest postponed is rest more than proportionately deprived of virtue. Fatigue let run is a debt to be paid at compound interest. Maggiora showed that after a doubled task, muscle requires not double but four times as long rest for recuperation."

We are anticipating the text a little in this last quotation, which occurs in connection with an account of the effects of nervous fatigue in the chapter entitled "The New Strain in Industry." I wish that every person who has ever used a telephone might read this wonderful chapter, might understand what the exceedingly complicated work of the telephone-service means for innumerable women-operators. The picture of the telephone-service from the worker's point of view, the picture of the canneries from the worker's point of view, startle and overwhelm. The breadth, the clarity, and the authority of this piece of contemporary history concerning speed and complexity in modern industry make it an incomparable utterance, vivid to the imagination, convincing to the sense of truth.

In the following discussions of "Studies of Physical Overstrain in Industry," "Fatigue and Output," "Fatigue and Overtime Work," "The New Science of Management," "The Enforcement of Labor Laws," "Labor Laws and the Courts" "The Prohibition of Night Work," all of them full of contributive information and wise discrimination, the most remarkable are, I think "Fatigue and Output" and "The New Science of Management."

"Fatigue and Output" makes manifest by an apt collection of evidence, a body of proof, that, other things being equal, the shorter working-day has generally achieved a greater out-put than the longer. The history of Ernst Abbe's studies at the Zeiss optical works is narrated with especial charm, and has, of course, an enhanced value just now in connection with our American discoveries and practice in the new science of management.

Concerning this new and inspiring science of management Miss Goldmark says:

"Scientific management differs from other systems not in degree, but in kind. Ordinary management leaves the workers in any industry to learn and pursue their trades, by imitation from their fellows, by tradition and rule of thumb. Scientific management assumes the responsibility of teaching the workman a predetermined task and keeping him adequately provided to accomplish this task.

"In this apparently simple assumption lie the germs of a wholly new system of production."

In connection with the fatigue of workers, various aspects of this new system of production are considered, among them the relation between scientific management and labor organization: "The unionist's desperate dread of losing his hard-

won collective-bargaining power (the essential basis of his solidarity) can be met only by converting this craving for harmony and mutual support, as well as the impulse of individual ambition, into a productive asset."

Undoubtedly the principle of collective bargaining has not formed a sufficiently vital part of the programme of scientific management. Undoubtedly in the factories where scientific management has been installed in connection with women's work, collective bargaining would have furthered at once the workers' interests and those of scientific management. But this statement should be supplemented by the observation that on the important special point of adjusting industrial conditions in apparatus, standing for long periods, lifting, etc., for the purpose of conserving the working powers of women—on this point, in so far as the present writer knows, there is practically no collective bargaining with employers by labor unions themselves. Even in the very best-organized unions, such as that of the cloak-makers, there is virtually no industrial adaptation for the special needs and abilities of women, nor any negotiation concerning this adaptation.

Moving and eloquent is the conclusion of the first part of the book, concerning the effect of exhaustion on working populations: "Fatigue so closes the avenues of approach within that education does not educate, amusement does not amuse, nor re-creation re-create. Books and learning, pictures, music, play—all these enfranchisements of the spirit lose their power. 'Our fires are damped, our drafts are checked.' The wings of freedom are clipped, wings that soar above

"The heavy and the weary weight  
Of all this unintelligible world?" "

These words are a fitting introduction to "The World's Experience upon which Legislation Limiting the Hours of Labor for Women is Based." The second part of the book is the material contained in the Oregon, Ohio, and two Illinois briefs of Mr. Brandeis and Miss Goldmark, which have lessened the long laboring-day of many thousands of working women.

Impressive indeed is this testimony of physicians, factory-inspectors, nurses, labor bureaus—this great tale of the world's effort in our own day to protect the strength of her workers.

"Conditions and industrial processes differ, different trades are described, different people discussed, but, unknown to one another, and terrible in their unconscious unanimity, these observers ring the changes upon the common, human facts at issue—exhaustion and deterioration following in the wake of the long working day and night. Workers of many nations pass before one as one reads; men, women, and young children drawn into the industrial whirlpool, as the wave of invention and development strikes their respective countries—and protection follows slowly after."

It is to the lasting honor of Bryn Mawr that, in the worldwide effort to shorten the working day, one of her students has made so distinguished a contribution as Miss Josephine Goldmark's.

**WOMAN AND SOCIAL PROGRESS.** A discussion of the biologic, domestic, industrial and social possibilities of American women. By Scott Nearing and Nellie M. S. Nearing. New York: The Macmillan Company, xii, 285 pages. 1912.

Mr. and Mrs. Nearing dedicate their book "to the many girls who have come to us, uncertain, perplexed, asking, "what shall I do?" Persons who undertake to answer this query are obliged in the present state of the discussion to settle first in their own minds the fundamental question which divides the advocates of women's progress and which deals with the direction and aim of that progress. Is it to be in the direction of a greater differentiation between the sexes, or a less? Is it to be primarily emotional with a basis in economics, or primarily economic with emotion sparingly used as a motive power under government license? Are women to be lovers and mothers with Ellen Key or lesser men with Olive Schreiner? The first set of answers, as is well known, is given eloquently by the women of many countries of continental Europe. The second set is part of the birth-right of the Anglo-Saxon (though it originated in France among the ideas of '89) and has been hitherto the mainspring in England and America of agitation for the enlargement of women's opportunities. From John Stuart Mill through Frances Power Cobbe to Mrs. Gilman this view has been triumphant. It rests on the conviction that women are over-sexed and becomes effective in the effort to conquer for them a larger footing in the industrial and political world for long peopled by men alone. To this view Mr. and Mrs. Nearing are unfaltering in their adherence. They do not slight motherhood; on the contrary they urge a very thoughtful and conscientious view of its importance. But it is an alternative. "There are two alternative occupations open to women—first, motherhood, and second, some form of constructive pursuit, usually industrial." "There is no inherent reason why marriage should not be merely an incident in her life as it is in the life of a man—no reason why she should not adopt a profession and follow it through life—with the possible interruption of a few years, if she becomes a mother—just as a man pursues his trade." The problem of the superfluous woman, which almost robs Ellen Key of her sleep, does not greatly trouble our authors; they are appeased by remembering that industry is open to her.

The essence, then, of their reply to the inquiring girl is the good old Anglo-Saxon exhortation to achieve economic independence. And this sound advice, however simple it sounds in an individual case, opens up all the related questions involving the heredity of the seeker, her education from infancy, her technical training, her aim in life, and her place in society. These questions and all the possible answers have been pretty fully set before the public of late years, and it cannot be said that the present book has any very definite contribution of new material to make. It is however a handy and well arranged summary of certain accepted data and opinions and may be of use to persons who have not read the sources (themselves in most cases popular and readily accessible) from which *Woman and Social Progress* is drawn.

For convenience the industrial and political woman was described in an earlier sentence as a "lesser man," but this is a term that our authors would repudiate, and their effort to avoid the admission it makes is found in two somewhat disappointing chapters on "The Personal Capacity of Woman" and on "A Capacity Basis for Achievement." These chapters are disappointing because they sum up a candid statement of the facts by a more optimistic forecast than the facts will support. Rosa Bonheur may be trotted out as many times as her own horses and the fact will remain that the highest efforts of the creative faculty are to seek among



women to a degree not to be explained by lack of opportunity or of the sympathy of society. The evidence that has accumulated up to the present day has done nothing to invalidate Plato's famous contention that a woman can do anything a man can do, and that some women can do some things better than some men, but that on the whole the best of the world's work from cooking to sculpture has been done by men. This admission should be made without reluctance, since it is not nearly so important as it sounds; for a good second place is all that is attainable by the vast majority of mankind.

Carrying out the principle that a girl can best serve herself and society by earning her own living and achieving the full rights and duties of a citizen, our authors give some excellent detailed advice and an interesting analysis of the industrial and social work open to women. Strong and proper emphasis is placed on the progress made by them in the art of coöperation and on the necessity for still greater advance in that direction. At their door is laid the extraordinary anomaly of household service, the one branch of industry which has been almost entirely in their control and which is a monument to the archaizing tendency of the well-to-do woman and of her preference for status as against contract. In education our authors are convinced Spencerians: "The most practical object of a college education is obviously vocational." The whole question of education is somewhat summarily dealt with and "culture" cuts a poor figure beside the achievements of the Manhattan Trade School.

THE GATE OF WISHES. By Mary MacMillan. Printed in the Winter number of *Poet Lore*. Boston: The Poet Lore Company, 194 Boylston Street.

Miss MacMillan should have labelled the *Gate of Wishes*—without a label the critic can have no lane of approach. If he attempts to appraise it as a dramatic piece, he is immediately aware that the work has neither action, characterization, surprise, suspense, nor dramatically comprehensible dialogue. Two people come into a glade—they are in love with each other. They converse lightly of "many things" ranging from appointments over the telephone to the effect of color on temperament—from the mundane to the eerie—from cabbages to kings. And having conversed, they burst into meter! That is all.

Or perhaps the *Gate of Wishes* was designed for the study. Can it then, withstand the acidulous literary test? There is much "atmospheric" dialogue which fails to convey the "feeling"—possibly because in the glades of Arcady where dwell the Little Folk there are no telephones, no matinées, no back-platforms—fortunately; the Arcadians do not "have something else on hand." Certainly for the type of Arcadian who bursts into verse at intervals these things are not necessary. If, as seems probable, Miss MacMillan meant to convey a contrast—that in getting away from telephones, street cars, and the current vernacular and returning to nature, people are enabled to hear the "Voices of the Silences"—she has failed. For the contrast does not exist. The finest words are lyric and the details which are intended for contrast become merely incongruous and jarring inserts. The piece runs on aimlessly, it enumerates fauna and flora, it exudes color. But the color is without effect because, like the dabs of paint on a palette, it is raw, unapplied, dormant until the artist wakes it. A Swinburne uses color to convey meaning; a Maeterlinck indulges in abrupt transitions because the psychological continuity is unfaltering; but Miss MacMillan merely uses color, and her transitions are wilful. Her prose is somnolently graceful—her verse superfluous.

## BOOKS RECEIVED

## MATERIALS FOR A STUDY OF SPENSER'S THEORY OF FINE ART.

By Ida Langdon, M. A. A thesis submitted to the Faculty of Arts and Sciences of Cornell University in Candidacy for the Degree of Master of Arts. New York: Printed for the author. Ithaca, 1911.

## LIST OF ENGLISH EDITIONS AND TRANSLATIONS OF GREEK AND LATIN CLASSICS PRINTED BEFORE 1641.

By Henrietta R. Palmer. London: Printed for the Bibliographical Society by Blades, East and Blades. December, 1911.

## CONTRIBUTOR TO THE NOVEMBER QUARTERLY

KLARA HECHTENBERG COLLITZ (Mrs. Hermann Collitz), a native of Rhenish Prussia, began her higher education by studying French in Lausanne for eighteen months and Latin and French in London for three years, obtaining in 1892 a "First Class" in Latin and French in the Cambridge Higher Local Examinations; her next step was two years of study in Oxford, resulting in a "First Class" in Modern Languages in the Oxford University Final Honours Examinations. After serving at Victoria College, Belfast, as lecturer in Romance Languages and studying at Chicago University and at Heidelberg, she took her Ph.D., *magna cum laude*, at Heidelberg in 1901, with German Philology and Literature as a major and French and English Philology as minors. The next few years were occupied in teaching at Oxford and in writing two books; in 1904 she was married to Dr. Hermann Collitz, then Professor of German and Comparative Philology at Bryn Mawr. Since 1907, when Dr. Collitz accepted a professorship at Johns Hopkins, they have lived in Baltimore. Mrs. Collitz's *Selections from Early German Literature*, which was reviewed in the April QUARTERLY, will presently be followed by the publication of Part II, *Selections from Classical German Literature*; Part III, *Selections from Contemporary German Literature*, is already sketched out.





# THE BRYN MAWR ALUMNAE QUARTERLY

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## SOME REMARKS ABOUT THE DEPARTMENT OF ROMANCE LANGUAGES AT BRYN MAWR COLLEGE<sup>1</sup>

First of all, let me thank you in the name of our department, for the honor of being asked to inaugurate what I understand to be a new custom. It would have been a great mistake, indeed, not to take advantage of the interest that your choice seems to indicate; and I add that it is a great pleasure to accept your flattering invitation.

By the Romance Department, we understand the department in which are taught French and old French, Italian and Spanish languages and literatures. As a matter of fact, the Spanish forms at present a department by itself. According to the rule, once prevailing, but now, I believe, abolished, that one department ought not to have more than one full-professor, it would have been impossible to elevate to the highest honors Professor DeHaan; and as the trustees wanted to reward his activity by a professorship, they resorted to the very ingenious scheme of creating a new department under his management. This is to explain that there is no question of giving to Spanish as such a greater importance than to Italian, and still less of refusing it a place among the romance

<sup>1</sup> In the first year of its existence the Philadelphia branch of the Alumnae Association invited President Thomas to speak at its annual meeting on some aspect of the academic work of the college. This year Dr. Schinz responded to its invitation to speak on the work of the Department of Romance Languages and he has been kind enough to accede to a further request that the main part of his talk be published in the *QUARTERLY*. It is a pleasure to put Dr. Schinz's remarks within reach of the Alumnae at large.

languages. Whether the future policy will be to re-unite one day the Spanish department to the Romance Language Department, as is usually done, or to create also an independent Italian department, I cannot tell.

In undergraduate Italian and Spanish, there are really no special problems arising, because the two languages are *begun* in the college under one professor who follows from the beginning to the end his own method—which of course is not the case in French. As to graduate studies, the difficulties are practically the same as those in the French classes. Therefore, to speak of the latter will be to speak of Italian and Spanish as well.

Then let us speak first of the undergraduate work in French. The classes are divided, as you know, into minor and major and post major; and again each one of these into courses in language and courses in literature. Let us begin with the courses in Languages.

In the elementary course, students prepare for the matriculation examination, that is all; and how hard it is to find the right person for the post would be incredible if one knew not the inadequate remuneration attached to the position. We are now very well supplied—may the gods protect us against loss!

In minor French language, we face at the very start a serious problem; the students entering the course are very unequally prepared. To what is this state of affairs due? In the first place to poor instructors in preparatory schools.

But sometimes even good instructors are hampered by poor principles which the tradition of a school imposes upon them. I refer especially to the so-called natural method not yet entirely exterminated from the surface of the globe. The natural method is the lazy method, for it dispenses with principles of grammar. Americans are always complaining that they are poor linguists. The matter is wrongly put. Are they intelligent—that is the question. And why should they be less intelligent than people of other nations? If others succeed better in this field there are two reasons: first, because English, being a very easy language (I do not mean to pronounce, but to write and read), the other languages seem harder to English-speaking people; while *vice-versa*, English is easy for those who are acquainted by birth with a more difficult

language. The chief reason, however, is that others have the patience to master the elements of the language and Americans have not. In other words, others go slowly first and then, once well started, advance rapidly and securely; while Americans learn many phrases in the first two and three lessons, and then stop short, or progress only with the greatest difficulty and cease to find pleasure in their work. I have no doubt but that the evil will be understood some day (the lack of strong teaching in early years is just an unfortunate expression of the rights of children to have a happy youth) but for the present it is not; and I would say also that in languages is applied a very beautiful American principle, which, however, has bad consequences; namely, never to do a thing unless one can do it right—which means that when it comes to things which must be learned gradually, they will never learn anything because they so hate awkward trying. They are “aristocrats” like Molière’s “well-bred people who want to know everything without learning anything.” Let us then admire the Germans who never hesitate to make fools of themselves and be laughed at, when ultimately they will conquer a new tool to help them along in life. To come back; instructors are more or less hampered by those prevailing ideas and methods, and the students get more or less accordingly.

But there are other reasons why students entering the course are unequally prepared. You will say, “all the students have to stand the same entrance test.” This is true, and that brings me to the third cause for the bad composition of our classes. We have evidently *not* the right test: our entrance examinations are *not* of the right sort. The students can “cram,” which means they can make a show when they really know very little. In examinations there are always the same questions coming up: a teacher therefore only takes up the examination papers of previous years and prepares students on those few special questions; that is, offers to her pupils a minimum amount of grammar, a minimum amount of knowledge of the principles of the language. Chiefly exceptions are asked. Of course, one would naturally suppose that to know the exceptions would be to know the rules; but those who prepare for examinations care not a straw whether it is natural to think this or that. They are preoccupied (just as are their pupils) in getting through the examination; and if the exceptions are asked,



they will teach the exceptions and let the essentials go. For instance, they will teach irregular verbs fairly well; but students come year after year, hardly aware of the *existence* of such a thing as a regular verb. We must not blame the teachers; they are paid for just that work; and that they should be paid for that sort of work is, we have no right to conceal, directly the fault of the college which gives the examination: it is our own fault.

The fourth reason why girls enter the courses so irregularly prepared, is because they are allowed to take the college entrance examinations piecemeal; I think you call that, taking preliminary examinations. I know a good many students who do not require more time than that which elapses between 9:10 and 9:59 to forget what they have learned. Think of students who have taken their entrance examination in French not only four months, but one, two, three, or even four years before entering the class! The mere thought of it makes a professor weep.

Now what can we do?

Regarding poor instructors in preparatory schools, we must allow time to remedy the evil.

Regarding the failure to understand in the early teaching of languages the importance of solid grammar foundation, the necessity of drill, of doing thoroughly and well instead of doing a quantity badly, I suppose that here, too, we must wait patiently.

The reform of our entrance examinations, on the other hand, is entirely in our power, and reform here would go a long way. Let instructors in preparatory schools know that outside of ten or fifteen questions immutably the same, there can be any number of them, and they will realize that in order to make certain of pupils' passing, they must teach them rules as well as exceptions. And then, when the professor calls students to his office to tell them that they cannot do the work of the class, those students can no longer boast, "I have prepared my entrance French in three months or six weeks, and I got a high credit!"

I recall receiving a letter after an examination, when just by chance an unusual question had been overlooked by the "Committee on Entrance Examinations." It was from a boarding school principal; and, put in everyday English, was exactly this: "Sir: I was very much worried over the fact that so many of my girls failed the French entrance examination. I enquired from our

French teacher whether she could explain; and she said 'Yes, *very well*;' that you had asked a question which had never been on a Bryn Mawr paper before, and how could *she* know that you had changed your examination questions?"

On another occasion a Freshman came into my office and the usual discussion took place: "Oh, but," she said vehemently, "we were very well prepared for the entrance examination." And then added with that delightfully fresh inconsequence that bears the very stamp of sincerity, "But I will admit we were not prepared for the minor class."

You ask why, knowing this fact so well, we have not made a change long ago? Well! something seems to be in the way—the policy of the college, we may best call it, or some strong attachment to traditions. . . .

There remains the fourth point. Can we do something to counteract the fatal effect of examinations taken long before entering the class and thus favoring still more the inequality of preparation in the minor class? I do not know. We might, of course, require that those who want to take minor French be obliged to take the examination just before entering. But what about the students already in college? And what about other branches where the same trouble must exist? Here I would welcome *your* suggestions.<sup>2</sup>

Now we come to actual college work in the minor class in language; there the great problem, even supposing the inequality of preparation did not exist, is the size of the class combined with the few hours of teaching—two hours a week. The classes in language are too large: everybody sees it, knows it, and recognizes it, and everybody sees, knows, and recognizes the remedy: enlarging the teaching staff and having sections. I said combined with the size of the class goes the evil of few hours of teaching; I am in charge of this class, so I can speak from experience. I can do

<sup>2</sup>A short discussion took place after the reading of the paper, as the speaker asked that this subject be discussed. No suggestion was made that could really remedy the evil. Some representatives of Preparatory Schools thought it would be possible to keep students in French classes even after they had taken the preliminary examinations. This is a good plan. As to those who would take minor French in their Sophomore, Junior, or Senior years, Miss Schenck suggested that the work in the summer reading, preparatory to the orals, be so arranged that it would help those, or as a matter of fact, all students. This is feasible.

little more than keep up the French that students know when entering the class; and at times they do know something even though they have passed the Bryn Mawr entrance examination.<sup>3</sup> I feel sure that much is due to the fact that it is really hard (as can be well understood) to keep up an interest in a subject that comes up once a week (for the course of two hours is divided into two); there are too many other courses, and one has just time to get interested when one has to let it all go again for a whole week. I do not know how the minor class feels about it, but I feel disgusted very often; and if the minor students are satisfied, something must be wrong with them. A possible remedy might be to take one semester for language and the other for literature. I should like to try it. In the major class, I do not know; we have had so many changes in the department, it is difficult to say. M. Cons has been at it just three months, not enough to form a very certain opinion yet. The fact that students who go into the major are students who want to go ought to make a difference. The class is much smaller, so that there are chances that they may get along a little on what they had not learned in minor.

One point before going to another subject. We are sometimes asked: "Do your students learn the language so that they can speak in French?" No, not at all. We grant that it would be very nice if they could, but they cannot. We could easily teach them to speak poor French, but not good French, for really to learn to speak a language you must have *much* practice, much more than it is at all possible to give both on account of the few hours in language and the size of the classes. Let me indulge for a moment in that truly Bryn Mawrian game called statistics. In the minor we have one hour of composition a week. Suppose you get correct sentences. The students need not come to the class, so you must reckon with

<sup>3</sup> I ought to pay a little compliment to the minor French class of this year. It was unusually large and I endeavored to impress upon their minds that only in case they would act as responsible college girls, and not rely upon the professors to look after the work of every individual, would they not waste their time. The result has been most encouraging. The trouble was (when trouble there was) always with the bad preparation in entering. But I have well realized what could be done even in a very large class, if this class were well prepared and showed this splendid spirit of trying to work intelligently.



bad ones. Put it at the lowest. In a class of twenty-five (instead of sixty as we have this year) in the hour of fifty minutes means twenty-five sentences, so slowly do the students respond, so difficult is it to get anything out of them except a "oui" or a "non." One sentence a week for each student is thirty-three sentences a year. Take off four hours for quizzes; that makes twenty-nine sentences a year. I need not insist. Imagine a student in music playing twenty-nine scales a year or a student in art drawing twenty-nine lines a year; I think I do not exaggerate in saying that he or she will have passed the hopeful age before becoming a great artist. You will say, all profit by the sentences of each. Not at all as much as one would be inclined to think *a priori*. Mistakes are largely individual, and even then the amount of practice would remain ridiculously small.

Remember also that for literature we have the lecture system, which again prevents practice in speaking; and to change that would mean a complete change not only of our system of teaching, but of our conception of what ought to be taught.

Of course it would be very desirable, if you could cultivate the intellect in a sense that means imparting real culture, and at the same time get students prepared to buy a cake of soap; but you know that we do not try such Utopian schemes at Bryn Mawr: and we are wise. This fact must be emphasized with those who would like to see a Bryn Mawr graduate able to make herself understood by an elevator boy, a cab driver, or a waiter. For that, a professor with academic training is unnecessary; the elevator boy, cab driver, or the waiter will do almost as well. Or again, that other being would do as well, who has been invented, it seems, to render wretchedly unhappy at times a college professor of French,—the French governess. Year after year we are asked to accept the recommendation of the French governess to allow students to jump over the minor and major and proudly enter a post major course. I have had one case where it was a graduate whom the French governess claimed to have sent in.

The program announces as a post major course in language, a course in phonetics, which is entrusted to M. Cons. As M. Cons is very busy with various new courses, it was decided to postpone that subject to another year.

We have dwelt long on the language part, because the more difficult problems are there; now let us turn to the consideration of the courses in literature.

Our courses in languages have the specific aim of putting students in a position to understand, and possibly to enjoy, good French reading. In trying to give bits of what is called on the other side "explication Française," i.e., philosophical together with grammatical explanation, we may get somewhere near the ideal.

I cannot for various reasons speak here of the teaching of literature in Spanish; moreover this belongs to another department. No courses of literature proper are given in Italian; in major Italian, Dante, Ariosto, and Tasso readings serve as occasion may arise for incursions into the field of literature.

In French, on the contrary, most hours are given up to literature, three hours in minor, three in major, and in post major four out of five always. That is systematically arranged. A student taking three years of French covers the whole of French literature. In major she goes from the beginning of literature to the end of the classical period (seventeenth century); in minor she gets the eighteenth; and in various courses of the post major, the important chapters of the nineteenth century drama, comedy, lyric poetry, novel, or short story.

I say it was so arranged, but a change was made in our nineteenth century courses. The course on the theatre had to yield to courses on the great women in French literature. That may become less imperative once women get the vote in Pennsylvania, so that while I confess that so far I could never get much excited either way on the question of the ballot, now just for the sake of the Romance Department at Bryn Mawr, I begin to feel a lively interest in the triumph of feminism in politics.<sup>4</sup>

The one thing which at first sight may appear irrational in the present arrangement that the eighteenth century be studied (in minor) before the seventeenth (in major). But this is due to the fact that the writers of the classical period are too difficult for

<sup>4</sup>I must now add that in a recent conference, President Thomas has herself suggested omitting the course on the "Women of the Renaissance" as being not in keeping with the general spirit of the work, explaining besides that the real cause for introducing the course was to render M. Cons' work easier in his first year at Bryn Mawr. I was away last year and had not understood this.

the entering class. If even major students find the classics difficult to read, how could we ask minors to do it? Moreover, this is compensated for by the fact that the classical age, being after all an importation of Latin and Greek models into French literature, the eighteenth century, on the contrary, is an age when France returns to her own spontaneous way of thinking: the France of today has her philosophical economic, and scientific reading—the eighteenth century; and therefore the students who want to take just one year of French get, in the eighteenth century, exactly the writers which will be read with the greatest advantage,—Rousseau, Voltaire, Montesquieu, Buffon—not to speak of Bernardin de Saint Pierre, the man of natural life, the witty Marivaux, the Rostand of the eighteenth century, or Lesage, the first realistic novelist and dramatist.

Again, we are using chiefly the lecture system, and on this point I thoroughly agree with the policy of the college; but it is much discussed nowadays. An impossible ideal is proposed now in so-called progressive colleges and universities, namely, that of having the literature all studied in the text. I say it is impossible, because the masterpieces of our modern literatures are too numerous to be read entire. Part of them is either to be ignored altogether, or, if the students must not remain completely in ignorance of that which they cannot actually read, be explained in lectures. Some will say that students can read about them in good books, books better than the lectures will ever be: but, first, the students will not read; and, secondly, I am convinced that a student gets more when taught by a professor alive than by a book dead, for the professor can meet the personal spirit of the class, whereas a book must always remain impersonal. What, on the other hand, I consider a very great mistake, is that we give the students too much to read; they cannot assimilate it all and therefore, instead of doing them good, it gives them mental indigestion. I myself give them too much: but I do not wish to do it. I do it in self-defence against certain other departments which in their turn are giving too much. Of course the students will read the assigned reading first, and what will really interest them will come surely after duty has been performed; and as the required reading is so heavy in many courses, it will, by itself, take all their time and more. So to force them to take their minds away from the other reading, we force them



to do French reading too. But *as things are*, their French reading is less profitable than the lecture work. It is not the fault of the students, but it is not ours either; that I can say conscientiously. There is something utterly wrong in this whole affair; the students feel it and make no secret of it. And I do not see why we should be so slow at Bryn Mawr to see it and to change it.

Another serious difficulty in our work in literature is the lack of historical background. If literature reflects the ideas—or rather the ideals—of an epoch, you must have a notion of what the epoch is, to understand the literature at all. The knowledge of a few solid facts, students lack most remarkably. Thus we are obliged always to give a short course in history before we can start on our course in literature. As I speak here of an evil which is not peculiar to the French Department, I will speak no further about it.

I am sure you will think I have discussed nothing if I do not discuss the orals. I approve of the principle of our orals. Whether they are a problem of nerves or of knowledge, I do not wish to examine: but I feel sure that it is often a question of simply nerves, because it is a question of knowledge or of ignorance beforehand. Students come to us having a bad conscience, not because they have not worked, but because they have worked wrongly. They do not realize exactly what the trouble is, but they know that something is wrong, and feel that there must be a way of bettering things.

In one word I can tell you what the trouble is; they confuse—and here once more I can say that they have been encouraged by those who ought to know better—reading much with reading intelligently. A sound preparation is not to have a large vocabulary—as the cramming system would have it. To learn by heart lots of words is as silly as to learn lots of dates. Why should we torture our brains with information that we can get for the mere consultation of a dictionary of some sort on our desk? Moreover the current or indispensable vocabulary is soon acquired by the frequent occurrence of usual words. *The thing* is to understand the value of every word in the sentence, the relations of words to each other, especially of the small words like prepositions, pronouns, articles, and so forth. In five hours of intelligent reading, you will accomplish more than in one hundred of loose guessing. What we

can do for the students is this: replace cramming teachers with better and more deserving ones. The time of cramming is over: it was probably an unavoidable period of groping toward something; that was better than nothing, but it is unworthy of us now.

Will you allow me a little digression?

Every year a few graduates come to take their orals in French and German in view of the Ph.D. degree. They afford matter for interesting observation. I had expected that scientific students would be the most accurate, because men working in the Natural Sciences would have us believe that they only use truly accurate methods. While I was rather inclined to be of this opinion hitherto, I have been led to change my mind in watching our future doctors. Very decidedly and clearly the students most accurate in handling another language are the students in the classics (Greek and Latin); then the modern language students; and, finally, a good way back, the scientific students. I cannot help feeling strongly that if you were, for the sake of experiment, to change the students of Dalton and put them into the seminaries of the library and *vice-versa*, our professors of "exact sciences" would have a great surprise in getting much better students than they had expected, once those students had become accustomed to the unpleasant contact with frogs' legs; and the professors in the libraries would have a great surprise too.

One word about our graduate work. In Italian and Spanish the demand is small enough so that arrangements, meeting the individual cases, can be made. In French we have to distinguish between the work in philology and in literature. The work in philology is directed by Dr. Holbrook. There are two courses on the program, one of the beginning of Old French and the other (second year) of advanced Old French. Here again, in case a student wishes to specialize or continue, special arrangements will be made for more advanced work. And by the way, let me say here that it would be high time for Bryn Mawr to offer an undergraduate course in Old French. We are behind other institutions in this respect; and our graduate work in Old French ought not to begin at the beginning of this subject.

In literature we have, as in other departments, a cycle of three years of alternating courses, and we have managed to divide the

field between the two professors in charge. Formerly each professor had to be posted and to give courses both in Old French literature and in modern French. The field is too wide, however, and such a policy had to be given up long ago elsewhere. Since M. Foulet left that has been changed at Bryn Mawr, too. Now Professor Cons will be chiefly working in mediaeval literature and I in modern literature. We meet in the Renaissance Period. This year (by an accident) we both lecture on the sixteenth century. As it was printed so in the program, there was no possibility—at least, so we are told—of changing.

I want to indicate, without dwelling on it, a very serious drawback in our department. There are four languages, Old French, Modern French, Spanish, and Italian, while in German and English, there are only two (Old English and German, and Modern English and German); and in Greek and Latin, one (unless you count dialect and slight variations in the languages, but there are such in Old French, Italian, and Spanish as well). Our students do not care—who would not understand?—to put more time than other graduate students in preparing for a Ph.D., and yet they can leave out altogether only one of the four (Spanish or Italian). This arrangement means that they have to take *three* seminars a year, and most seminars meet *twice* a week. That is too much. The definition of a seminar is a class where the students work under the direction of a professor. To do actual research in one subject would be enough if it were well done. Only the hungry species of Bryn Mawr graduates would submit to such a course of action; but for students in Romance languages, the difficulties are peculiarly great.

Nor is that all. Our seminars are not large; we have usually two, three, perhaps four students. Auditors are sometimes allowed, but they do not work and therefore do not count. That means that the students have to report very frequently. Even eliminating the seminars in Old French, which require a regular preparation of text, which takes time, but no original contribution of the brain this would mean that every student would make one report a week somewhere. This is impossible; that is to say, students are bound either to report poorly or to report on trifles, and in either case the work is unsatisfactory. To avoid having poor reports, the professor must arrange to fill out the time by giving reports of his



own. In other words, the problem for the professor is either to kill himself (because he has other duties to fulfil too) or his students. Personally he would prefer to kill the students, but the students somehow show a preference the other way; and of course, the professor, being older, has the painful duty of being the more reasonable: and usually he is.

I do not wish to describe the situation too darkly. One must take life—and death too, for that matter—as it comes. But possibly something might be done. I do not mean appointing other professors; this is out of the question now, I suppose. Nor do I mean to have more students—that would really arrange everything, but it appears still more of an Utopia. As a matter of fact I am surprised from year to year to have graduate students at all.

. . . . Why, for Heaven's sake, an American girl should get more especially interested in French literature and philology than in English, I fail to understand. I allow for most pleasant exceptions; but it is a precarious affair to try to live on exceptions.

Now, I know of two ways which, I believe, have an equally strong chance of *not* being adopted. The one would be to follow the example of Johns Hopkins, where the Romance Department faces the same problem we do and copes with it by offering seminars of one session a week and meeting each second week only. Or still nearer to us in Dalton Hall, in the Chemical Department, Dr. Kohler told me that the two professors took turns; one year one would have the graduate work while the other took the post major work and *vice-versa*. In this way real interest can prevail, because there is time for interest—that is the whole secret.

At last I am through. . . . I express my sincere thanks for your most courteous way of listening to these remarks.

A. SCHINZ.

## The Bryn Mawr Alumnae Quarterly

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### THE RELATION BETWEEN THE COLLEGE AND THE PREPARATORY SCHOOL

The chief interest of the last alumnae meeting centered in the report of the special committee appointed to suggest some plan of reorganization for the Academic Committee, and the discussion on this subject made it very clear that as the college grows older its academic policy is determined less and less by the Faculty who, in our opinion, should be largely responsible for it, and more and more by the President, who from the sheer necessity of the case, is occupied by innumerable matters having to do with the financial and general administrative side of the college.

Dr. Schinz's article "The Romance Department at Bryn Mawr," is both interesting and enlightening, and suggests lines along which an Academic Committee might work to advantage. Here in one department we see the results of this policy of centralization, and undoubtedly other departments could show the same. We see that system is enforced even when it fails of its purpose—that of adequately preparing pupils in schools for undergraduate courses at Bryn Mawr—and where it no longer has the support or approval of the department in question.

While we are thinking that Bryn Mawr is maintaining a high standard of entrance examinations, we become aware of what the various departments have undoubtedly been aware for some time, that certain of our examinations require nothing but a cram on the part of entering students. Some years ago when the English Department found that schools were cramming students for the entrance examination in English, it at once

changed the kind of examination and assigned subjects so obscure and requiring on the part of young students such maturity and such full knowledge of the background of English literature as to baffle even the most intelligent teachers. This is an extreme case, but if the English Department can thus protect itself against inadequate preparation, why, for instance, should not the French Department or any other department have the same privilege? Dr. Schinz raises this question: "You may ask why," he says, "knowing this fact so well" (i.e., that a student can get a high credit on the entrance examination in French and yet know almost nothing about the language) "we have not made a change long ago? Well! Something seems to be in the way—the policy of the college, we may best call it, or some strong attachment to traditions."

But why should the college be bound to a policy that makes it possible for students to come into the minor work of a language course without knowing the elements of the language? And who is so well fitted to decide this question as those who are actually doing the work of instruction?

But there is another point beside this of cramming. For instance, if one takes a child abroad and has her trained to speak and write the French language correctly and fluently, if one gets her to the point where she speaks idiomatically and thinks in French, if one gets her admirably prepared for the minor course at Bryn Mawr, where presumably she will hear lectures given in French and be prepared both to take her notes and write her examination papers in good French—if one brings her to this desirable state of perfection, one will find that if she is to take the entrance examination in French for Bryn Mawr College, she must unlearn much of what she has learned; for the stress in the examination is laid, not upon the general principles underlying the language, not on

the writing of correct French, which is a real test of one's knowledge of French, but on a few grammatical exceptions and on translations of French into English. It would seem reasonable that if students are to be prepared for courses in modern languages, thorough training in these languages in the countries where they are spoken ought to enable such students to pass the entrance examination of any college. But that such is not the case, we know from actual experience; for whereas in France, for instance, an English child studying French is not allowed to read or write or speak in English, in America, if she is preparing for an entrance examination for college, she must adopt exactly the opposite method and think and speak and write in English. For one who is training in French, why would not an examination that tests one's ability to put *ideas* on any given subject into idiomatic French be an adequate one? We do not test a student's knowledge of English by asking him to put English into French or German, so why test his knowledge of French by asking him to put French into English? The point in studying a foreign language is to forget one's own language as far as possible, and learn to express one's *ideas* (not detached sentences) in the language studied. Why not, in a French examination, test the knowledge of the French language as such, and in a German examination, the knowledge of the German language? The main reason is that American schools are interested, not that pupils should know the foreign languages as such, but that they should have a sufficient smattering of the languages to enable them to get the sense of a passage,—a principle that makes for slovenly training and inaccuracy.

But even if the schools and the public at large care but little for the real mental discipline and culture that come from the mastery of a foreign language, the colleges should certainly have an ideal and

by maintaining it, raise the level of school standards and public opinion. Or are the colleges also to fall in line and cater to American superficiality? Are they, too, like the kindergartens, going to reduce all work to play in an attempt to keep students entertained, drop from their requirements all courses that require drill and hard work? The tendency everywhere today is to smooth the way for the student, to abandon the logical historical method, which requires that a student should first learn the elements of a subject and then progress to later phases of it. This sort of thing found expression in the free elective system at Harvard (now fortunately abandoned), which with all due respect to the good it did in freeing us from the trammels of textbooks and the rigid courses laid down for freshman, sophomore, junior, and senior years (all of which could have been accomplished better by a group system) has had a really pernicious effect upon American education. It has enabled students to dip here and there, learning a little of this and a little of that without regard to sequence or order; taking, as it were, current events without having any historical background wherewith to interpret or understand these phenomena; or twentieth century philosophies without any regard to the philosophies on which these are built and of which they are the outgrowth.

Bryn Mawr was fortunate in starting with high ideals and no traditions and it is to be hoped that she will not now hinder her own progress by clinging to traditions which she herself has made in its course of her own experiments in education. Twenty-five years is long enough to try out most systems, and there can be no good reason at Bryn Mawr or elsewhere, for not changing to those that fail of their purpose.

All these questions of the entrance examinations and the relation of preparatory work to college work, are occupying the attention of educators every-



where, and the alumnae of Bryn Mawr, who have had actual experience in their own college and many of whom are teachers or have children preparing for college, could do nothing better than instruct their Academic Committee to make a study of these standards and relationships as they are worked out at Bryn Mawr. "He who tells the truth must have one foot in the stirrup." So runs an old Spanish proverb; but even so, the Bryn Mawr Faculty would probably be willing to give their opinions as to the ideals they would like to reach in their own departments and to aid any committee working along scientific and educational lines. In any case we are grateful to Dr. Schinz for his clear and frank account of the Romance Department at Bryn Mawr.

#### LETTER TO CONTRIBUTORS

The QUARTERLY owes its contributors an apology for the late appearance of the January number. The depleted state of the QUARTERLY treasury, owing to a falling off of advertisements and subscriptions during the past year, made it questionable whether or not the QUARTERLY could appear at all; but prompt help on the part of the Alumnae Associa-

tion as a whole makes it possible for us to continue for the moment, and we are hoping that a strenuous campaign for advertisements and subscriptions may make it possible for us to continue indefinitely and on a paying basis.

We cannot thank enough those of you who have been faithful subscribers from the first and have given us constant encouragement and help. We feel that the QUARTERLY is worth while because there are so many alumnae and former students who live at great distances from Bryn Mawr and whose only contact with the College and other alumnae is through the QUARTERLY. For the sake of these it seems as if the rest of us, who can get back to Bryn Mawr easily, might contribute something in the way of support to a journal that is publishing college and alumnae news. We shall see if the appeal for new subscriptions and new advertisements brings the desired result; if it fails, the Alumnae Association will take up the matter at a special meeting to be held in June and decide whether or not the QUARTERLY can be continued. But whatever happens we wish to thank again you, the faithful contributors, who have made possible its publication in the past.

## HERE AND THERE WITH THE ALUMNAE

### THE LABEL SHOP

*"The label is the only known device for freeing our consciences from a share in the evils of the sweating system."*—FLORENCE KELLY.

Near the close of the last annual meeting of the New York Consumers' League, held when the strike in the needle trades was at its height, an incident occurred that stirred the audience like the climax of a tragedy. Several of the girl strikers had been introduced to stammer out their own stories of overwork and low pay, one in pathetic foreign accents because she knew no English. Finally, there was led forward quite a little girl, with two hanging black braids, dresses hardly below her knees, and a voice so choked at facing the crowded theatre that she could only whisper short jerky sentences which the stately president, standing protectingly beside her, repeated in ringing tones that brought out all their poignant incongruity with the child's helpless youth. "I pay twenty-four dollars for my machine! I pay ten cents (far more than

cost) for every needle that I break! I work twelve hours a day! I make sometimes three dollars and fifty cents a week!" gasped the little thing; and every phrase was followed by a murmur of incredulous protest, which culminated at last in a call for a collection, which brought some hundreds of dollars to the strikers.

It was of course the strategy demanded at the moment, to hurry all available support to sustain the girls a little longer in their struggle to escape their common destiny of slow exhaustion, by the voluntary endurance of a short sharp stress of hunger and rough treatment. Nevertheless, even while sharing the instant's emotion, with an almost guilty remembrance of my own children's sheltered leisure, I was conscious of a quite irrational wish that some of the same enthusiasm might be awakened for a lonely permanent outpost in the same warfare, as small and as absurdly matched against the entire field of ordinary commerce as any log-built block-house against an unconquered wilderness. This audacious pioneer is the "Label Shop," incorporated just two years ago to sell only clothing which by the label of some Union or of the Consumers' League is guaranteed to be the product "neither of sweatshops, of child labor, or of excessive hours of labor on the part of women and girls."

Commerce is held to be prosaic, but this diminutive enterprise has been, at least for its directors and stockholders, a high adventure, sometimes appearing well-nigh desperate, again achieving some little glory of success in one or another of its three-fold aims as an economic experiment, a medium of education, and a touchstone for that genuine fraternity which is prepared not merely to give out of its surplus, but to surrender a habit, or to deny a personal taste for justice's sake. Occasionally it has become a comedy, as when the vice-president became the mannequin to display ravishing linen frocks, or the board of directors went shop-hunting in the rain, and passed resolutions under a cluster of umbrellas, opposite promising "To Rent," signs. Even when it laughs at itself, however, this Thumbling of corporations is filled with a mighty spirit of endeavor, and with a conviction that it is pointing out at least one sure way to better the whole constitution of our society. We are wandering in an endless maze when we establish "Homes" where underpaid girls may enjoy conventual seclusion below cost, or build workhouses and hospitals for those that go down utterly in the struggle, the average length of which is reckoned at seven years. Nor are we quite on the right track when we organize fairs and buy what we do not want in order to provide vacations or sanatoria, when by simply ordering our needful buying wisely, we might enable the producers to earn their own vacations, and possibly to dispense altogether with sanatoria.

"Philanthropy's next to the highest expression is the business enterprise where commerce and philanthropy combine to cater to some heretofore neglected need" says an expert: "few uses of money can help so many people as keeping it usefully employed in the current of business."

Any rearrangement then, by which the current of business may be moralized without deflection from its course, should be sure of response from the trained sense of college women for reaching the source of things, for exerting energy at the spot where it will be most lasting. In view of the new solidarity of women, the industries in which women work to supply purely feminine needs would seem the natural starting-point for feminine experiment. Moreover, the whole problem of the woman in industry—that is of the individual wage in competition with the wage on which the average man must raise a family—if an industry is really to pay its way—is dangerously complicated when the competing woman is paid less than she can permanently subsist upon, and is existing by virtue of some subsidy from relative or friend.

Beyond its laboratory interest, however, the "Label Shop" aspires to exert a more potent influence through the education of an ever widening circle of consumers concerning the significance of the label method of combating bad conditions, with regard, not only to its own stock in trade, but to goods of other kinds. This characteristic of our work is our consolation in the immense disparity between our present modest stock and our very limited means of advertising, as contrasted with the huge shadows of great names and lofty buildings, and the full-page proclamations of "White Sales," with which we have ventured into competition. Whether our brief paragraphs and itinerant exhibits bring immediate increase of custom or no, they at least draw the attention of a new group to the facts that they can use their purchasing power to relieve instead of burdening the workers, and that for medium grades of garments such use not only involves no greater expense than bargain-counter buying, but often permits actual economies. For, curiously enough, our two years of experience seem to show that the manufacturer who is thoughtful for his employees takes thought also for materials and workmanship.

I have spoken only of medium grades, since so small a shop could only be enabled to deal in articles at either extreme of quality, for which there is less constant demand, by the expansion which some of us fondly expect to follow our first announcement but which still delays its arrival. Indeed one of the main objects of the enterprise—the demonstration to employers that to no small proportion of purchasers the assurance that an article is clean alike from lurking infection and from the stain of injustice is a substantial value, worth paying for if necessary—is so far from complete fulfillment that many factories scorn our inconsiderable orders, and decline to mend their ways for the sake of our approval and patronage. Doubtless the growth which is so essential to our effectiveness with manufacturers is hindered by that immemorial habit of self-expression through clothing so engrained in women that they tend to confuse apparent with real expression, and define daintiness in terms of fabric and garniture, rather than in freedom from physical contamination, and from association with a fellow-woman's misery or degradation. As knowledge spreads, however, of the danger inherent in toys or clothing made in unsanitary surroundings, especially for the children who climb upon our knees, or take their dolls to bed, even unsocialized consumers will learn to seek safety in the label. That the range of choice among articles so guaranteed will soon be greatly extended, now seems likely from the agreement in many New York shops upon a "peace protocol" under which a new form of label may be applied. Nevertheless, even should every garment made in the city achieve a label, the "Label Shop" would still have a mission, since sweatshops or unfair factories wherever they continue to exist, are potent to weaken and supersede good shops unless the product of these finds conscious preference.

In the belief that the desire for service may express itself as earnestly, as seriously, over a counter as in a collection or a pilgrimage; and in the confidence that there are multitudes who suffer acutely in the intricate civilization of today, from the impossibility of keeping their hands unsoiled by involuntary complicity in cruelty and injustice, the "Label Shop" is trying above all to find and to unite these in aid of those where long slow agony of fatigue and deprivation may perhaps be harder to endure than a quick and spectacular calamity. The leader in its earliest development was that daughter of Bryn Mawr whose life has been given most utterly to the service of the weak and exploited, Carola Woerishoffer, a name to command allegiance and devotion even in those of us who never knew her in life. Among all her generous activities, this stands as possibly the most constructive experiment. Where



she pointed the way, many of us are proud to follow; and we ask that all her fellow-alumnae may help to spread an intelligent understanding of the purpose and the needs of the "Label Shop."

MABEL PARKER HUDDLESTON,  
HELEN HEWELL MOORHEAD.

4 West 28th Street, New York.

#### DOWN FROM KULING: A CHINESE EXPERIENCE.

"We shall go down the hill Monday," I said to the cook. "We want breakfast at six and I have already packed the coffee pot and one water bottle. Wu-sz-fu will escort us and we want sandwiches and hard boiled eggs for lunch."

To which the cook replied, "It is so," and there the matter rested. If in America one's existence is made or marred by one's cook, how much more is it so in China, where he guards all one's interests, mental, physical, financial, I had almost said, moral. When, about half-past six on that Monday morning, our bungalow was invaded by a dozen bare-legged coolies, each of whom wished to carry my light hand bag and none of whom would take Grace Hutchins' heavy roll of bedding, perhaps suspecting that it contained the hall mirror—when this happened, how pleasant to be able to leave all to the cook, who persuaded and ordered and coaxed, until our eleven pieces were off. Then, saying good-bye to the head of the house, Grace and I got into our mountain chairs, and started. We had sun-hats, raincoats, and rugs for a possible shower, umbrellas for any weather, and at the last moment, the invaluable cook put an extra bottle of drinking water in the seat of my chair. When we reach Kiukiang, the hottest place on the Yang-tze, just at noon, and the man especially paid to carry our lunch and keep with the chairs, got lost and turned up an hour late, we again, and as usual, blessed the cook.

From Kuling one does indeed "go down hill." At the start are the Thousand Steps and the effort to walk down them is usually considered less than the effort to hang on to one's chair when being carried. Grace and I walked. It was beautiful going down, down that steep, green gorge and looking across the path as it wound around the shoulder of the mountain opposite. I like being carried in a mountain chair. You are as untrammelled as you are on foot, and when your coolies swing you around a corner and up a sharp little slope on a trot, you feel as pleased as if you had done it yourself.

It has been said that in America the perfect lady when traveling carries a book and an umbrella. In China, she adds four bags, three baskets, a roll of bedding, a sun-hat, and a Chinese dictionary; but it doesn't matter, as her own or other coolies carry them all. I haven't myself yet traveled with a bathtub; I am for waiting for that till my most stylish friends from home visit me. Then I am going to abandon my hand bag and wrap my possessions in a square of blue cotton cloth; it will add local color. But no device of any baggage maker at home can compare in comfort to one's pugai. You spread on the floor a big square of oiled cloth and put into it your mattress, pillows, and bedding. Then your coolie does it up; you add all the left-overs—five pounds of sugar, two flatirons, the teakettle, a pair of shoes, a book, or two and your sewing bag, and it is all roped into a beautiful square bundle. Rarely is anything spilled, although on this last trip, Grace Hutchins gazed with horror at her party pumps in imminent danger of falling into the Yang-tze as the pugai was lifted from the sampan to the jeltzy at Kiukiang.

China is not in the thrall of Adams' Express. We just take each other's possessions around. "I couldn't get my baggage on board," wrote Mr. G. to his wife, "but Miss Hutchins is a gracious soul; ask her to get it in Kiukiang, and bring it up." When you arrive in Shanghai from America, you find a pile of everything from cooking stoves to new hats, collected at the mission office for the people "up river," and waiting till you can be their escort. But you needn't mind twenty pieces of luggage because your coolie sees them all aboard. When we were leaving Kiukiang on this occasion, Wu-sz-fu came to our cabin with an "estate man." "I don't know what they want," I said to Grace, "but you'd better write a note saying the baggage is all here. When in doubt in China, write a note." Anyway the note was satisfactory in this case. I know I paid that coolie too much for whatever he did do. He wore a little foreign straw hat, a sleeveless jacket open to the waist, and blue cotton trousers above his bare legs; while we were discussing the price of luggage transportation, he drew from his girdle, a fan and slowly fanned himself. Wasn't it worth ten cents extra?

One boiling hot night and half a day on the river, and we reach Hankow. The sun blazes on the Bund but it cannot affect the hearty greeting of the "Angel" who comes to meet us, and invite us all to tea. The "Angel" is treasurer of the Mission, and he and his wife are the very soul of hospitality. On their shady verandah, we travelers gather with the few men already come back to the heat, and exchange news over delicious tea and melting butter that will scarcely stay on the bread. When the sun has sunk a little, we start across the river home. A Chinese ferry will be hot and dirty, but quicker, we decide, than a small boat, so we take that. A short trip across the river, crowded in a corner of the boat, brings us to the upper city gate. We land and bargain with a boatman for eight coppers to take five of us down to the lower gate, thus saving a long jolting ride in rickshaws. At the lower gate, we get a sedan chair for our Chinese companion and she takes the handbags and a cocoa pot I gathered in Hankow. I need not say I am carrying it unwrapped. The rest of us walk through a district devoted to the manufacture of chopsticks, and past some odoriferous gardens, into the city, and up the "Forest of Flowering Peaches," as our hot dusty street is called, to the compound.

Home again. The "boy" is ready for us. The chicken for our supper has been cackling in our backyard. The matron of the school comes over to greet us. In a few days there will be seventy girls there—an appalling responsibility, it seems to me. On Sunday, I have to begin a Sunday School class in Chinese! I, who have to pause before directing the coolie about the luggage.

KATHARINE E. SCOTT, 1904.

## NEWS FROM THE CAMPUS

### THE ALUMNAE MEETING

The Alumnae Meeting was held in Taylor Chapel on February 1 and the first session began at 11 o'clock. At 1 o'clock some two hundred members adjourned to the Deanery for luncheon with President Thomas and Miss Garrett. Before the close of the luncheon President Thomas gave a little talk to the Alumnae on the question of reorganization of the Association of Collegiate Alumnae and expressed her earnest desire that the Bryn Mawr Alumnae Association as a whole should become a member of that Association. About 2.30 the members adjourned to Taylor Hall for the afternoon session.

Though the meeting was a long one, it gave chance for the much needed discussion on important questions which often has been omitted or abbreviated owing to lack of time. During the course of the meeting the usual reports were read and various changes in the wording of articles were made; and as time pressed, even with the afternoon session ahead, the order of procedure of business on the program was altered somewhat.

Of the more important business, the question of the Woerishoffer Memorial was the first to come up. The resolution of February was re-called and a new resolution which was put before the meeting will be discussed in detail at a special meeting on Commencement day. The resolution states in effect that there be a committee of three to hold and invest the fund, the interest from which they are to devote, as they may think best, to the lines of work in which Carola Woerishoffer was specially interested.

A motion to give the interest of the Alumnae Endowment Fund to the library this year caused great discussion. The interest was given last year under protest from certain members who felt very strongly that it is not legitimate to divert the interest of a fund raised for a definite purpose to any other purpose, however worthy. After half an hour's discussion, during which time the needs of the library were ably put forth, the motion was rescinded; and the Endowment fund will now be kept intact. It was felt that the college authorities not only know the conditions of the library, but that they now have at their disposal the interest of the Woerishoffer gift, that is, of three-quarters of a million dollars; and that therefore there is no good reason why the Alumnae should not use the interest of their own Fund to increase that Fund, and every reason why they should not divert money which is raised at such cost.

The report of the Directors of the Alumnae Association showed that \$89,000 went last year towards the salaries of the teaching staff; and that the salaries of fifteen full professors have now been raised to \$3000. The Board of Trustees has lost three of its valuable members through death in the past year, Howard Comfort, Albert K. Smiley, and Edward Bettle, Jr. Mrs. Anna Rhodes Ladd has been made a life trustee, and the two other new members of the Board are Arthur H. Thomas of Haverford and William C. Dennis of Washington. Mr. James Wood is now President of the Board.

In the afternoon session, the Report of the Academic Committee was read, and in it the announcement of the Model School to be opened by the college in the autumn of 1913. It is to have seven classes, and the number of pupils in each class is to be limited to twelve. Dean Reilly then reported on the new inn and recommended it to the members of the Alumnae Association as a safe and excellent investment.

The report of the Committee to confer with the President and the Dean on the reorganization of the Academic Committee again called forth tremendous discussion. A majority and minority report on it were read. One member stated that the Academic Committee had its origin in the hope of our eventually getting Alumnae Directors on the Board of Trustees and that as soon as we had secured these Directors, the Academic Committee had grown less efficient. She added that she had at once stood for the reorganization of the Committee when one of its Chairmen announced that the informal functions were too strenuous and had been abandoned. It was decided to give the present Academic Committee two years within which to work on some scheme of reorganization.

The Association seemed to be unanimous on the question of joining the A.C.A. and arranged to appoint delegates, one for every hundred members for each biennial meeting, and also one counsellor for every thousand members of the Alumnae Association.

The motion to create a Finance Committee which, owing to its wording, would



practically take all financial power out of the hands of the Association as a whole, was laid on the table. It will come up in a different form next year.

Last, but not least important, came the question of the continuance of the *BYRN MAWR ALUMNAE QUARTERLY*, virtually the only record of alumnae affairs in general. Owing to a falling off of subscription and advertisements it had run into debt. A strong appeal was made to the Association to support it financially until it could get on its feet again, and this was generously responded to by the Association. The meeting closed about 5.30. E. L.

#### THE SENIOR RECEPTION

The seniors welcomed the freshmen to Bryn Mawr with a delightful show which brought forth roars of laughter not only from the freshmen but also from the class who were craning their necks through the bars of the gallery above. The play chosen was a thrilling and heart-rending comedy in four acts, called "The Pirates' Revenge." In the first scene one's emotions were stirred by a cowboy scene between Allen Faulkner and Rosa Mabon. In the midst of the scene, the old lover returns, a pirate. The villain and his band are finally murdered in a melodramatic manner, and at last, to the intense relief of the audience, the lovers are once more united. 1913 showed a very clear gift for impromptu acting.

Later, after refreshments of doughnuts and pretzels, the freshmen entertained the seniors with stunts. They closed the pleasures of the evening by singing their class song, showing perfect taste in choosing for their air that of Brahm's "Lullaby."

#### THE TROPHY CLUB RECEPTION

It is always of interest to look over the trophies left by classes which have gone before us. On October 25, the freshmen class were first initiated into this pleasure, and as Dean Riley had been among the first founders of the Club, she told of the early days of its development. Miss Shearer called forth fresh laughter by describing her remembrance of some of the amusing incidents connected with the fires in Dr. Scott's house and in Denbigh Hall. Afterwards the freshmen, while enjoying the refreshments, examined the old rings, lanterns, and banners of former classes.

#### HOCKEY

It was after a hard fight that the class of 1914 won the privilege of hanging their banner in the Gymnasium. They first encountered the seniors and defeated them only after a tie game and two other very close scores. In the finals, the sophmores did not give way easily, but again tied them once and lost by a close score. But it is not only our first teams which hold our interest this year, but our second and third teams. Both the second and the third teams of 1915 carried off the honors this year and won cups as rewards.

The Varsity this year was very good. They were tied 3-3 with the All Philadelphia team; with Merion the score was 9-2, and with the Philadelphia Cricket Club, 10-4.

#### THE SOPHMORE PLAY

The sophmores gave as their play to the freshmen on Saturday evening, November 23, "The Road to Yesterday," a play, so one of the authorities in the English Department maintains, unworthy of the time and effort spent upon it. However that

may be, the same critic praised the sophomores for their rendering of it, saying it was the best spoken play given at college for several years. The scenery, though home-made for the large part, was extremely well done, and the necessity of many shifts showed able management of those in charge. Every detail of the staging was so well worked out as to produce delightful effects and the acting was excellent. The sophomores are to be congratulated on their very successful production.

The Alumnae will be interested to know that only a few real plays, requiring training and time, are now given by the undergraduates. In other words, most of the entertainments are dumb-shows, requiring little time for production: hence the significance of the "spoken" play.

### A TEA FOR THE GRADUATE STUDENTS

On Saturday afternoon, October 19, President Thomas and Miss Garrett entertained the graduate students at the Deanery.

In the speeches with which the afternoon opened, attention was drawn to several features of Bryn Mawr College with which President Thomas wished the graduates to become familiar. First, Miss Maddison brought forth a moving plea for the examinations. She urged us to believe that they were a joy, not only in what they accomplished for us, but in themselves; and she suggested that we lose no opportunity of taking any examinations that may fall our way.

President Thomas then described the various institutions of Bryn Mawr, and said that she hoped we would take advantage of this opportunity to examine a college in the working. She urged us to make ourselves acquainted both with the members of the faculty, and also with the undergraduates, suggesting that we should derive good from contact with the learning of the former, and the buoyant enthusiasm of the latter. She mentioned the social opportunities of the Journal Club, the Faculty receptions, and the Denbigh teas.

The remainder of the afternoon was spent very enjoyably in roaming round the Deanery garden, so beautiful in its autumn coloring, and in partaking of the proverbially delicious Deanery fare.

A GRADUATE STUDENT.

### LANTERN NIGHT

Lantern Night came early in November. On the day of the evening that the sophomores had appointed for the presentation of lanterns to the freshmen, there was rain and a cold wind blew. Discussion arose as to whether the dramatic effect of "*Pallas Athene Thea*," echoing through the rain-swept cloister, would compensate either the spectators or performers for their discomfort. Lantern Night was therefore postponed until Saturday evening. After all, as we had to acknowledge, "*Pallas*" is a song to be sung on a calm night, in a windless cloister, by those carrying still lanterns. The clouded sky made the lights seem brighter as they glimmered two by two in the quiet fountain; and if the more sentimental of us wished that the reflections were a trifle bluer, this was a minor detail. There was a feeling of genuine poetic excitement as the sophomores, having given away their lanterns, sang the last verse long and clear. The answering song of the freshmen sounded a little tremulous at first, and the "*Freshman Song*," to the tune of Beethoven's "*Minuet*," came as a slight surprise after the grave, sweeping music of "*Pallas*." Nevertheless it was well and sweetly sung, and lent itself to the steady dignified march that became well the new bearers of the lantern.

## BANNER SHOW

On November 9, 1912, the class of 1912 presented as their banner show "Nyné or an Eastern Fantasy." It has become an increasingly difficult problem, as only twenty-four hours are allowed for rehearsal and all dialogue is prohibited, to give a clever and original performance. With each repetition the day of the Noah's ark party draws nearer as a last resort. A little while ago, when the banner play was one of the most important events of the year, it was one thing; but when college dramatics were so curtailed as to comprise only the senior play, the junior-senior supper and the sophomore play, the banner play became a real difficulty. Freshmen show, since that is the first histrionic appearance of the class, is made as finished a production as the limitations of time—ten hours a person—will permit. But it is questionable, since the degrading of banner play to a show was conceived entirely for the purpose of simplifying dramatics and the curtailing of class expenses already heavy, whether now a production which involves the erecting of a stage and the hiring and constructing of gorgeous costumes (a matter of time at least) may not be regarded as somewhat too elaborate, or, on the other hand, whether too much simplicity—costumes prepared on the spur of the moment, no stage at all, and the action carried on in one corner of the Gymnasium—may not be regarded with equal justice as too trivial. This is a problem which no one class is yet prepared to answer. Certainly this year the banner show was delightful to look at—and extremely effective—the clever arrangement of colors, the splendid sultan, the magnificent procession of slave girls, dancers, and elephants with their drivers and punkaks. The part of the princess, who having been educated at Bryn Mawr returned to her native Kurfunstan, was prettily done, as was that of the chief court dancer. An athlete and a grind from Bryn Mawr who sang catchy songs with several *new* college jokes, gave a pleasant touch of local color. On the whole the *Fantasy* was excellently managed and most picturesque; and the onlookers in the gallery as well as the guests of honor enjoyed themselves to the full.

AMY GORDON HAMILTON, 1913.

## SCHEDULE OF EVENTS

## SECOND SEMESTER

- |          |    |   |
|----------|----|---|
| February | 5  | Second semester begins at 8.45 a.m.   |
| February | 7  | Celebration of the twenty-first anniversary of the foundation of the Bryn Mawr Self-Government Association. Tea in Pembroke Hall at 4.30; speeches in the Chapel at 8 p.m. by former presidents of the Self-Government Association. |
| February | 9  | Sunday evening service. Sermon by the Rev. Sydney H. Cox, D.D., Pastor of the Central Congregational Church of Philadelphia.  |
| February | 10 | President Thomas At Home to the Senior Class.   |
| February | 11 | President Thomas At Home to the graduate students.  |
| February | 13 | Faculty Tea for the graduate students in Rockefeller Hall, 4 to 6 p.m.  |
| February | 14 | Lecture by Miss Hetty Goldman, A.B. Bryn Mawr College, 1903, and A.M., Radcliffe College, 1910, on "Excavations at Haloe," under the auspices of the Department of Art and Archaeology.   |
|          |    | Meeting of the Science Club. Professor Clarence E. McClung of the University of Pennsylvania on "Sex Determination."  |



- February 15 Meeting of the Graduate Club. Address by Professor Don Roscoe Joseph on "The Filtrable Viruses," with special reference to Poliomyelitis (Infantile Paralysis).
- February 16 Sunday evening service. Sermon by the Rev. George Hooper Ferris, D.D., Pastor of the First Baptist Church, Philadelphia.
- February 21 Concert under the auspices of the Music Committee. Song and piano-forte recital by Mr. Selden Miller of Philadelphia.
- February 22 Entertainment for the benefit of the Students' Building by Alumnae and Former Students; "The Importance of Being Earnest."
- February 23 Sunday evening service. Sermon by the Rev. Edward A. Steiner, D.D., President of Grinnell College, Grinnell, Iowa.
- February 28 Lecture on "The Philosophy of Rudolf Eucken" by Mr. Cecil Delisle Burns, in the Chapel at 4.30.  
Swimming meet, 8 p.m.
- March 1 Christian Association Conference.
- March 2 Sunday evening service. Sermon by the Rev. Hugh Black, M.A., LL.D., of the Union Theological Seminary.
- March 7 Faculty Tea for graduate students, Denbigh Hall, 4 to 6 p.m.  
Swimming meet, 8 p.m.
- March 8 Lecture before the College by Professor Rudolf Eucken on "Philosophy and Religion."
- March 9 Sunday evening service. Sermon by the Rev. Father Hutchinson, D.D., of St. Clement's Church, Philadelphia.
- March 10 Easter collegiate and matriculation condition and deferred examinations begin.
- March 14 Meeting of the College Equal Suffrage League. Address by Mr. Max Eastman in the Chapel at 8 p.m.
- March 15 Senior oral examinations in French and German.  
Easter Collegiate and Matriculation condition and deferred examinations end.  
Freshman entertainment.
- March 16 Sunday evening service. Sermon by Professor Rufus M. Jones of Haverford College.
- March 18 Gymnasium contest.
- March 19 Easter vacation begins at 1 o'clock.
- March 27 Easter vacation ends at 9 a.m.
- March 29 Lecture before the College by Professor Wilfred P. Mustard, Professor of Latin in Johns Hopkins University, on "Roman Buildings in Southern France" illustrated with lantern slides.
- March 30 Sunday evening service. Sermon by the Rt. Rev. F. J. Kinsman, Bishop of Delaware.
- April 4-5 Vocational Conference.
- April 6 Sunday evening service.
- April 7 Faculty Tea for graduate students, Merion Hall, 4 to 6 p.m.
- April 11 Meeting of the College Settlement Association. Address by Dean Walter T. Sumner, Dean of the Episcopal Cathedral, Chicago.
- April 12 Meeting of the English Club.
- April 13 Sunday evening service. Sermon by the Rt. Rev. Ethelbert Talbot, D.D., Bishop of Bethlehem, Pennsylvania.

## IN MEMORIAM

It is with deepest regret that we announce the death on Sunday, January 19 of Mrs. William Bashford Huff who died in the Bryn Mawr Hospital after a brief illness. Mrs. Huff was twenty-nine years of age and came to Bryn Mawr ten years ago as a graduate scholar in mathematics, having received the degree of Bachelor of Arts from Dickinson College in 1903. She was awarded the fellowship in Physics at Bryn Mawr College for the year 1904-05 and the Mary E. Garrett European fellowship for the year 1905-06 when she studied in the University of Göttingen. She was principally interested in physics and mathematics and took the Degree of Doctor of Philosophy at Bryn Mawr College in these subjects in 1908, when her thesis on "A Study of the Electric Spark in a Magnetic Field" was published in the *Astro-Physical Journal* of that year. In the year 1906-07 she was Demonstrator in Physics in Bryn Mawr College. She taught mathematics in the Baldwin School from 1907-08 and from 1911-12. She also gave courses in mathematics at Bryn Mawr College from second semester 1909-10, 1911-12 holding the appointment of reader in mathematics. She was an admirable teacher with an unusually clear and well-trained mind.

Mrs. Huff was the daughter of the Honorable Nathan Schaeffer of Lancaster, Pennsylvania, Superintendent of Public Instruction in Pennsylvania. In 1908 she was married to Professor William Bashford Huff, Professor of Physics at Bryn Mawr College. On December 30, 1912, she gave birth to twins, one of whom survives her.

RESOLUTIONS PASSED, JANUARY 28, 1913, BY THE GRADUATE CLUB OF BRYN MAWR COLLEGE UPON THE DEATH OF DOCTOR HELEN SCHAEFFER HUFF

WHEREAS: it has pleased God to take from our midst Helen Schaeffer Huff, Doctor of Philosophy of Bryn Mawr College, former fellow in physics, holder of the Mary E. Garrett European fellowship, and brilliant instructor in mathematics; and whereas, the Graduate Club of Bryn Mawr College, in deep sorrow, desires to record the loss of one who was its faithful friend; therefore be it

RESOLVED: that we the members of the Graduate Club do hereby express our sense of the deep loss which we feel the club as well as the college has sustained, and our grateful appreciation of Doctor Huff's services to the club, of which she was at one time the well beloved president. And be it

RESOLVED: that these resolutions be incorporated in the minutes of the club, and that copies be sent to Doctor William Bashford Huff, Honorable Nathan Schaeffer, and the college journal.

MARY AGNES GLEIM,  
LAURA HATCH,  
MARY MERRICK GOODWIN,  
MARIE GERTRUDE RAND, *ex officio*,  
Committee.

## NOTES

It may interest the readers of the *QUARTERLY* that a change has been made in the Schedule of Academic Work. In recitation courses or courses which have laboratory work or reports, one of the prescribed quizzes has been omitted. The private reading examinations instead of being given twice in each semester in the Language courses will be given only once, and the three weeks at the end of the semester which are free from quizzes are reserved for private reading examinations in Latin, French, German, and Greek.

The Register of Alumnae and Former Students is now in press and it is hoped that it will be finished next week and sent out to subscribers.

## NEWS FROM THE CLUBS

The news of this department is compiled from information furnished by the Class Secretaries, Bryn Mawr Clubs, and from other reliable sources for which the Editor is responsible. The value of this department would be greatly increased if Bryn Mawr Students everywhere would constitute themselves regular contributors to it.

### BOSTON

The Boston Bryn Mawr Club held its annual autumn business meeting at the Club room, 24 Newbury Street, in November. Anne Whitney, '09 was made chairman of the house committee on nominations and admissions. Margaret Vickery, ex-'09, was elected recording secretary in place of Emily Blodgett, ex-'05, resigned.

The Club carried on a successful season of hockey this fall with the support of a few outside players. The combined team was called "Bryn Milton," and played two tie games against the Radcliffe Varsity and one against Milton Academy, in which Bryn Milton won 3-2. Bad weather prevented further games. Thanks are due to Esther Wil-

liams, '07, through whose kindness the Club team is allowed to practise on the Milton Academy field. The work of organizing the players and arranging for match games is carried on as in other years by Marjorie Young, '08, and Cynthia Wesson, '09.

### NEW YORK

On January 25 President Thomas addressed the New York Branch of the Bryn Mawr Alumnae Association at the Bryn Mawr Club.

The annual meeting of the Bryn Mawr Club was held on February 5. Euphemia Whittredge, '96, was elected President of the Club, and Katrina Ely Tiffany, '97, vice-president.

## NEWS FROM THE CLASSES

### 1889

Martha G. Thomas has been given leave of absence from the College and is passing her holiday in California.

The Class of '89 made a brave showing at the annual Alumnae Meeting held at Bryn Mawr on February 1. Among others present were Sophia Weygandt Harris, Anna Rhoads Ladd, Susan B. Franklin, Ella Riegel, Harriet Randolph, Lina Lawrence, and Julia Cope Collins.

### 1890

Among others of the class present at the Annual Alumnae Meeting were Caroline Paxson Stine, Katharine M. Shipley, and Edith Child.

### 1891

Ethel Parrish was married on Thursday, January 9, 1913, to Henry Martineau Fletcher. The marriage took place at Radnor, the home of the bride's mother

and the ceremony was performed by the Rev. George A. Johnston Ross.

Jane B. Haines, Emily L. Bull, and Abby Kirk were present at the alumnae meeting.

### 1892

The only official representative of the class at the alumnae meeting was Abby Kirk, and unofficially we count Miss Kirk with the class of '91.

### 1893

Margaret Hilles Johnson (Mrs. Essey Johnson, Jr.) is recovering from an attack of typhoid fever.

Jane Brownell, Lucy M. Donnelly, Evangeline W. Andrews, and Louise Fulton Gucker were present at the alumnae meeting.

### 1894

Helen Middleton Smith and Mary B. Breed were present at the alumnae meet-



ing. Mary Breed has been elected an Alumna Director.

1895

Marianna Janney, Mary F. Ellis, Julia Langdon Loomis, and Susan Fowler attended the alumnae meeting.

1896

The following members of the class attended the alumnae meeting: Pauline Goldmar, Elizabeth B. Kirkbride, Mary D. Hopkins, Anna Scattergood Hoag, Lydia P. Boring, Gertrude Heritage Green, Harriet M. Brownell, and Abba Dimon.

1897

The members of the class of 1897 will learn with great regret of the death of Major Konrad Heissig, the husband of Mabel Haynes Heissig. Major Heissig died in Vienna on November 21, after a long illness.

The class was represented at the alumnae meeting by Elizabeth Caldwell Fountain, Mary L. Fray, Euphemia M. Manor, Laura Niles, Elizabeth Day Seymour, Emma Cadbury, Jr., Bertha Rembaugh, Mary A. Glenn, and Grace Albert.

1898

Helen E. Williams, Ullericka Oberge, Marion E. Park, Martha Tracey, Elizabeth W. Towle, and Anna D. Fry attended the alumnae meeting.

1899

What is the matter with '99? It sent in no report to the *QUARTERLY* and had no representatives at the alumnae meeting.

Friends of Michi Matsuda in all classes will be interested in the following extract from a letter received from Miss Denton, the American head of the Dashisha Girls' College at Kyoto, one of the best schools in Japan. She writes of Michi: "She is a wonderful teacher, the students are enthusiastic about her, and she is the backbone of our Faculty. Kobe

College wants her dreadfully, and if they keep on offering her so much salary and a deanship, I am not sure that I can hold her, though I feel that the success of our college undertaking depends on her. Please tell all her friends who helped her in America that her success is beyond anything they could have hoped for."

Jean Clark Fouilhoux (Mrs. Jacques André Fouilhoux) has a daughter, Anita Clark Fouilhoux, born October 30, 1912, at Portland, Oregon.

Alice Carter Dickerman (Mrs. William C. Dickerman) has a daughter, Honoria Redington Dickerman, born October 29, 1912, in New York City.

Emma Guffey Miller (Mrs. Carroll Miller) has a son, Joseph Guffey Miller, born December 12, 1912, at Providence, Rhode Island.

1900

On December 27, 1912, Edith Campbell Crane was married to Mr. Samuel Tucker Lanham of Spartanburg County, South Carolina. The ceremony was performed by the Rev. Dr. Charles Hastings Dodd, pastor of Eutaw Place Baptist Church, at noon at "Robin Wood," Timonium, the home of the bride's uncle, Mr. Henry C. Merryman. Miss Crane was attended by her two sisters, Claris I. and Helen Bond Crane. Dr. F. M. Tucker, Professor of English in Brooklyn N. Y. Polytechnic Institute, was best man. Mr. and Mrs. Lanham will live at Spartanburg, South Carolina.

There were present at the alumnae meeting Myra Frank Rosenau, Lois Farnham Horn, Emily H. Palmer, Clara Seymour St. John, Edith Wright, and Louise Congdon Francis.

1901

Sylvia Scudder Bowditch (Mrs. Ingersoll Bowditch) has a son, Charles Chickering Bowditch 2d, born in Cambridge, Massachusetts, November 17, 1912.

Gertrude Kemmerer has announced

her engagement to Mr. Brunkerhoff Thorn of New York.

There were present at the alumnae meeting Ethel Cantlin Buckley, Katherine Lord, Florence Ketchum Corbus, Mary E. Allis, Laura Fowler, Marion Parris Smith, and Marion Reilly.

## 1902

The class was represented at the alumnae meeting by Miriam Thomas, Anne Hampton Todd, Mabel C. Wright, and Edith Orlady.

## 1903

1903 had fifteen members, the largest representation at the alumnae meeting. They were Rosalie T. James, Doris Earle, Ida Langdon, Elizabeth Eastman, Emma D. Roberts, Else Lowrey, Elizabeth Snyder, L. Myra Harbeson, Caroline F. Wagner, Susan Bancroft Tyler, Emma W. Crawford, Margaret E. Brustar, Evelyn Morris Cope, Mabel H. Morton, and Agnes Bell Austin.

Grace Meigs has returned from Europe where she spent a year studying medicine.

## 1904

Anne Selleck is living at Whittier Hall, New York, this winter and is engaged in pottery making.

Eleanor Bliss and Anna Jones are soon to start for a long trip to Panama.

Virginia Chauvenet sailed with her father on January 4 for a few weeks' trip to Panama.

The Philadelphia Branch of the Bryn Mawr Alumnae Association is much interested in the Bureau of Occupations for Trained Women, an organization having headquarters at the College Club. A Committee of three—Elizabeth T. Shipley, '13, Anna Scattergood Hoag, '96, and Martha Rockwell Moorhouse, '04, has been appointed and sent out appeals to each member for one dollar to aid the work. So far the response has been fairly good.

Maud Temple has taken her Ph.D. degree in *Comparative Literature* at Radcliffe.

Alice Schiedt Clark (Mrs. Paul F. Clark) has twin daughters, Edith and Eunice, born October 29.

Of the class of 1904 nine were present at the alumnae meeting. They were Emma O. Thompson, Edna A. Shear, Eloise R. Tremain, Margaret Scott, Jane Allen, Amy L. Clapp, Emma R. Fries, Ruth W. Dewolf, and Martha R. Morehouse.

## 1905

Elizabeth Henry was married on December 4, at her home in New York City to Mr. John Mansfield Redfield of New York. She had no bridesmaids, but eight 1905 girls—Louise Marshall, Edith Ashley, Katharine Fowler, Gladys King, Rachel Brewer, Mabel Austen, Converse, and Eleanor Little Aldrich were at the wedding. Mr. and Mrs. Redfield will live with Mr. and Mrs. Henry this winter, and later take an apartment.

Helen Kempton went the first of October with a friend on a trip to South America, to be gone for five or six months.

Gertrude Hartman continues her work as assistant to the Director of the Winsor School, Boston, her second year in this position.

Marguerite Armstrong is secretary of Miss Madeira's School, Washington, D. C., her third year in this position.

Helen R. Sturgis is traveling abroad.

Elizabeth Goodrich has been acting at the Little Theatre in Chicago. She has taken part in "Womankind," "Anatole," and "The Trojan Women."

There were present at the alumnae meeting Elma Loines, Emily S. Cooper, Gertrude Hartman, Edith L. Wood, and Miriam L. Johnson.

## 1906

Phoebe Crosby was married on June 26 to Mr. Leverin Allnutt of Baltimore. Her address is Catonsville, Maryland.

Susan Delano McKelvey (Mrs. Charles W. McKelvey) has a second son, born at Oyster Bay, New York, in September.

Helen Haughwout Putnam (Mrs. William B. Putnam Jr.) has lost her little son Jerome Preston Putnam, who was born at Chestnut Hill, Massachusetts, on October 18, and died four days later.

Marion Mudge Prichard (Mrs. Charles R. Prichard), ex-'06, moved into her newly built house, 77 Lothrop Street, Beverly, Massachusetts, early in December.

Helen Brown Gibbons (Mrs. Herbert A. Gibbons), ex-'06, is still at Robert College, Constantinople, where her husband has the chair of history. She spent the summer at Samakov in the Bulgarian mountains, returning to Constantinople with her two children on the last train that went through from Sofia before the mobilization of the Turkish forces. During the summer Mrs. Gibbons gave some lectures on infant mortality at Samakov and at Sofia and is giving a course of lectures on the subject at the Constantinople Women's Club this winter. Regarding the war, Mrs. Gibbons writes (on December 4): "We have been through thrilling times. We organized students and had boys of all nationalities working together over bandages. We got in supplies enough to last many weeks in case of famine and have had essential things packed, all ready in case of sudden flight. American marines have been stationed in the college since November 19. I have had a little Greek girl and an Armenian boy here to take care of, as their families felt they were safe under American protection. The college continues its work. We are very busy and so far have faced no real danger. Rumor of peace negotiations are rife today. For four days we have heard cannonading outside the Tehatalja fortifications, but now that has ceased." Mrs. Gibbons's mother and sister are with her at Constantinople.

1906 were represented at the alumnae

meeting by Maria W. Smith, Helen E. Sandison, and Helen M. Lowengrund.

#### 1907

Julie Benjamin announced her engagement in November to Mr. Roger Hewson, an Englishman, now living at Greenwich House Settlement in New York.

Dorothy Craig has left the Cornell Medical College where she has worked for three years in the anatomical laboratory, and is now at the New Jersey State Institution for Feeble-Minded Women as research worker and laboratory assistant.

Comfort Dorsey was married this autumn to Mr. Arthur Richardson, and her present address is 150 West 104th Street, New York City.

Mary Fabian returned in October from a summer in Europe.

Grace Hutchins's address is American Church Mission, Hankow, China. Letters take about a month to reach her. She says that she is glad to receive post cards that she can use in teaching and amusing the restive children.

Eunice Schenck is doing graduate work at Bryn Mawr this winter and is living in Rockefeller Hall.

Margaret Reen was married on September 7 to Mr. Charles Reed Cary.

Margaret Augur's address is 46 Cedar Street, Chicago, Illinois.

Elsie Moore (Mrs. Aman Moore) has a daughter, Elsa Adrienne Moore, born last February in Portland, Oregon. She has recently been appointed to the executive board of the Consumers' League of the state of Oregon, and was instrumental in bringing the Minimum Wage Bill for Women before the public. She expects to join a party at the state capitol in January when the bill will come before the Assembly.

Julie B. Benjamin visited Harriet Houghteling for two weeks in the autumn.

Alice Gerstenberg, ex-'07, has been acting at the Little Theatre in Chicago.



1907 was represented at the alumnae meeting by Anna N. Clark, Alice M. Hawkins, Eunice M. Schenck, Helen Lambertson, Thalia L. Crawford, Katherine V. Harley, Elizabeth T. Remington, Virginia G. Hill, and Helen Smitheman Baldwin.

## 1908

Martha Plaisted was married in New York the middle of November to Mr. Eugene Francis Paxton of Garden City, Long Island.

Anne Jackson is teaching at Miss Hebb's School in Wilmington, Delaware.

Anna M. Carrère is traveling abroad for a few months.

Anna M. Dunham is spending three months in Algiers and Paris.

Teresa Hepburn is lecturing at Pelham Manor.

Louise Hyman has been doing factory investigation for the Greenwich House, New York. In March she sails for a three months' trip in Europe.

Louise Milligan was married to Captain Charles D. Herron in November. She is living at Fort Harrison, near Indianapolis.

Frances Passmore is working for the Organized Charities in Minneapolis.

Tracy Mygatt and Fannie May Witherspoon are Field Organizers of the Woman's Suffrage Party of Pennsylvania.

Virginia McKenny had a house party over Thanksgiving with Emily Fox, Helen Cadbury and Anna Carrère. Jeanne Kerr and Emily Storer have also been visiting her. She has been organizing Gymnasium Classes among the girls working in the tobacco factories of Petersburg, Virginia.

Nellie Seeds Nearing (Mrs. Scott Nearing) is working for a Ph.D. at the University of Pennsylvania. She hopes to get the degree this June or next. She was a delegate to the National American Suffrage Convention in Philadelphia in 1912.

Helen Cadbury, ex-'08, organized the hockey teams at Cornell this fall.

Mary C. Case has a large and very successful kindergarten in one of the slums in New York.

Of 1908 the following members were present at the alumnae meeting: Malanie Atherton, Agnes Goldman, Nellie Seeds Nearing, Elizabeth L. Crawford, Fannie May Witherspoon, Annie W. Jackson, Helen Cadbury, and Helen Hunter.

## 1909

The following members of '09 were present at the alumnae meeting: Mary M. Goodwin, Emma W. Mitchell, Helen C. Ireys, Anna G. Walton, and Bertha S. Ehlers.

## 1910

Rosalind Romeyn, ex-'10, was married to Mr. William Everdell, Jr., at St. Thomas's Church, New York City, on the afternoon of November 9, 1912.

1910 had seven members at the alumnae meeting. They were, Susanne C. Allison, Marion K. Wildman, Henrietta W. Sharp, Miriam Hedges, Edith H. Murphy, Marion S. Kirk, and Agnes M. Irwin.

## 1911

Catherine Delano has announced her engagement to Mr. Alexander Grant of Boston. She expects to be married in the spring.

Ruth Wells is teaching at Miss May's School in Boston. She is boarding at 112 Newbury Street.

Willie B. Alexander was married on January 1, 1913, to Mr. James Herbert Browning.

Leila Houghteling and Mary Higgins sail in January for a two months' trip in France and Italy.

Florence Wood Winship, ex-'11 (Mrs. Winship), has moved from Princeton to Macon, Georgia, and her new address is 651 Forsyth Street, Macon, Georgia.

Five members of 1911 were at the alumnae meeting. They were Helen H. Parkhurst, Henrietta F. Magoffin, Ag-

nes P. Wood, Hilpa S. Schram, and Iola M. Seeds.

## 1912

Mary Peirce has returned to her home in Haverford after a five months' trip abroad.

The sum of three hundred dollars that was pledged by the class of 1912 last spring has been paid to the Loan Fund.

Leonora Lucas is studying for an M.A. degree in French and Spanish at Northwestern University this winter.

Karin Costelloe, ex-'12, has been elected a member of the Aristotelian Society, a London philosophical organization. She read a paper on Bergson before the society in February.

Marjory Walter was married at her home in New York on January 2, to Mr. Howard Goodhart.

During the month of November, Mary Morgan and Jean Stirling made their début in Chicago; Gertrude Llewellyn, Lorraine Mead and Gladys Spry, in Evanston.

Isabel Vincent made her début this autumn in Minneapolis.

Margaret Fabian, ex-'12, is studying music in the music school of Northwestern University.

Elizabeth Johnston is teaching mathematics and chemistry at Penn Hall, Chambersburg, Pennsylvania.

Margaret Montgomery is continuing her studies in art in Bruges this winter.

Carlotta Welles sailed for France the seventeenth of November after spending the summer and autumn visiting in this country.

Catherine Thompson is teaching in Darlington Seminary, West Chester, Pennsylvania.

Katherine Longwell is doing graduate work in Latin at college this winter.

Helen Barber is teaching in Miss Wheeler's school, Providence, Rhode Island.

Catherine Terry made her début the eleventh of December in New York.

Beatrice Howson and Fanny Crenshaw spent the Thanksgiving holidays with Emerson Lamb in Baltimore.

Agnes Morrow, Catherine Terry, Gladys Spry, Mary Scribner, Beatrice Howson, Elizabeth Faries, Winifred Scripture, and Dorothy Wolff were back at college for the sophomore play in November.

After the class of 1903, 1912 had most representatives at the alumnae meeting. Thirteen members were present. They were Lorle I. Stecher, Gertrude Elcock, Martha Peirce, Rebecca R. Lewis, Beatrice Howson, Dorothy S. Wolff, Elizabeth Faries, Mary B. Alden, Jane Beardwood, Majorie L. Thompson, Christine Hammer, Catherine R. Thompson, and Anna Hartshorne.

## 1913

Alice Ames, ex-'13, has been visiting Eleanor Elmer, ex-'13, in Winnetka, Illinois.

## FORMER GRADUATE STUDENTS

The body of former graduate students was represented at the alumnae meeting by Isabel Maddison, Ph.D., Eleanor Lord, Ph.D., and Eula A. Weeks.

## LITERARY NOTES

All publications received will be acknowledged in this column, and noticed and reviewed as far as possible. The Editor begs that copies of books by or about the Bryn Mawr Faculty and Bryn Mawr students may be sent to the *QUARTERLY* for review.

### BOOK REVIEWS

**A PSYCHOLOGICAL STUDY OF RELIGION: ITS ORIGIN, FUNCTION, AND FUTURE.** By James H. Leuba. New York: The Macmillan Company, pp. xiv, 371. 1912. \$2.00 net.

For seventeen years, the clear, concrete, and incisive articles of Professor Leuba on various aspects of the psychology of religion have been attracting attention. He was the first to make a careful psychological study of religious conversion, anticipating and no doubt stimulating that remarkable succession of works by Starbuck, Coe, Davenport, William James, and others, which with his own have given America the foremost place in this field. In the present volume Leuba states his most general conclusions regarding the nature of religion and its origins; and defends the faith which has inspired all his work that psychology, and psychology alone, can give us an understanding of what religious experience means. But the book has an interest more than theoretical; for in it the author passes judgment upon the most conspicuous of contemporary religious movements, and even ventures a forecast as to the future of religion. Throughout the whole work there is an earnest prophetic ring, which if it sometimes takes the direction of harsh moral judgment upon opposing points of view, is an evidence of the priceless quality of conviction and of a definite positive aim. Professor Leuba will not be misunderstood; he will not take refuge in ambiguities; he offers his reader, whether for agreement or disagreement, the satisfaction of a position plainly stated and strongly supported. The result is a book of distinct value for all students of religion.

Part I gives a preliminary survey of the nature of religion, in which religion is shown to be a concern of the whole man, not of his intellect alone, nor of his feelings, nor of his will. It may best be understood as a specific sort of *behavior*—and of rational behavior, because it has definite practical aims having verifiable human worth. Through religion men have endeavored and still endeavor to control the forces of nature, to influence the body, to cure disease. In these matters, to be sure, the importance of religion declines with the advance of science; but in compensation there are other results of religion—by-products, not directly sought by the worshipper, but of great significance. For the practice of religion quickens the intelligence and the feelings, generates confidence and optimism, strengthens the moral ideals, and so acts as a unifying and socializing agency. Further, it gives rise to an authority and prestige of its own, and so gratifies desires for power and recognition. Religion is thus “a factor of the highest biological importance.” It exists, not because the ideas which it teaches are true, but because it is more or less successful in reaching these useful results, in satisfying these universal human needs.

But we cannot define religion by its consequences alone. Some, perhaps all, of



these goods could be otherwise obtained. The peculiarity of religion is the *method* by which it seeks its ends. Its procedure is not mechanical, measuring the cause to the effect: nor is it "coercitive," as in magic, treating the unseen forces as things to be compelled by secret necessities. Religion deals with its (assumed) spiritual environment as with fellow-men, making appeal to intelligence and will: religion is a mode of "anthropopathic" behavior. "Religion is that part of human experience in which man feels himself in relation with powers of psychic nature, usually personal powers, and makes use of them" (p. 52). In religion, we may say, man seeks by the methods of human intercourse superhuman aid in the struggle for existence.

Part II contains a valuable series of chapters on the origins of religion and its relations to magic. The criticisms of Frazer's views of magic, and of his theory that religion emerges from the decline of a discredited magic, are especially keen and substantial. Leuba regards as fallacious the usual attempt to find a single origin for our various ideas of superhuman beings. The idea of impersonal powers such as magic uses is independent of, and probably earlier than, the ideas of unseen beings personal in character such as are necessary to religion. These latter conceptions again, those of spirits and gods, have several distinct sources. Some of them are due to our inquisitive, explanatory faculties, at work upon such phenomena as hallucinations and dreams, or speculating on the origin of the world itself and of human existence; for enquiries into the mystery of creation occur early in the child, and presumably also in the race. Others of these ideas are due to the needs of the heart and of conscience, assigning to unseen beings such qualities as fit them to give comfort, or to support moral endeavor. It is these affective and moral needs that keep alive today the belief in gods. "It is truly a remarkable habit—that of imagining in other beings coveted powers and virtues, and of turning these powers by supplications and offsprings to one's own benefit, or of enriching oneself with these virtues by means of sympathetic communion" (p. 112). Yet "this method characterizes not only the relations of men with gods, but also those of men with men. We see in others the perfections which we lack." Thus the propensity to deify fellow beings which we recognize and understand in human love may illustrate the motives which perennially give life to the god-ideas of religion.

In so far as moral needs are a source of religious ideas, it is clear that moral consciousness must exist first, and religion afterward, in the order of development. The proposition that morality is independent of religion in its origin is defended at the beginning of Part III. Morality has its origin in social relations; it is a spontaneous human product: as it develops and becomes reflective it finds religion a valuable auxiliary, and so takes part as we have seen in the development of religion itself. The gods, we may say, as far as they are concerned in morals, "are either unconscious or conscious devices for the speedier attainment of ideals arising in the social life." "The God of Christianity continues to be an object of worship, not because his existence is rationally established, but because he affords ethical support and affective comfort" (p. 201).

We have now before us the main theme of the book. The foundations of religious belief are not intellectual; current beliefs exist and flourish even in spite of the intellect, "theism having become logically impossible" (a standpoint vital to the author's argument, but undefended—taken for granted throughout the work). Religion itself, is at present inclined to reject the support, and so evade the criticism of metaphysics and of science. To show this, Leuba cites an extremely interesting array of documents, in which various representative believers attempt to give

grounds for the faith that is in them. Distrust of the former intellectual arguments for faith is everywhere evident. Faith then must be established on other grounds than those of reason. What are these other grounds? They are those human needs we were speaking of; the needs of the feelings and of the moral aspirations. With the beliefs of religion, and the behavior which these beliefs make appropriate, prayer and worship in particular, men actually find that those needs are satisfied. Faith thus takes on the semblance of an *induction from experience*—inner experience, of course. Men no longer believe because their philosophy tells them that there is a God; they believe because when they approach God as if he existed they experience something which they can only interpret as a *response*: a consciousness of relief, assurance, peace, comfort, elevation, joy, conversion. Faith has nothing to do with metaphysics; it is a determination to refer these experiences to a superhuman or divine cause. And now Leuba contends that this determination is perverse; because these experiences can be explained, or nearly all of them, by psychology. If, therefore, theology gives up its intellectual basis in metaphysics, it ought to become a branch of psychology, and try to get these experiences by scientific methods.

Auto-suggestion, for example, will explain much and can do much. If we allow this and other resources of modern psychology their full scope, shall we not find that we have as little need of the over-beliefs of Christian faith as Laplace had of the hypothesis of a God to explain the mechanics of the heavens? Let psychology explain all it can, at any rate. If there is any inexplicable residuum, let psychology find and measure it by procedures well known to science, the "method of residues" in fact—just as the astronomer measures a perturbation which indicates an unknown external influence on the path of his planet (pp. 242, 270).

This is a proposal to pause at. Is there perhaps a certain irony in this suggestion that the work of God in the mind might be discovered by the method of residues? Does the author seriously mean we should refer to God those mental states which psychology at any time fails to account for? Is God supposed then to do only what natural law leaves undone? Are we not claiming too little for our science of psychology? I would rather say that when we regard our own mind as a succession of "states" having "causes," then everything in it without exception must belong to psychology: there is no conceivable residue which the science could hand over to anything except to its own unfinished investigations. Give all to psychology: and then let us be clear enough to see that the question whether a god is at work in those natural laws, or whether these laws in some mysterious fashion are working themselves, has not been so much as touched on.

Nor can this question very well be answered by psychology. For while psychology deals with the immediate causes of mental fragments called "states of mind," such causes as arise from the connection of mind and body, it can say nothing of total and ultimate causes. But the mind itself leaps at once to the end of any such chain of causes and finds itself in the *presence* of its terminus. While the psychologist is tracing a sensation to the work of a ray in the retina, the mind is seeing a star. The mind when active is never concerned with itself as a "state" having a "cause;" it is absorbed in its *meanings*, and these meanings pass beyond the mind into the world of *objects*, eluding the grasp of psychology. Our physical sensations belong to psychology; but to the active mind these sensations *mean* a world of nature, and a science not of psychology but of physics. Our moral feelings belong to psychology; but to the active mind those feelings *mean* a present social environment and a science not of psychology but of ethics. So of these religious experiences; whatever their causes, their meaning breaks out of the circle of consciousness and presents

the mind with certain objective facts of its spiritual environment. What are these facts? The religious ideas of God undertake to answer. Are these ideas subject to illusion? No doubt, just as our senses in dealing with nature are subject to illusion; and just as these errors of sense-judgment give rise to the science of physics for their correction, so the errors of faith give rise to the science of metaphysics (that is to say, the science of realities)—not to the science of psychology.

We must then agree with our author when he says that "every transsubjective reference falls under the criticism of the intellect" (p. 276); but we can not agree that this criticism is primarily a matter of psychology. We must agree with him that if we eliminate metaphysics, religious experience can give no sufficient ground for a faith in God; but we cannot eliminate metaphysics.

In truth, our author, in other parts of his book, is fully aware of this fact. "The objective existence" of its objects of belief, he has said at the outset "is an assumption necessary to religion" (p. 18); though he contends that the assumption need not be true. It is enough, however, that the religious consciousness must *believe* it true; must have a metaphysics of its own (a metaphysics being nothing more than a working view regarding what is real and what is not real). Hence, when Professor Leuba undertakes, in Part IV, to outline a basis for future religion, he becomes himself a metaphysician. He indicates a world-view which he regards as psychologically sufficient while at the same time philosophically tenable. He shows that naturalism is insufficient; and that the religion of humanity in its older forms is insufficient. We must have at least so much of a philosophical background as will preserve for us "the idea of righteousness, the idea that justice will gain the ascendent, and that there is a sublime purpose in things" (p. 328, quoted from Adler), we need in short a measure of idealism. For metaphysical reasons, he thinks that "the religion of the future will have to rest content with the idea of a non-purposive Creative Force" (p. 334); yet this religion should be "centered about Humanity, conceived as the manifestation of a Force tending to the creation of an ideal society" (p. 336).

Here we have the foundations at least of a working creed, in harmony with the *Weltanschauung* of our author and, as he believes, generally acceptable to the intellect of the future. Further details of this creed might be gathered from the vigorous and highly interesting critique of contemporary religious movements. But we must forgo this for our own part, recommending it to the reader. Neither shall we here record any criticism of the creed itself, since its philosophic defence has not come within the scope of our author's purpose. I remark only that between such a "non-purposive" Force as exhibits the ideal tendencies attributed to it, and the purposive Being dimly imagined in our common religious belief, the gulf is not so great as Leuba's hearty rejection of theism had at first led me to anticipate; though it is not quite clear to me what, with such a belief, would become of the "anthropopathic behavior" of men toward their creator, and therewith of religion, as our author has defined it.

A more positive and consistent recognition throughout the book of this sturdy metaphysical background would much enhance, I believe, not alone its clarity and unity, but also the effectiveness of its many fine passages. How much it contributes, for example, to such an admirable bit of psychology as the following, to know that behind the psychology there is a conviction of reality: "The value of awe to religion is not only its disinterestedness—a purely negative virtue; it has a direct ennobling effect. To be impressed by the great, the powerful, the mysterious, and still be unafraid, is to evince one's partial kinship with these forces. Fear reveals



antagonism, enmity, isolation; awe, involving as it does the recognition of greatness without actual fear, gives the first sense of a not unfriendly relation with the cosmos. . . . The sympathetic vibrations of awe are the first organic sign of a friendship with the cosmic forces, the first step toward that ultimate union with the Great Whole, achieved in certain forms of practical mysticism" (p. 147).

Kinship with the forces of the world implies much: friendship and union with them are the essential achievements of religion. The religion of the future must like that of the past (and we hope as successfully) provide for the literal accomplishment of these great ends. Without theism, 'friendship' here is meaningless.

A review of this sort must confess at the end its failure to suggest some of the chief merits of the book, its wealth of detail, its wide command of sources, its *Sachlichkeit*, its power of discrimination (which prevents at times the just estimate of resemblances), and its insistence on the fundamental truth that religion must be a matter of experience and will—not of metaphysics *alone*.

WILLIAM ERNEST HOCKING.

Yale University.

SUMERIAN TABLETS IN THE HARVARD SEMITIC MUSEUM. Harvard Semitic Series, Volume III. Part I, Chiefly from the reigns of Lugaland and Urukagina of Lagash, with introduction and index of names of persons. By Mary Inda Hussey, Ph.D. Cambridge, U. S. A. Harvard University. Leipzig: J. C. Hinrichs'sche Buchhandlung. Pp. viii + 36 and 81 plates. 1912.

This excellent piece of work by a Bryn Mawr doctor of philosophy deserves the highest praise. The volume contains the cuneiform text of fifty-two business documents from Babylonia, which belong to the period 2900-2800 B.C. This is the earliest period from which business documents in considerable numbers have been recovered. The writing is archaic, and the problems connected with its interpretation, in many cases obscure. Texts of this class have been published by three Frenchmen, F. Thureau-Dangin, H. de Genouillac and Le Colonel Allotte de la Fuÿe, and by the Russian Assyriologist, M. B. Nikolski. Dr. Hussey's work will bear comparison with any of these both as to the neatness and accuracy of her copies, and the scientific character of the introduction. It is a work of which Bryn Mawr alumnae may well be proud.

GEORGE A. BARTON.

LIST OF ENGLISH EDITIONS AND TRANSLATIONS OF GREEK AND LATIN CLASSICS PRINTED BEFORE 1641. By Henrietta R. Palmer. London: Bibliographical Society, December, 1911.

If Miss Palmer's work were of interest to bibliophiles alone, of the class stigmatised by Lucien, a mere notice of publication would be sufficient; but, as it supplies a desideratum to specialists in more than one field of investigation, a criticism from a specialist who is not a bibliophile may not be altogether gratuitous. Nor is there a necessity on the present occasion for an extended Birrellism. Mr. Victor Scholderer has furnished a literary introduction at once elegant and instructive on the theme of the classification by periods of publication of the editions listed, not fail-

ing to notice the strange lacunae—Aeschylus for instance being unrepresented. This topic of omissions is a fascinating one. Lysias for example is represented solely by Downe's *pro caede Eratosthenis*, a work excluded from school selections, and, at Hopkins, the wise foundation of the study of Lysias. The publication by the Cambridge press is a remarkable indication of the scholarly sense of the day.

An error of proof reading brings Euclid under the authorship of Epictetus, otherwise Miss Palmer's work is excellently printed on excellent paper, and the faults, such as they are, lie on the surface. There are faults which the specialist who builds on Miss Palmer's work will remedy in a manner suited to his investigation; it would be impossible to make the list a convenience to the diverse methods of every investigator. More than probably the omission of indices is the result of a sound judgment on the part of one who in Bryn Mawr College Library and elsewhere has had a first-hand and professional experience of cataloguing and its limitations. The classical student would in any case have to parallel his work with Sandys' *History of Classical Scholarship*, with Madan's *Oxford Books, 1468-1640*, O. L. Hatcher's *Aims and Methods of Elizabethan Translators* (in *Englische Studien*), and, most certainly, the Cambridge *History of English Literature*, v, pp. 1 ff. 499 ff. The deviations, principally in date, from Sandys' work are easily corrigible, the omissions brought out by a comparison of Dr. Hatcher's possibly explicable list. This leads to the discovery of two objections, the lack of a bibliography of sources—a strange omission, for besides the obvious catalogues of British Museum, Bodleian Library, Cambridge University Library, Miss Palmer has made use of Madan and probably other sources—and, secondly, one finds that the title is a misnomer. Not that one may take exception to the word "Classics," albeit the definition of what constitutes classicism according to Prof. Hillaire Belloc in a recent number of the *Fortnightly*, would apply to Miss Palmer's list more suitably than to many of the works listed. But "English" does not mean "in the English language," as, obviously, editions in Latin are included; nor is the term geographical, for Amsterdam and Edinburgh supply a modest book or two; nor is it racial, for the works of English scholars and adapters printed abroad are not listed, with the possible exception of Stanyhurst's *Aeneis* and the Ovidian *Loues School*. It is just here that the danger will come of too hasty generalisation on the literary pabulum of Elizabethan authors; it will be necessary first to impress a list of the works imported! Milton bought the Stephens' Geneva edition of Euripides in the same year in which he brought out his *Comus*, and, while we may remark the absence of an edition of Aeschylus published in England prior to 1641, Milton had a very intimate knowledge of the *Prometheus Vincitus* when he wrote *Paradise Lost*. We know he sent home a consignment of books from Venice in 1639. What the poet did in the line of importation, others in all probability had done in the interest of scholarship or trade. Miss Palmer lists a Silius Italicus as "licensed to the 'Partners of the English Stocke' of the Stationers' Company, 22 June, 1631," but already in the inventory of Robert Gourlays, book-binder and bookseller of Edinburgh, who died in 1585, we find a Silius Italicus, and, according to the Cambridge *History of English Literature*, iv, p. 472, "Erasmus" also "is much in evidence."

The *History of Classical Scholarship* shows periodic alternations between erudition and adaptation or applied translation. Miss Palmer's list admits adaptations, adaptations usually at second hand through Italian and French. Under Vergilius Maro we read: "Virgilius. This boke treateth of the lyfe of Virgil, and of his death, and many other maruayles that he did in his life tyme by witche crafte and nygromancy, through the deuelle of hell." . . . (1562?) If this, why

not Les Faits Merveilleux de Virgile (c. 1449) in its English version of 1520? And under Xenophon one might expect to see John Artley's "Art of Riding . . . out of Xenophon and Gryeon verie expert and excellent horsemen (1584)," and it is inconsistent with the times that no book on venery should depend on *the de Venatione*. Now similar objections may be met by definition of the term "English;" a short preface from Miss Palmer's own hand would have settled the limits of her list, and, with a bibliography, give that assurance to a scholar which he must have.

The preface of Mr. Secretary Pollard referring the work to Professor Flügel of Leland Stanford is of no value whatever to one who knows graduate schools and does not know that the name of Professor Flügel is one to conjure with.

Finally, if one sets out to estimate the value of the influence of classics on English literature—say, of the Elizabethan authors—it is not only necessary to know all the Greek and Latin books available, but it is a prime requisite that one can gauge the opportunity to understand the original that was vouchsafed the age. Miss Palmer might have added the handful of grammars, glossaries, "radices." The blithe, haphazard, almost Bohemian relation established between the revivalist and his new toy is responsible for much of the cant reminiscence that has grown inveterate in English literature, and will continue to puzzle the "graduate" who feels he ought to be familiar with quotation and citation.

H. N. SANDERS.

Bryn Mawr.

#### BOOKS RECEIVED

HELPING SCHOOL CHILDREN. By Elsa Dennison.

GOBSECK ET JÉSUS CHRIST EN FLANDRES. By Honoré de Balzac;  
edited by Dr. R. T. Holbrook of Bryn Mawr College.

THE HOLY CHRISTIAN CHURCH. By R. W. Johnston.

### CONTRIBUTORS TO THE JANUARY QUARTERLY

ALBERT SCHINZ, born at Neuchâtel, Switzerland. A.B. and A.M. University of Neuchâtel; studied at University of Berlin and University of Paris; Ph.D. Tübingen; officer d'académie, instructor in philosophy at University of Neuchâtel; came to America, traveled, and attended Clark University; instructor in French, University of Minnesota; professor of French Literature, Bryn Mawr College since 1899. Author of *Anti-Pragmatism, or Intellectual Aristocracy versus Social Democracy*, 1909. Editor: *V. Hugos Selected Poems*; also *Selections from Maupassant, Mérimée, Gautier*, etc. Contributor to scientific reviews, magazines, and papers in Europe and America.

MABEL CLARK HUDDLESTON (Mrs. John H. Huddleston), A.B. Bryn Mawr 1889 and A.M. 1890. Group, Greek and English. Fellow in English, Bryn Mawr College 1889-90; reader in English, and Graduate Student 1890-93; graduate student, Barnard College, 1893-94.

KATHERINE E. SCOTT, prepared by the Bardwell School, Philadelphia, A.B. Bryn Mawr 1904; assistant teacher of English in the Bryn Mawr School, Baltimore, 1904-09; secretary and teacher of Latin, 1909-11; teacher in St. Hilda's School American Church Mission, Wuchang, China, since 1911.

GEORGE A. BARTON, A.B. Haverford College 1882 and A.M. 1885; A.M. Harvard 1890 and Ph.D. 1891; teacher higher mathematics and classics, Friends' School,



Providence 1884-89; professor of Biblical Literature and Semitic Languages at Bryn Mawr College since 1891; acknowledged minister of the Society of Friends since 1879; member of many scientific societies, and contributor to many scientific journals.

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WILLIAM ERNEST HOCKING, born in Cleveland, Ohio; Harvard, A.B. 1901, A.M. 1902, Ph.D. 1904; instructor in philosophy at Andover Theological Seminary and Harvard University; assistant professor of philosophy at the University of California and, since 1908, at Yale University; author of *The Meaning of God in Human Experience* and of many articles in philosophical journals and in magazines.



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