

1907

## Bryn Mawr Alumnae Quarterly, 1907-1909

Bryn Mawr College, Alumni Association

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# BRYN MAWR ALUMNAE QUARTERLY

VOLUME I

APRIL, 1907

No. 1



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OF BRYN MAWR COLLEGE**

THE  
BRYN MAWR ALUMNAE QUARTERLY



EDITORS.

MARIAN T. MACINTOSH, '90, *Editor-in-Chief.*

CONTENT S. NICHOLS, '99.

IDA LANGDON, '03.

ELMA LOINES, '05.



BERTHA M. LAWS, '01.....*Business Manager.*

ELIZABETH BLANCHARD, '89.....*Assistant Business Manager.*



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All business communications should be sent to BERTHA M. LAWS, Middle City Station, Philadelphia.

# ALUMNAE ASSOCIATION OF BRYN MAWR COLLEGE

## OFFICERS AND COMMITTEES FOR THE YEAR 1907-1908

*President*, EVANGELINE WALKER ANDREWS (Mrs. CHARLES M. ANDREWS), '93, Bryn Mawr, Pa.  
*Vice-President*, EDITH THOMPSON ORLADY, '02, Huntingdon, Pa.  
*Corresponding Secretary*, MARTHA ROOT WHITE, '03, 18 West Sixty-ninth Street, New York City.  
*Recording Secretary*, ELIZABETH NIELDS BANCROFT (Mrs. WILFRED BANCROFT), '98, 3303 Hamilton Street, Philadelphia, Pa.  
*Treasurer*, JANE BOWNE HAINES, '01, Cheltenham, Pa.  
*Clerk of Records*, ETHEL WALKER, Bryn Mawr, Pa.

### Academic Committee.

	Term of Office.
ELIZABETH WINSOR PEARSON, '92, <i>Chairman</i> , Dudley Road, New- ton Centre, Mass.....	1905-1909
MARION REILLY, '01.....	1905-1909
MARION E. PARK, '98.....	1904-1908
SUSAN B. FRANKLIN, '89.....	1904-1908
ELEANOR L. LORD, Ph.D.....	1910
LOUISE BROWNELL SAUNDERS, '93.....	1907-1911
NELLIE NEILSON, '93.....	1907-1911
EVANGELINE W. ANDREWS, '93 ( <i>ex-officio</i> ).....	

### Conference Committee.

BERTHA M. LAWS, '01, <i>Chairman</i> , Bryn Mawr, Pa.....	1907-1908
MARIAN T. MACINTOSH, '90.....	1907-1908
ELIZABETH BLANCHARD, '89.....	1907-1908
CONTENT NICHOLS, '99.....	1907-1908
IDA LANGDON, '03.....	1907-1908
ELMA LOINES, '05.....	1907-1908

### Loan Fund Committee.

MARTHA G. THOMAS, '89, <i>Secretary</i> , Bryn Mawr, Pa.....	1906-1911
MARION H. HAINES, '03.....	1903-1908
HELEN S. HOYT, '97.....	1904-1909
SYBIL HUBBARD, '99.....	1905-1910
MARY T. MASON, '92.....	1907-1912

### James E. Rhoads Scholarships Committee.

MARY H. INGHAM, '02, <i>Chairman</i> , 330 South Sixteenth Street, Philadelphia, Pa.....	1905-1908
KATHARINE M. SHIPLEY, '90.....	1906-1909
LUCY M. DONNELLY, '93.....	1907-1910

### Health Statistics Committee.

(Permanent.)

DR. KATHARINE PORTER, '94.....	ELEANOR L. LORD, Ph.D.
ISABEL MADDISON, Ph.D.....	

### Nominating Committee.

1907-1909.

EVELYN WALKER, <i>Chairman</i> , 11 Park Street, Brookline, Mass.	
EMILY G. BALCH, '89.....	LOUISE B. CONGDON, '00.
SYLVIA SCUDDER BOWDITCH, '01.....	ABBY BRAYTON DURFEE, '94.

### Finance Committee.

1904-1908.

MARTHA G. THOMAS, '87, <i>Chairman</i> , Bryn Mawr, Pa.	
EMILY R. CROSS, '01.....	ELIZABETH CALDWELL FOUNTAIN, '97.

# THE BRYN MAWR ALUMNAE QUARTERLY

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VOL. 1.

APRIL 1907.

No. 1.

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## FIFTEENTH ANNUAL REPORT OF THE ALUMNAE ASSOCIATION OF BRYN MAWR COLLEGE

### REPORT OF THE BOARD OF DIRECTORS.

In accordance with the wishes of the Alumnæ Association, as expressed in a resolution made at the last annual meeting, the Board of Directors took the steps required to elect two Alumnæ Trustee Directors. All of you entitled to vote for these Directors, that is, all of you who received your degree not less than five years ago, were asked to vote for two of the six candidates nominated by the Board of Directors of the Association. As all of you were not qualified to vote for the Directors, you may be interested to know that the candidates were:

Annie Emery Allinson, '92;  
Elizabeth B. Kirkbride, '96;  
Jane B. Haines, '91;  
Sophia Weygandt Harris, '89;  
Susan Walker FitzGerald, '93;  
Juliet C. Baldwin, '98.

and that, of these, Annie Emery Allinson, receiving the greatest number of votes, was elected to serve six years, and Elizabeth B. Kirkbride, receiving the second highest vote, was elected to serve three years.

It is a matter of great rejoicing to all of us that the two Alumnæ Directors have been regularly elected by the Association, approved by the Trustees, and are already, as our representatives, taking an active part in the affairs of the College.

In this connection, the Chair would like to call your attention

to the fact that the Board of Directors of this Association has the great responsibility of nominating candidates, both for the Academic Committee and for the Alumnæ Directors, and that in the latter case the task is particularly difficult, because the choice is limited to those graduates who took their degrees not less than five years ago, and who live near enough to Philadelphia and have time enough to attend eight meetings during the eight months of the academic year, for a period of six years. The matter of nominees for the Academic Committee and for Alumnæ Directors is of so much importance that any twenty-five of you may nominate a candidate. The Board of Directors of this Association urges you to avail yourselves of the privilege and to send in the names of alumnæ whom you would like to have serve and who, you are certain, will stand. You may be interested in this connection to know that Anna Rhoads Ladd, the daughter of our first President, Dr. James E. Rhoads, and a graduate of the Class of '89, was the first and unanimous choice of your Board of Directors. To the great regret of all concerned, Mrs. Ladd was unable to accept the nomination.

Among other business transacted by your Board of Directors during the past year, was a loan of \$8,000 to the Board of trustees of Bryn Mawr College. At a meeting of the Board of Directors of this Association, held May 3rd, 1906, the following proposal of the Trustees of Bryn Mawr College was read and discussed:

"WHEREAS, It has been recommended by the Committee on Buildings and Grounds and the recommendation adopted by the Board, that a dwelling house for one of our professors be erected on the College grounds fronting on Roberts Road, at a cost not exceeding \$8,000—provided the Alumnæ Association of the College will advance the above amount of \$8,000 to the Corporation out of the fund it is raising for the benefit of the College, at the rate of 4½ per cent. per annum. Therefore

"*Resolved*, That our Treasurer, Henry Tatnall, be and is hereby authorized to receive, on behalf of the Trustees of Bryn Mawr College, the sum of \$8,000, as aforesaid, and to give a proper receipt of the Corporation therefor, and to attach thereto our Corporation seal, if required."

This loan was made, and with the money the Trustees have built a house for Professor Wheeler. In other words, the Endowment Fund has already begun to do the work for which it is intended, that is, to benefit the Faculty.

The report of the Finance Committee will show you how far we are from our first goal of a hundred thousand dollars, although, counting the promises as well as the cash in hand, we are approaching it. One great consolation is that really very little ground has yet been covered, and that another year of persistent work will show large results.

Various resolutions will be presented to you to-day, such as that concerning an Alumnæ publication, that of an Alumnæ Committee on Athletics, and possibly that of representative at the annual meeting by delegates, all of which will indicate to you the policy of the Board of Directors, or rather its desire that the entire Association be brought as nearly as may be, into co-operation with the Governing Board and committees of the Association. An Alumnæ publication, it is thought, will reach every member of the Association, and by containing official news of all the College activities will interest everyone. Representation by means of delegates would also play its part in stimulating the interest of Alumnæ who cannot themselves take an active part in the transaction of business at the annual meetings.

The Board very much regrets that Grace Albert, who for a year has served the Association most admirably as Clerk, is obliged to resign on account of pressure of work.

Eleanor L. Lord, Ph.D., was appointed by the Board to serve on the Academic Committee, to fill the vacancy caused by the resignation of Elizabeth B. Kirkbride when she became one of the Alumnæ Directors. The following former students have been unanimously elected to associate membership:

Josephine Holman Boross,	Louise Lewis,
Adelaid R. Evans,	Elfrida A. Rossmässler,
Anna I. McKean,	Euphenia Whittridge,
Helen Holman Durham,	Edith Wyatt.

The next annual meeting of the Alumnæ Association will be held Saturday, February 1st, 1908.

EVANGELINE W. ANDREWS,  
*President.*

EXTRACTS FROM THE MINUTES OF THE ANNUAL  
MEETING.

The annual meeting of the Alumnæ Association of Bryn Mawr College was held in the Chapel, Taylor Hall, February 2d, 1907, the President, Evangeline W. Andrews, in the chair. There were one hundred and twenty-one members present.

The reports of the Board of Directors and the standing committees were read and accepted by the meeting.

The committee having charge of the annual supper at Commencement reported that the supper was held in Pembroke Hall, June 7th, 1906, at 7 o'clock. The guests of honor were President Thomas, President Alderman of the University of Virginia, who was the Commencement speaker, Mr. William M. Chase, Miss Anne Hollingsworth Wharton, Mr. Charles Hartshorne, Dr. Charles M. Andrews, and Dr. Joseph W. Warren. Clara Seymour, '00, was toastmistress, and the toasts were responded to by President Thomas, President Alderman, Mr. Chase, and Miss Wharton, and by Mary Richardson, on behalf of the Class of 1906.

An informal report of the Students' Building Fund was given by Martha G. Thomas, '89, at the request of the Chair. The very successful May Fête of last spring had added just about six thousand dollars to the Fund of \$11,500, already collected for the much-needed Students' Building. The committee has also undertaken to make money by renting a house outside the campus, where rooms might be rented to relatives and friends of the students, and where a tea-room for the students might be established. This venture proved a success, although a fortune has not been made at once. The work of completing the fund lies in the hands of the undergraduates.

The new by-laws proposed at the last meeting, authorizing the election of two Alumnæ nominees to the Board of Directors of Bryn Mawr College, reconstructing the Nominating Committee, and simplifying the Treasurer's accounts by striking out the phrase in Article VII, Section 5, "except those pertaining to special standing committees," were unanimously adopted.\*

A strong sentiment among the younger Alumnæ for some permanent Committee on Athletics called for the following amend-

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\* See By-Laws, pages 26, 27, 28 and 29.

ment to the by-laws, a thorough discussion of which was postponed until the next meeting:

Art. V, Sec. 2, omit "and" in line 6, after the words *ex-officio* in line, add the words, "and a Committee on Athletics, consisting of seven members."

Art. VI, Sec. 12, to become Sec. 13. Sec. 12 to read: The members of the Committee on Athletics shall be appointed by the Board of Directors, and shall each hold office for five years, or until others are appointed in their places. One new member shall be appointed each year to succeed the retiring member.

Art. VII, Sec. 6, read, after "elections for Alumnæ Directors," "It shall appoint before each annual meeting the members of the Conference Committee, and fill such vacancies on the Students' Loan Fund Committee, the James E. Rhoads Scholarships Committee, the Finance Committee, and the Committee on Athletics, as occur by reason of expiration of terms of office."

Article VII, Sec. 15, to become Sec. 16. Sec. 15 to read: "The Committee on Athletics shall try to stimulate an interest in athletics among the members of the Alumnæ Association, and shall take official charge of all contests that are participated in by both Alumnæ and undergraduates."

The subject of the publication of an Alumnæ bulletin or magazine was then thoroughly discussed. The general feeling of the meeting strongly favored such a venture. It was felt that such a publication, aiming, as it should, to chronicle, more or less officially, the events of the College year, to outline the general policy of the College as it is manifested in the innovations and changes that the growth of the College demands, and to keeping the Alumnæ carefully informed of things of general interest, would keep alive a strong interest in the College among the Alumnæ, and might be of mutual benefit.

The chairman of the Conference Committee, having seen the great need for such a publication, had gathered together as much information as would be helpful in starting a new one, and proposed to enlarge the Conference Committee, calling it the Conference and Publication Committee, and have that committee responsible for the publication of the new magazine.

The following resolution was unanimously adopted:

*Resolved*, That for the year 1907 the Conference Committee be



increased to five, with discretionary power of adding to its number up to seven, and that it be authorized to publish, by subscription, a magazine of College news.

After which the following amendments to the by-laws were proposed:

Article V, Sec. 2. That portion dealing with the Conference Committee shall be amended to read: "A Conference and Publication Committee consisting of five members."

Article VI, Sec. 6, to read: "The members of the Conference and Publication Committee shall be appointed by the Board of Directors. They shall each hold office for five years, or until others are appointed in their places. One new member shall be appointed each year to succeed the retiring member."

Article VII, Sec. 8, to read: "The Conference and Publication Committee shall collect information of matters of interest to the students and Alumnæ of Bryn Mawr College, and shall issue, by subscription, a publication of the same at least three times a year."

A reconsideration of the terms of the deed of gift of the first \$100,000 of the Endowment Fund, as proposed last year, was ordered, and, after some discussion, the second and third sections of the terms were revised, so that the gift might be of immediate benefit to the Faculty as a whole. The terms now read as follows:

WHEREAS, It is the intention of the Alumnæ Association of Bryn Mawr College to add to the endowment of Bryn Mawr College a fund, of which the income may be used for Academic salaries,

*Resolved*, That as soon as \$100,000 have been collected, the Board of Directors of the Alumnæ Association be empowered to hand over this sum to the Trustees of Bryn Mawr College, under a deed of gift embodying the following conditions:

1. That it be held as a fund for the endowment of a chair, in Bryn Mawr College, in one of the principal departments of the College, the department to be decided on by the Board of Directors of the Alumnæ Association in conference with the Board of Directors of Bryn Mawr College.

2. The whole or part of the annual income of the fund, up to \$4,000, shall eventually be used for the salary of the head of the department chosen, and the amount not used, in any one year,

shall be added to the principal of the fund, provided, however, that until the regular salaries of all full professors can be permanently fixed at not less than \$3,000, the head of the department chosen shall receive \$3,000 per annum, and any surplus income shall be used to increase the salaries of the heads of other departments.

3. The money previously spent for the salary of the head of the department chosen shall be used each year to increase the salaries of the heads of other departments.

4. The Trustees of Bryn Mawr College shall have full power to invest the fund at their discretion, without being restricted to so-called legal securities, provided that no part of it is invested in halls of residence for students.

5. That the Board of Directors of Bryn Mawr College be asked to make an annual report on the fund to the Board of Directors of the Alumnæ Association.

6. If the terms of this deed are not carried out, the fund shall revert to the Alumnæ Association of Bryn Mawr College, provided, however, that the terms of the deed may be changed by the mutual consent of the Alumnæ Association of Bryn Mawr College and the Trustees of Bryn Mawr College, upon motion of the Board of Directors of Bryn Mawr College.

7. This gift is to be considered part of a large endowment fund for academic purposes, to be known as the Alumnæ Endowment Fund, in regard to which a general agreement may later be made.

The meeting approved the revision and ordered that the committee appointed at the last meeting to put into legal form the proposed deed of gift be continued in office for another year.

A general plan for a regular grading of Faculty titles at Bryn Mawr and a system of Faculty promotions, with a grading of salaries, accordingly, was submitted to the meeting with the proposal that the final deed of gift for the Endowment Fund embody such a plan in its terms. It was ordered that the Academic Committee consider the question of the disposal of the Alumnæ Fund as a whole and draw up a plan for the disposal of said fund along the lines of the suggestion herewith submitted.

In order to have a fuller representation at the annual meeting of the members living at great distances from the College, a

system of voting by duly appointed delegates was outlined and the following amendment to the by-laws proposed:

Article II, Section 5, to read: The actual business of the annual or the special meetings shall be transacted by delegates, who shall represent electoral districts, of which every twenty members or fraction of twenty shall be entitled to one delegate. The delegate must be an Alumna of Bryn Mawr College, but she may or may not represent her own electoral district.

The electoral districts shall be designated or changed by the Board of Directors of the Alumnæ Association, subject to the approval of the Alumnæ Association.

Two-thirds of the entire number of delegates representing the Alumnæ Association shall constitute a quorum for the transaction of business.

The following resolution was passed:

*Resolved.* That the Chair be empowered to appoint a committee of three that shall investigate the methods of division and election of delegates in other associations, and draw up a form for such division and election for this Association. This form to be submitted at the next annual meeting.

A short memorial of David Irons was read and adopted by a silent rising vote.

ELIZABETH NIELDS BANCROFT,

*Resording Secretary.*

#### REPORT OF THE ACADEMIC COMMITTEE.

The annual meetings of the Academy Committee were held on Thursday, January 31st, and Friday, February 1st. Seven members of the committee were present. The members of the Faculty appointed for conference were Mr. Mussey, professor of economics, and Mr. Tenant, associate in biology.

*The entrance requirement in science:* The first topic for discussion was the entrance requirements in science. The committee strongly supported a policy for the college in dealing with science, which should eventually lead to the exclusion of physiology, botany, and physiography as possible entrance subjects, and make

a year of chemistry or physics the science requirement for matriculation. A suggestion is being made in the Board of the uniform entrance examinations to stiffen the physiology requirement by adding a half year in zoölogy, but this does not seem to meet the difficulty as zoölogy may also easily become a cram subject.

*The entrance requirement in English:* It would be impossible to make such a radical change in science immediately as the College is just beginning to feel the effects of the increase in the English requirement. English now counts four points in the twenty required for matriculation. The student of the past who failed in English composition failed in half a point; the student of the future will lose two points by such a failure. This requirement has only affected a few of the present Freshman Class, but next year's class will come entirely under it. The number of students entering will probably be greatly decreased.

*Large classes:* The committee also took up the question of large classes. A number of methods were discussed, which would solve the problem of more individual instruction in the large recitation and lecture classes, but all involved the appointment of additional instructors. This, of course, is impossible without additional endowment.

*An Alumnæ magazine:* As a possible Alumnæ publication was to be proposed at the meeting of the Association, the matter was discussed informally by the committee in its conference with President Thomas and two members of the Faculty. President Thomas thought the idea excellent and felt that it would tend to keep the Alumnæ more closely and intelligently in touch with the College. The Faculty members also expressed their interest.

*Limiting the members of the College:* In the conference with President Thomas alone, the committee discussed the possibility of limiting the members of the College. But Bryn Mawr is not yet face to face with this problem. This year there are twenty-two rooms vacant in the halls of residence, and, with the increased entrance requirement and the more stringent administration of the Merit Rule, the halls will not be overcrowded at present. It is interesting to note at the same time that the number of non-resident students does not tend to increase. To exclude by increased requirement both for matriculation and in

the College work seems the natural method of limiting the size of the student body.

*The College year:* The dates for the College year were rearranged last spring, so that both semesters now have an equal number of days. A two-day holiday is given after the midyear examinations; these two days take the place of the one day, which used to be given before the examinations and of Washington's Birthday. Students are required to register at the beginning of the second semester.

The Academic Committee has added to its regular annual meetings a meeting with the Alumnæ Directors. This meeting is held before the conferences with President Thomas and the Faculty, and gives an opportunity for full discussion between the Directors and the committee. It might be well to emphasize here the respective functions of the Alumnæ Directors and the Academic Committee. The Directors have a vote on the Governing Board of the College and all matters connected with the administrative and financial policy of the College which come before the Board. But the Directors do not come officially in contact with the Faculty. This is still the province of the Academic Committee. The committee has no power to enforce its opinions, but it has the right of free discussion and investigation. It has always been the policy of the College to give to the committee any information for which it might ask and to trust to its discretion in the use of such information. The committee urges upon the Association the desirability of using these two channels of communication in bringing any matters before the College authorities. In the annual meeting of the Directors with the Academic Committee the committee can bring before the Directors any matter which, in its conferences, has seemed to affect directly the administration of the College.

Respectfully submitted,

MARION REILLY,  
*Chairman.*

## REPORT OF THE CONFERENCE COMMITTEE.

The Conference Committee has held three meetings since February, 1906. They were well attended and were devoted to the discussion of matters of general College interest.

Last year the May Day Fête occupied the time and attention of the students to the exclusion of all other formal plays. This semester the festivities have been limited to the usual class functions.

In athletics interest seems to be growing in hockey, in particular, in which, besides the customary inter-class games there have been eight matches with teams representing the local country clubs. The annual basket-ball game with the Undergraduates was won by the Alumnæ.

There is now an imposing list of clubs, including, in addition to those of long standing, a German Club, an Oriental Club, and a branch of the Consumers' League. They fill a requirement in the intellectual life of the students in that they introduce, as speakers, men who have specialized along particular lines. Their meetings have replaced the public lectures formerly held under the auspices of the De Rebus Club. The Trophy Club, also, is in a vigorous condition, and is preparing to carry out its plan of marking each room in the halls of residence with small brass plates stamped with the names of the former occupants.

At the last meeting of the Conference Committee Louise Miligan, the President of the Christian Union, read the following notice:

"The Christian Union is organizing a conference for the promotion of Christian life among students of women's colleges, through the means of associations on the broad basis, to be held at Bryn Mawr College, June 14 to 21, 1907, during the session of the Friends' Summer School of Religious History. The Student Conference will join the Summer School in several lecture courses, but will have other meetings alone. The Alumnæ of the College are cordially invited to attend the conference, but only a limited number will be able to secure accommodation in the College halls. Anyone desiring further information may apply to Jacqueline P. Morris, Merion Hall, Chairman of the Conference

Committee, or to Helen MacCoy, Fifty-eighth and Overbrook Avenue, Philadelphia, Alumnæ member of the committee."

Very respectfully submitted,

BERTHA M. LAWS,  
*Chairman.*

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#### REPORT OF THE JAMES E. RHOADS SCHOLARSHIPS COMMITTEE.

The tenth annual meeting of the James E. Rhoads Scholarships Committee was held in the President's office, Taylor Hall, Monday, April 23, 1906. There were present, on behalf of the Faculty, President Thomas, Dr. Arthur L. Wheeler, and Dr. Charles M. Andrews, and on behalf of the Alumnæ, Elizabeth C. Bent, Chairman, Mary H. Ingham and Katherine M. Shipley. Mrs. Charles M. Andrews, member *ex-officio*, was prevented from being present.

Fifteen applications for the scholarships had been received by the committee, six for the Junior and nine for the Sophomore Scholarship.

The Chairman reported that all the candidates had presented themselves to make personal application at two preliminary meetings of the Alumnæ members of the committee.

The committee reviewed the relative standing of the applicants, examining both their actual grades and the opinions of their relative merits as expressed in letters from professors of different departments.

After a careful consideration of the needs of the respective candidates, the committee voted unanimously to nominate Edith Adair for the Sophomore Scholarship, and Louise Roberts for the Junior Scholarship. Louise Roberts being a non-resident student, it was according to the conditions of the award that the value of the scholarship should not exceed \$150. The sum of \$100 remaining in the hands of the committee was then awarded, by unanimous vote, to Louise Pettibone Smith.

KATHARINE M. SHIPLEY,  
*Secretary.*

## REPORT OF LOAN FUND COMMITTEE.

The Loan Fund Committee reports loans made during the year 1906-07 to eight students, amounting to \$1,020.00. Nine students have paid back part of their loans, to the amount of \$1,305.00, and the interest paid on outstanding loans amounts to \$110.06. The committee has been able to meet the demands for loans so far, but feels the need of increasing its capital as soon as possible, without interfering with the Endowment Fund. The balance at date is \$908.93.

Signed, MARTHA G. THOMAS,  
*Treasurer.*

*February 2, 1907.*

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## REPORT OF FINANCE COMMITTEE.

The report of the Finance Committee is not an encouraging one, but the very lack of active work during the past year makes one feel that possibly a period of rest may be followed by one of increased activity. The need for an endowment for academic salaries at Bryn Mawr was never more urgent than to-day, the living expenses in Bryn Mawr, as elsewhere, are constantly increasing, and other colleges and universities are, by reason of great gifts and endowments, offering more and more attractions to members of our Faculty, who are bound, sooner or later, to accept greater facilities for their work, and the possibility of living more easily.

The organized work of raising the \$100,000, that the Alumnae have set as the least possible sum that will be really effective in maintaining the academic standard of the College, was at first taken up by local committees in some twenty-five centers. The report of a year ago showed hard work in all of these centers, but the ground has in these small centers been worked out, and the results must now come largely from large cities.

The Boston Committee, a model committee in every way, has for the time exhausted its field, but not until \$53,000 was promised. Washington presented the needs of the College by means of a sale of autographed books, from which \$722.00 was cleared.



Chicago is at present financing a week of "grand opera," and is publishing the needs of the College largely through the West. New York has scarcely started to do any work yet, and Philadelphia is only this winter really organizing a definite committee and planning a campaign, which it is hoped will succeed in raising half of the \$1,000,000. Taken all in all, the general feeling among the Alumnæ that have done most work for the Fund, is that:

- 1st. The Fund must be raised largely by large subscriptions.
- 2d. The appeal must, if possible, be made in person.

It has been suggested that the Alumnæ should be asked, irrespective of classes or local organizations, to set themselves the task of giving one \$100,000 in some such division as this:

5 persons give (or collect) \$5,000 each.....	\$25,000
50 persons give (or collect) 1,000 each.....	50,000
20 persons give (or collect) 500 each.....	10,000
100 persons give (or collect) 100 each.....	10,000
100 persons give (or collect) 50 each.....	5,000
	\$100,000

Then that the whole sum might be divided into sections, and might be secured as follows:

1. \$100,000.00 now almost completed in cash promises.
2. \$100,000.00 raised as by above outlined.
3. 100,000.00 given by one person,
4. 100,000.00 given by one person.
5. 100,000.00 given by one person.
6. 100,000.00 given by 5 persons each.....\$20,000
7. 100,000.00 given by 5 persons each..... 20,000
8. 100,000.00 given by 10 persons each..... 10,000
9. 100,000.00 given by 10 persons each..... 10,000
10. 100,000.00 given by 20 persons each..... 5,000

The Finance Committee does not wish to discourage small contributions where it is impossible to get large ones, but it does maintain the advantage in attempting to get large contributions first, if possible. Are there not two hundred and seventy-five Alumnæ or former students out of some twelve hundred who will combine to raise \$100,000, and cannot fifty-three people be found to give the money as outlined above?

It has been estimated that only a *part* of the cost of tuition in a college is ever covered by the tuition fee. Therefore, every graduate of Bryn Mawr owes a debt to the College and to the Faculty that *gave* her her education, and it is only fair that this debt should be paid by means of the Endowment Fund.

Signed, MARTHA G. THOMAS,  
Chairman Finance Committee.

February 2, 1907.

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## TREASURER'S REPORT.

### BALANCE SHEET.

DECEMBER 31, 1906.

#### ASSETS.

Cash .....	\$ 50,969 <sup>30</sup>
Investments (Loan to College Trustee).....	8,000 00
Students' Loans.....	5,490 00
Endowment Fund Subscriptions.....	\$66,487 90
Amount promised but no pledges received .....	6,375 00
	—————\$ 72,862 90
	—————
Total Assets.....	\$137,322 20
Deficit General Treasury.....	6 76
Total .....	—————\$137,328 96

#### LIABILITIES.

Loan Fund—Principal.....	\$ 6,383 93
Alumnæ Fund—Principal.....	1,835 71
“    “ —Interest .....	156 49
Library “ —Principal .....	502 63
Endowment Fund—Principal.....	128,434 22
Scholarship “ —Interest .....	12 00
Special “ — “ .....	3 98
Total Special Funds .....	—————\$137,328 96

## RECEIPTS AND DISBURSEMENTS.

JANUARY 1, 1906, TO DECEMBER 31, 1906.

**GENERAL TREASURY.**

## RECEIPTS.

Balance January 1, 1906.....	\$	208 72
Dues .....	\$	570 51
Interest on Deposits.....		4 27
Special Scholarship Fund Interest.....		45
Alumnæ Supper:		
Sale of Tickets .....	\$210 00	
Expenses, etc.....	208 40	
		1 60
Subscriptions .....		2 29
		<hr/>
Total Receipts .....		579 12
Loan from Alumnæ Fund.....		6 76
		<hr/>
		585 88
		<hr/>
Total .....	\$	794 60

## DISBURSEMENTS.

Miscellaneous Expenses.....	\$	21 50
Typewriting and Clerical Services.....		127 01
Printing .....		296 50
Postage and Stationery.....		137 72
Traveling Expenses.....		37 42
Endowment Fund Expenses.....		21 00
Expenses of Academic Committee Meeting.....		137 47
		<hr/>
Total Disbursements .....	\$	778 62
Balance December 31, 1906—General Account—		
Scholarship Fun.....	\$12 00	
Special Fund.....	3 98	
		<hr/>
		15 98
Total .....	\$	794 60

**LOAN FUND.**

## RECEIPTS.

Balance January 1, 1906.....	\$	415 61
Donations .....	\$	70 00
Repayments of Loans by Students.....	1,305 00	
Interest on Loans.....	110 06	
Interest on Deposits.....	13 26	
		<hr/>
Total Receipts.....		1,498 32
		<hr/>
Total .....	\$	1,913 93

## DISBURSEMENTS.

Loans to Students.....	\$	1,020 00
Balance December 31, 1906.....	893 93	
		<hr/>
Total .....	\$	1,913 93

**ALUMNÆ FUND.**

## RECEIPTS.

Balance January 1, 1906.....	\$	1,835 33
Life Memberships .....	\$	105 63
Interest on Deposits.....	51 24	
		<hr/>
Total Receipts .....		156 87
		<hr/>
Total .....	\$	1,992 20

## DISBURSEMENTS.

Loan to General Fund.....	\$	6 76
Balance December 31, 1906.....	1,985 44	
		<hr/>
Total .....	\$	1,992 20
Donations.....		

**LIBRARY FUND.**

## RECEIPTS.

Balance January 1, 1906.....	\$	486 19
Interest on Deposits.....	16 44	
		<hr/>
Total .....	\$	502 63
Balance December 31, 1906.....	\$	502 63

**ENDOWMENT FUND.**

## RECEIPTS.

Balance January 1, 1906.....	\$ 40,337 68
Donations .....	\$ 13,607 17
Interest on Deposits.....	1,626 47
	<hr/>
Total Receipts.....	\$ 15,233 64
	<hr/>
Total .....	\$ 55,571 32

## DISBURSEMENTS.

Investment—Loan to College Trustees.....	\$ 8,000 00
Balance December 31, 1906.....	47,571 32
	<hr/>
Total .....	\$ 55,571 32

This is to certify that I have audited the accounts of the ALUMNÆ ASSOCIATION OF BRYN MAWR COLLEGE for the year ending December 31, 1906, and have found them to be correct as stated in the accompanying Balance Sheet and Accounts.

J. E. STERRETT.

Philadelphia, January 26, 1907.

**BY-LAWS.\***

## ARTICLE I.

## MEMBERSHIP.

SECTION 1. Any person who has received the degree of Bachelor of Arts or of Doctor of Philosophy from Bryn Mawr College is entitled to full membership in the Alumnæ Association of Bryn Mawr College, and to all privileges pertaining to such membership.

SEC. 2. Former students of the College who have not received degrees may become Associate Members of the Alumnæ Association upon unanimous election by the Board of Directors. Applications for associate membership must be made to the Board of Directors at least two months before the annual meeting, and the names of the applicants elected by the Board of Directors must be presented at this meeting.

To be eligible for associate membership a former student must have pursued courses in the College for at least two consecutive semesters, and if a matriculated student, at least four academic years must have elapsed since the date of her entering the College. A return to the College for undergraduate work shall terminate an associate membership, and render the student ineligible for re-election during the period of this new attendance at the College.

Associate members are entitled to all the rights and privileges of full membership, except the power of voting and the right to hold office in the Board of Directors, or to serve on standing committees.

## ARTICLE II.

## MEETINGS.

SECTION 1. There shall be each year one regular meeting of the Association. This meeting shall be held at Bryn Mawr College in February, on a date to be fixed annually by the Board of Directors.

SEC. 2. Two weeks before the annual meeting, notices of the date and of the business to be brought before the meeting, shall be sent to each member of the Alumnæ Association. If it should be necessary to bring before the meeting business of which no

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\* Words underlined were adopted in February, 1907.

previous notice could be given, action may be taken upon such business only by a two-thirds vote of the members present at the meeting.

SEC. 3. Special meetings of the Association may be called at any time by the Corresponding Secretary at the request of the President, or of five members of the Association, provided that notice of the meeting and of all business to be brought before it be sent to each member of the Association two weeks in advance.

SEC. 4. In cases demanding immediate action on matters clearly not affecting the financial or general policy of the Association, special meetings may be called by the Corresponding Secretary with less than two weeks' notice at the request of the Board of Directors or of ten members of the Association. At special meetings called on less than two weeks' notice action may be taken only by a two-thirds vote of the members present.

SEC. 5. Fifteen members of the Association shall constitute a quorum for the transaction of business.

### ARTICLE III.

#### MANAGEMENT.

SECTION 1. The Officers of the Association shall constitute a Board of Directors, to which shall be entrusted the management of the affairs of the Association in the interim of its meetings.

### ARTICLE IV.

#### DUES.

SECTION 1. The annual dues for each member of the Association shall be one dollar, payable to the Treasurer at the annual meeting. Associate members shall pay the same dues as full members of the Association, but shall be exempt from all assessments.

SEC. 2. The dues for each member that enters the Association in June shall be fifty cents for the part year from June to the following February, payable to the Treasurer on graduation from the College.

SEC. 3. Any member of the Association may become a life member of the Association upon payment at any time of twenty dollars; and upon such payment she shall become exempt from all annual dues and assessments.

SEC. 4. The names of members who fail to pay the annual dues for two successive years shall be stricken from the membership list. The Board of Directors may at its discretion remit the dues of any member *sub silentio*.

## ARTICLE V.

### COMMITTEES.

SECTION 1. There shall be two Alumnae members of the Board of Directors of Bryn Mawr College in accordance with the by-laws of the Trustees of Bryn Mawr College.

SEC. 2. The Standing Committees of the Association shall be: an Academic Committee, consisting of seven members; a Conference Committee, consisting of four members; a Students' Loan Fund Committee, consisting of five members; a James E. Rhoads Scholarships Committee, consisting of three members; a Nominating Committee, consisting of five members; and a Finance Committee, consisting of three members and the Treasurer *ex-officio*.

## ARTICLE VI.

### ELECTIONS AND APPOINTMENTS.

SECTION 1. Elections for Officers shall be held biennially and elections for members of the Academic Committee annually, before the regular meeting, and the results of the elections shall be announced at that meeting; in every case the candidate receiving the greatest number of votes shall be declared elected. No ballot shall be valid that is not returned in a sealed envelope marked "Ballot."

SEC. 2. The elections for the nomination of an Alumnae Directors shall be held every three years on the last Thursday in May. No ballot shall be valid that is not signed and returned in a sealed envelope marked "ballot." The Alumna receiving the highest number of votes shall be nominated to the Trustees, for the office of Alumnae Director. At the first election in the year 1906, and at other elections when there is a vacancy to be filled the Alumna receiving the highest number of votes shall be nominated to the Trustees for the regular term of six years, and the Alumna



receiving the second highest number of votes for the term of three years.

SEC. 3. The Officers of the Association shall be nominated by the Nominating Committee, and elected by ballot of the whole Association and shall each hold office for four years or until others are elected in their places. The Board of Directors shall have power to fill any vacancy in its own body for an unexpired term.

SEC. 4. The members of the Academic Committee shall be nominated as follows: The Board of Directors shall make at least twice as many nominations as there are vacancies in the Committee. Furthermore, any twenty-five Alumnae may nominate one candidate for any vacancy in the Committee; provided that they sign the nomination and file it with the Recording Secretary by December 1st, preceding the annual meeting. The members of the Academic Committee shall be elected by ballot of the whole Association and shall each hold office for four years or until others are elected in their places. The Board of Directors shall have power to fill any vacancy in the Committee, such appointment to hold until the next regular election.

SEC. 5. (a) The Alumnae Directors shall be nominated as follows:—The Board of Directors of the Alumnae Association shall make at least three times as many nominations as there are vacancies among the Alumnae Directors. It may at its discretion include in such nominations names proposed in writing by any 25 members of the Alumnae Association qualified to vote for Alumnae Directors.

(b) Every Bachelor of Arts or Doctor of Philosophy of Bryn Mawr College shall be qualified to vote for Alumnae Directors, provided that at least five years shall have elapsed since the Bachelor's degree was conferred upon her, and provided that she shall have paid her dues up to and including the current year.

(c) Every Bachelor of Art or Doctor of Philosophy shall be eligible for the office of Alumnae Director, provided that at least five years shall have elapsed since the Bachelor's degree was conferred upon her, and provided that she is not at the time of nomination or during her term of office, a member or the wife of a

member of the staff of Bryn Mawr College, nor a member of the staff of any other college.

(d) An Alumnae Director shall serve for six years or so much thereof as she may continue to be eligible. Whenever a vacancy shall occur among the Alumnae Directors a nomination for such vacancy shall be made by the Board of Directors of the Alumnae Association to the Trustees. An Alumnae Director so nominated shall hold her office until her successor has been voted for at the next regular election for Alumnae Director and duly elected by the Trustees.

(e) In case by reason of a tie it should be uncertain which Alumna has received the nomination of the Alumnae Association for Alumnae Director, the Board of Directors of the Alumnae Association shall nominate to the Trustees one of the two candidates receiving an equal number of votes.

SEC. 6. The members of the Conference Committee shall be appointed annually by the Board of Directors and shall each hold office for one year, or until others are appointed in their places.

SEC. 7. The members of the Students' Loan Fund Committee shall be appointed by the Board of Directors from candidates recommended by the Loan Fund Committee. They shall each hold office for five years, or until others are appointed in their places. One new member shall be appointed each year to succeed the retiring member, and no member, with the exception of the Treasurer, shall be eligible for re-election until one year has elapsed after the expiration of her term of office.

SEC. 8. The members of the James E. Rhoads Scholarships Committee shall be appointed by the Board of Directors, and shall each hold office for three years, or until others are appointed in their places. One new member shall be appointed each year to succeed the retiring member, and no member shall be eligible for re-election until one year has elapsed after the expiration of her term of office.

SEC. 9. The Health Statistics Committee shall be a permanent committee, appointed by the Board of Directors in consultation with the President of Bryn Mawr College. The chairman of this Committee is empowered to fill vacancies in the Committee;

a vacancy in the chairmanship shall be filled by the Board of Directors in consultation with the President of Bryn Mawr College.

SEC. 10. The members of the Nominating Committee shall be appointed biennially by the Board of Directors, and shall each hold office for two years, or until others are appointed in their places.

Two members of the Committee shall be appointed in the year preceding an election for officers, and three members in the year preceding the next election for officers, and thereafter in the same order before alternate elections.

SEC. 11. The members of the Finance Committee shall be appointed by the Board of Directors and shall each hold office for four years, or until others are appointed in their places.

SEC. 12. The appointments of the Board of Directors for the year ensuing shall be made in time to be reported by the Board to the annual meeting for ratification by the Association.

## ARTICLE VII.

### DUTIES.

SECTION 1. The President shall preside at all meetings of the Association and of the Board of Directors, and shall perform such other duties as regularly pertain to her office. She shall be a member *ex-officio* of all the committees of the Association and shall countersign all bills presented to the Treasurer before they are paid. She shall appoint such committees as are not otherwise provided for.

SEC. 2. The Vice-President shall perform all the duties of the President in the absence of the latter.

SEC. 3. The Recording Secretary shall keep the minutes of the Association and of the Board of Directors, and shall perform such other duties as regularly pertain to the office of clerk. She shall have the custody of all documents and records belonging to the Association which do not pertain to special or standing committees, and she shall be the custodian of the seal of the Association. She shall notify committees of all motions in any way affecting them; she shall receive all ballots cast for the elections, and with the Chairman of the Nominating Committee shall act as

teller for the same; and she shall be responsible for the publication of the Annual Report, which should be mailed to the Alumnae within two months after the annual meeting.

SEC. 4. The Corresponding Secretary shall conduct all the necessary correspondence of the Association; she shall send out all notices, and shall inform officers and committees of their election or appointment; she shall approve all bills before they are sent to the President for her signature. She shall send to each class secretary, in January of each year, the forms for the collection of class records; she shall receive and arrange these records for the Annual Report, and shall also assist the Recording Secretary in the further preparation of this report.

SEC. 5. The Treasurer shall be the custodian of all funds of the Association, and shall pay them out only upon the joint order of the President and Corresponding Secretary. She shall collect all dues and assessments, shall take and file vouchers for all disbursements, and shall keep an account of all receipts and expenditures. She shall be ready at any time to make a report of the finances of the Association to the Association itself or to the Board of Directors, and she shall make to the Association at the annual meeting a full report, the correctness of which must be attested by a certified public accountant.

SEC. 6. The Board of Directors shall prepare all business for the meetings of the Association, and shall have full power to transact in the interim of its meetings all business not otherwise provided for in these by-laws. It shall have control of all funds of the Association; it shall supervise the expenditures of committees, and it shall have power to levy assessments not exceeding in any one year the amount of the annual dues. At least one month before each annual meeting it shall send to each member of the Association a ballot presenting nominations for the Academic Committee in accordance with Art. VI, SEC. 4; biennially at least one month before the annual meeting it shall send to each member of the Association the ballot prepared by the Nominating Committee in accordance with Art. VII, SEC. 13. Every three years, at least one one month before the last Thursday in May, it shall send to each member of the Association qualified to vote for Alumnae Directors a ballot presenting nominations for

Alumnæ Directors in accordance with Art. VI, SEC. 5. Through the President and Recording Secretary, it shall certify to the Trustees the names of persons voted for and the number of votes received for each person in elections for Alumnæ Directors. It shall appoint before each annual meeting the members of the Conference Committee, the Students' Loan Fund Committee, the James E. Rhoads Scholarships Committee, and the Finance Committee. It shall also appoint in alternate years before the regular meeting preceding the biennial election the members of the Nominating Committee and Auditing Committee; and in case a vacancy occurs it shall appoint, in consultation with the President of Bryn Mawr College, the chairman of the Health Statistics Committee. It shall report all appointments to the regular meeting next following for ratification by the Association. A majority of the Board shall constitute a quorum for the transaction of business. The Board of Directors shall be at all times responsible to the Association.

SEC. 7. The Academic Committee shall hold at least one meeting each academic year to confer with the President of Bryn Mawr College on matters of interest connected with the college. It shall have full power to arrange the times of its meetings.

SEC. 8. The Alumnæ members of the Board of Directors of Bryn Mawr College shall perform such duties as are prescribed by the by-laws of the Trustees and Directors of Bryn Mawr College.

SEC. 9. The Conference Committee shall hold at least two meetings each academic year, one in the autumn and one in the spring, to confer with committees from the Undergraduate Association and the Graduate Club at Bryn Mawr College, on matters of interest to the three associations. It shall have power to call special meetings at its discretion.

SEC. 10. The Students' Loan Fund Committee shall have immediate charge of the Loan Fund, and its disbursements, subject to the approval of the Board of Directors. It shall confer with the President of Bryn Mawr College regarding all loans.

SEC. 11. The James E. Rhoads Scholarships Committee shall, with the President of Bryn Mawr College and the Committee appointed by the Academic Council of the Faculty, nominate

annually the candidates for the James E. Rhoads Scholarships to be conferred by the Board of Trustees of Bryn Mawr College according to the provisions contained in the Deed of Gift.

SEC. 12. The Health Statistics Committee shall collect from the members of the Association information that may serve as a basis for statistics regarding the health and occupation of college women. The Committee, subject to the approval of the Board of Directors, shall have power to determine the best methods of carrying out the duties assigned to it.

SEC. 13. The Nominating Committee shall biennially prepare a ballot presenting alternate nominations for the officers of the Association and shall file it with the Recording Secretary by December 1st, preceding the annual meeting.

SEC. 14. The Finance Committee shall devise ways and means of raising money for purposes indicated by the Association and shall take charge of collecting money for these purposes from the members of the Association. It shall have power to add to its number.

SEC. 15. The Board of Directors and all Committees shall report to the Association at the annual meeting, and the Students' Loan Fund Committee shall report also to the Board of Trustees of Bryn Mawr College.

## ARTICLE VIII.

### RULES OF ORDER.

The rules of parliamentary practice as set forth in Robert's "Rules of Order" shall govern the proceedings of this Association in so far as they are not inconsistent with any provisions of its charter or by-laws.

## ARTICLE IX.

### AMENDMENT OF BY-LAWS.

These by-laws may be amended or new ones framed by a two-thirds vote of the members present at any regular meeting of the Association, provided that details of proposed amendments and additions have been given in writing at a previous regular meeting of the Association, either by the Board of Directors or by five members of the Association.

## TOPICS FROM THE REPORT.

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### THE ACADEMIC COMMITTEE.

Returning to Bryn Mawr as a member of the Academic Committee, after a lapse of eight years, I was struck by two aspects of our meetings which ought to be of special interest to every graduate of the college.

In the first place, it was plain, from beginning to end, that we were participating in the sessions of a real committee. It must be remembered that the Academic Committee, as a standing committee, has no power to do; it can only question, suggest, and exchange opinions on any point and to any extent. In its earliest days, keenly sensible of this lack of power, we were accustomed to hearten ourselves by the reflection that the committee was justified by its mere existence, regardless of results, and even in 1899 something of that feeling continued. This year I perceived that the common understanding of which the committee room was most conscious was not our lack of power, but the interest and value of our questions, suggestions, and discussions. Perhaps this understanding was due in part to the fact that last year, when the committee suggested to Miss Thomas that the new alumnae directors might well be considered to take its place, she replied warmly in the negative. Certainly, such cordial sanction as she then gave to the committee in words, and always expresses to it in manner, should confer self-respect if anything can. But the chief reason why the Academic Committee is to-day more useful than it was eight years ago, is simply, to put it in a nut-shell, that we are none of us so young as we once were. Surely, those who dread and deplore the advent of gray hairs have never counted the perquisites! For my part, I stand amazed daily at the simplicity and inevitableness of this method of getting wisdom and of showing others that we are getting it. And in these last sessions of the Academic Committee, I realized gratefully that the years are making it possible for us alumnae to be of real use to the college.

The other aspect of the meetings that should be most interesting to our graduates is a specific form of this increasing use-

fulness. Just as the greater age of the members of our committee represents faithfully the effect of time on the whole Alumnæ Association, so the large proportion of parents and of present or past secondary-school teachers on the committee represents faithfully the special educational interests of the great body of our alumnæ, since it will always be true that more of us are school-teachers and parents than teachers in colleges. This means that whereas, in regard to courses of study in college, the Academic Committee, and the Association through it, is destined to remain chiefly an intelligent inquirer, it is already in a position to have valuable opinions on the relation of the college to the preparatory school; and it means that in a few years, when Bryn Mawr alumnæ have daughters of college age, the committee will be in a position to have equally valuable opinions on the moral, social, and physical aspects of the higher education of women. Entrance examinations are always bristling with possibilities of improvement, but not more so than the non-academic side of college life. As for the special problem of the women's college, morally and socially, of course, it has always been recognized as different from the problem of a college for men. And now, at last, it is becoming clear that even if in scope a woman's education should be identical with a man's, in methods some modification is demanded by her inferior physical strength. The wisdom of mothers has often been regarded by educators as a negligible quantity, but there is no denying that parents have the advantage of the college for seeing the needs of a girl's life as a whole, in time and in essence, and it seems reasonable to hope that mothers who are themselves Bryn Mawr graduates will be able to put this advantage completely at the service of Bryn Mawr.

ELIZABETH WARE PEARSON,

*Chairman of Academic Committee, 1907-1908.*

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#### THE ENDOWMENT FUND.

"Mark Hopkins sitting on a log," we all know, "makes a University;" but if Mark Hopkins' children cry for food, what is to prevent him getting up and beginning to chop wood?

This, we take it, is the broader meaning of our work for the



Endowment Fund. Not alone the "Bryn Mawr standard" is at stake, but the standard of college teaching all over the country, and in raising this fund we are only doing our share to avert a general catastrophe.

Every Bryn Mawr alumna would do well to prime herself with President Schurman's arguments for increasing the salaries of college teachers, as quoted in the following editorial from the New York *Evening Post*. Let us add but this, that at Bryn Mawr the regular salary of a full professor is \$2,500, as it was in 1885, although the College is situated in the most expensive suburb of a large city:

"President J. G. Schurman is the third or fourth college president who, within a few months, has laid this subject before New York graduates. His plea was not specifically for Cornell; he spoke rather in behalf of the general cause of education. The average salary of college and university professors in the United States is, as he pointed out, only \$1,500. 'The maximum salary is seldom more than \$3,000 or \$4,000, and then only in or near great cities, in which the \$5,000 to \$7,000 actually paid represents no real increase.' This income is far below that of engineers, lawyers, and physicians. Indeed, the salaries of college professors have remained practically stationary for two decades, while the cost of living has increased 50 per cent. President Schurman would not make the pay of the professor so large that it would 'serve as a bribe' to those who do not feel the 'inner call.' Indeed, he and all who have studied this grave problem know that the salaries are always likely to be too low rather than too high; but he utters a plain warning that the salaries must suffice to provide the ordinary comforts of life for the teacher's family, must supply him with necessary books, and educate his children. On any other terms ambitious men will be frightened away from the profession. And, he adds, 'If the ablest young men of the country cease to become teachers in our highest institutions of learning, the training of the rising generation will suffer, ideas will become stagnant, and the boundaries of knowledge will cease to expand.' In fine, the evidence is irresistible that the time has come when our college benefactors can perform the greatest service, not by devoting their money to buildings and material equipment, but to strengthening the teaching force."

E. B. KIRKBRIDE.

## A CONTRIBUTION TO THE ENDOWMENT FUND.

The novel experiment of the Bryn Mawr Club, of Chicago, has proved a success, and the Endowment Fund is the gainer by \$7,500. The report of the Bryn Mawr Club, of Chicago, states the bare facts of the achievement; but the difficulties and the amusing experiences incident to the undertaking are touched upon—not always in a friendly way—by the Chicago press. One misapprehension, however, appears plainly in the following words: “The Bryn Mawr touch was not for ‘charity’—horrible thought—but for swell college patriotism.” The Bryn Mawr touch is for “charity,” and we are proud to be beggars for Bryn Mawr and the cause of college education. To stand still is to go back; for to continue to pay our professors what we paid them ten years ago, is to reduce their salaries, and to do that, while we increase our expenditures in other directions, is tacitly to admit that education is an element of lessening importance in our American social system. Are we, as individuals or an association, prepared to make that admission?

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ALUMNAE DIRECTORS.

Of interest in connection with the election of our two Alumnae Directors is the paragraph in the *Yale Alumni Weekly*, of April 7th:

“Among the deeper comments that mark the tendencies of American universities two are just now conspicuous. One of them is the steady drift toward the representation of alumni in the governing bodies. A good many universities have such representation already, others that do not have it are agitating the subject, and in some that have it the secondary tendency is evidently to enlarge it, or, at least, to admit a still greater alumni influence in shaping university policies—the new Alumni Advisory Council at Yale being a noteworthy instance of this graduate enlargement grafted upon direct alumni representation. Yale, now that she has had elective alumni representation in the Corporation for thirty-five years, ought to be able to speak

authoritatively on the subject and expound its benefits clearly. But, in fact, the changes predicted by the 'Young Yale' reformers of the later sixties and early seventies, who led the movement for superseding the six senior Connecticut Senators by six elective alumni, have been very imperfectly realized. It was predicted that there would be lively contests for the Corporation vacancies; there have, in fact, been but three or four in the thirty-five years. It was asserted that the six would be a check on policies of the clerical majority; in fact there have been no such policies to check and, indeed, so far as known, not a single division on clerical and laical lines—certainly none that has reached the stage of outside controversy. The real value of the laical body in the Yale Corporation has probably been new 'presence,' new atmosphere and wiser counsel derived from fresher touch with affairs; and, besides these, the sentiment of alumni representation, which counts for something and will count for more in connection with the Alumni Council. But the subject does not narrow itself to Yale. In its broader expression, as a general and persistent drift in the American universities, alumni representation denotes the stronger dependence of those universities on their children as the material needs thicken and the academic budgets grow big. If for taxes one reads voluntary gifts the modern big American university has, indeed, considerable fiscal likeness to the State, just as in other relations it has assumed a quasi public character."

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#### THE "EXAMINATION UNIT."

A most interesting subject to all teachers and to everyone connected with Bryn Mawr is the change with regard to entrance requirements that went into effect in the spring of 1906. By this change, the total number of sections that must be taken for entrance was raised to 20, of which the candidate may be conditioned in 5, but must pass 15; the subjects required remained still the same. A different valuation was therefore set on some of the subjects. A comparative table of the examination sections before and after 1906 will best show this difference:

	BEFORE 1906		SINCE 1906		
	Algebra . . . . .	2	2	} =4	
	Plane Geometry . . . . .	1	2		
	Latin Grammar and Prose Comp. . . . .	1	1	} =4	
	Latin Prose Authors . . . . .	1	2		
	Latin Poetry . . . . .	1	1		
	English Grammar . . . . .	1/2	1	} =4	
	English Composition . . . . .	1/2	3		
	History . . . . .	1	1		
	Science . . . . .	1	1		
2 out of these 3 subjects	{	Greek Gram. and Pr. Co. . . . .	1	}	} =6
		Greek Prose Authors . . . . .	1		
		Greek Poets . . . . .	1		
		German Gram. and Tr. . . . .	3		
		French Gram. and Trans. . . . .	3		
	Total . . . . .	15	Total . . . . .	20	
	Required for admission . . . . .	11		15	
	Conditions permitted . . . . .	4		5	

Thus, mathematics (geometry) has been given an additional count, Latin Prose Authors one, and English three. This last and most striking change is naturally of great interest to teachers in secondary schools, and especially to teachers of English.

The reason for this change has been much discussed. It is well expressed in the Bryn Mawr Programme for this year:

“The number of sections allotted to each section indicates approximately the amount of time which should be devoted to preparation for that subject. Thus, if, for example, the candidate studies for subjects in each year during the last four years of preparation for college, then Mathematics, Latin and English should be studied for all four years, since each counts as four sections in the examination. History and Science should be studied for one year, since each counts as one section; and the two languages (Greek and German, or Greek and French, or French and German) should each be studied for three years, since each counts as three sections, or three-twentieths of the examination.”

The same amount of time might, of course, be given to these subjects by different combinations, as, for example, the History required for college might be taught in a full course of four or five periods throughout one year, or it might be divided between two courses of two and three periods throughout one year each. For clearness' sake, however, the idea is here expressed

in the form of the "examination unit," one point or section in our entrance requirements standing for a full course during one year.

Now such a valuation of entrance requirements, ascending to the amount of time properly to be devoted to those subjects in secondary schools, has for some time been a subject mooted among men and women interested in education. President Thomas speaks of it in her address on "College Entrance Requirements," delivered before the Association of Collegiate Alumneæ, November 1, 1901, and refers to other sponsors of the idea, Professor Butler and President Eliot. In an address on "A Wider Range of Electives in College Admission Requirements," March, 1896, President Eliot, speaking of *elective* requirements, made some headway on the question. He said:

"How shall we determine what weight shall be attributed to each subject in comparison with every other subject? It is, of course, not an intelligent method to attribute a value to each subject in accordance with the time devoted to the examination in that subject. I believe that the best criterion for determining the value of each subject is the time devoted to that subject in schools which have an intelligent programme of studies." He selects as the best standard of school programmes the provisional programmes of the Committee of Ten, which embody the average time allotment to each study in 200 of the best secondary schools of this country studied by that committee. In these programmes 17 selected subjects are arranged in different combinations, the list of their time allotments including, however, maximums, more than any one pupil could cover, and therefore representing an elective system.

Latin . . . . .	$\frac{18}{80}$	of four years' course
Greek (maximum) . . . . .	$\frac{14}{80}$	
Mathematics . . . . .	$\frac{14}{80}$	
English . . . . .	$\frac{11}{80}$	to $\frac{17}{80}$
German . . . . .	$\frac{11}{80}$	to $\frac{18}{80}$
French . . . . .	$\frac{11}{80}$	to $\frac{18}{80}$
History . . . . .	$\frac{9}{80}$	to $\frac{14}{80}$
Natural History . . . . .	$\frac{9}{80}$	
Other Sciences . . . . .	$\frac{9}{80}$	

These allotments, though on the elective system, may profitably be compared with our old and new valuations. President

Eliot concludes: "It is absurd, I think, to give the same weight to algebra, which has six-eightieths of the time of a pupil in four years, and to Latin, which has eighteen-eightieths of the same period of four years. Neither should Botany, with three-eightieths, count like English, with eighteen-eightieths of the pupil's time in four years."

Bryn Mawr College, in settling the counts of its examinations according to the time they should be studied in the secondary schools, has been the first to adopt the plan here suggested.

As for the marked rise in valuation of English, the reason for that is apparent on studying the foregoing programme, in the proportion of time ordinarily devoted to that subject, and was doubtless more apparent to college examiners in the days when English counted as one point, in the quality of work done in any case of hurry. It was quite possible for a school to say: "English counts only one point, let it go altogether."

It was to stimulate the preparatory schools to a proper attention to English training that Bryn Mawr College has given this subject a valuation equal to that given to Latin and to Mathematics.

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Discussion of entrance requirements in Science would seem to indicate a coming change, and even though it may not be immediately effected, the change, when it comes, and in whatever form, will probably be an improvement on the present condition. With my own preparation in Science vividly in remembrance, I do not find it wholly without the range of possibility that chemistry and physics, as well as physiology and zoölogy may become cram subjects. Indeed, my own experience would show me that chemistry, at least, has been so. One reform, however, seems to be considered necessary, by everyone concerned, that there must be thorough preparation, whatever the Science offered for entrance. The question, then, would seem to be in which of the sciences may thorough preparation be most justly demanded, and with the greatest certainty expected?

## AN ASCENT OF POPOCATÉPETL.

Two years ago I received leave of absence from Columbia University for purposes of geological investigation. The problems of geology differ from those of some other sciences in that they cannot be attacked solely in laboratory and library, their satisfactory solution demanding more or less of exploration. My particular piece of work at this time involved a journey to and through the West; not the land of palace hotels, of orange groves, and of roses in January, but the real West, the Cordilleran region of untrodden peaks—where home is a 7 x 9 tent, where food is not to be eaten until wood is first cut for the cooking, and where moving is accomplished only with the aid of the ever-faithful burro, who must be caught before he can be packed.

With two companions, who may be designated as M and K, and one of whom was a Bryn Mawrtyr, I started west early in the summer of 1904. We wandered eventfully from the glaciers of British Columbia, where, in August, we began preparations for breakfast by melting pails of ice, to the deserts of California, where we broiled in the sun of January. Mexico was our final objective point.

We had no knowledge of Spanish, and since it was our purpose to leave the regularly traveled routes, it was an absolute necessity to learn that language. M temporarily went back to civilization, at Pasadena, and had a few Spanish lessons, and was thereafter regarded by us as an authority. I could not spare any time from geology, and had to be content with my own efforts. Probably, anyone well seasoned by the Bryn Mawr orals feels at heart some contempt for a small trifle like a modern language. Be that as it may, K and I expended our spare moments for about three weeks on a novel, a dictionary, and one of those universal books of phrases concerning the cat of the son of my uncle, and kindred edifying topics. Most of the "useful" sentences were about diligence traveling in Spain; the pronunciation was that of Castile, not Mexico, and we had a most unfortunate tendency to forget to learn the pronunciation with the word, and so not to recognize familiar words when we heard them. Such was our

linguistic equipment when we reached Mexico City, and since we invariably got and did everything that we desired, our efforts, however defective, must be regarded as a success.

Arrived in Mexico City, we discovered that Spanish is not the universal language. The ruling Spanish race has succeeded in controlling all office and all trade, but in numbers comprises less than one-fifth of the population. The laboring classes are all "Indians," of Aztec descent, and they speak a language derived from the Aztec. The present language of the people is called "nahautl," one who speaks it being a "nahautlacatl." The nahautlacatlcas are confined to the region of which Mexico City may be taken as the center. In the outlying districts there are many other tribes entirely unrelated in language.

Geographically, Mexico may be regarded as a plateau enclosed between two ranges of mountains. Between the mountains and the oceans is a lowland, the "terra caliente." Northward, the two ranges continue into the United States, forming, respectively, the Rocky Mountains and the Sierra Nevada; southward, they unite, continuing as a single range into Central America. The central tableland, or Mesa de Anahuac, narrows towards the south, and rises in altitude. At its apex is the City of Mexico. The valley is thus a natural basin, similar in character to the Great Basin region of the United States. Its geological history closely parallels that of our Lake Bonneville, which underwent an alternating series of changes in climate and in extent, and whose shrunken remnant is Great Salt Lake. The geological history of the Valley of Mexico is similar, but the latter was inhabited during a part of its climatic metamorphosis. The history of the people is one of constant struggle against climatic conditions. Inundations alternated with excessive aridity, and the growth of the people is to be read both in efforts at irrigation and in early attempts at drainage and at fillings. Great Lake Texcoco, which once filled the valley, has now been drained, partly by natural, partly by artificial means. The present Lake Toxoco is salt, and is the highest known body of salt water in the world. Lake Xochimilco is another shrunken remnant of ancient Lake Toxoco, and is fresh, furnishing the water supply of the City of Mexico.



Popocatépetl,\* the smoking mountain, and Ixtaccíhuatl,† the lady in white, rise snowy and supreme above the Valley of Mexico. They form the southeastern border of the Mexican plateau. Both are of volcanic origin. Ixtaccíhuatl consists of successive lava sheets, deeply eroded; Popocatépetl is an almost symmetrical cone. It is now dormant, and the geological evidence points to a remote date as the time of its last eruption. It is reported that early in the last century it poured forth smoke and steam, and that most interesting historian, Fra Bernardino Ribiera de Sahagun, mentions an eruption which was taken as a portent by the doomed Toltec tribe. When Cortez came, the volcano is described as "emitting smoke and casting up rocks with great noise." Previous to the year 1664, the profile is described as presenting an elevation on the eastern side of the crater. This peak fell during that year, the fall either causing or caused by an earthquake, which was felt throughout the neighboring country. So, although it has not poured out lava, it has certainly been active within historic time. At the foot of the eastern slope is a great lava sheet, the Malpays of Atlachayacatl, the lava having been quarried in former times for the purpose of making "comalli"‡ and "metlatl"§ and "metlapilli."||

Those Aztec names have been bugbears of childhood to most of us, and are not infrequently associated with tedious hours of being kept in after school. My own early associations with them were anything but agreeable, and it was with unmitigated satisfaction that I made the discovery that practically every fact that had been so painfully acquired in those early days was completely wrong.

In the pronunciation of Aztec words, tl is a syllable, and the accent is on the antepenult. The whole is not ejaculated with our vigorous, business-like enunciation, but the first few syllables spoken quickly, the last three or four chanted or drawled with an indescribable sing-song which contains the whole spirit of

\* Popocani (Aztec)=smoking; tepetl=mountain.

† Yztac=white; cihuatl=woman. The mountain is named from its fancied resemblance to a reclining figure covered by a shroud. This form is only evident from the western side. On the east it was formerly called Yztactepetl, the white mountain.

‡ Comalli=flat stones on which tortillas are cooked.

§ Metlatl=three-legged bowls, hewn from a single lava block, on which corn is ground by hand.

|| Metlapilli=the pestle with which the corn is ground.

this lazy land, where *manaña* is ever the watchword. As a rule, the words mean whole sentences. Thus the word for crucifix—*cuauhcahuizteotl-chichahualiztcatl*—means, literally, “c r o s s e d sticks of wood of the strong god.”

The mountains are not worshiped, nor in any way admired. It has been said that the attitude towards their mountains is the index of the culture of a people. According to this criterion, the Mexicans, both Spanish and Indian, are in a primitive mental condition, for to them mountains are merely obstructions and barriers, or places of no agricultural value. The only word of satisfaction that we heard on this subject was from a man who hoped to make money by mining sulphur in one of the craters.

Popocatépetl was formerly supposed to be the highest mountain in North America. Its height is now known to be 17,876 feet, and it is surpassed by Orizaba and by at least two peaks in Alaska. It is, however, not altitude, but relief that lends majesty to a mountain. High mountains frequently seem dwarfed by high neighbors, or by high intervening valleys, but these Mexican volcanoes stand up with almost incredible distinctness, with a relief of over 10,000 feet.

The ascent of Popocatépetl was one of the purposes for which we had come to Mexico, but after our arrival in Mexico City we were at some loss as to how to proceed. A railroad folder had informed us that we were invited to make a certain information bureau our headquarters. Innocently or ignorantly hoping to find information there we sought out the place. We found a small cell, tenanted by a Spanish-speaking individual, to whom we propounded our question in the best Spanish we could muster. He replied with disconcerting fluency, the only word we could comprehend meaning cathedral. Concluding that guides must make their headquarters at the cathedral, thither we went, only to make the discovery that there was a view of Popocatépetl from the belfry.

Back we went, preparing a few pointed remarks for that same Spaniard, but our wrath was appeased by finding an American in possession. The conversation that ensued was, on his side, something like this: “Popocatépetl? A good view from the cathedral—oh, ascend! yes, it has been climbed; you must see

Chapultepec, the palace of—no, no guides in Mexico City; at Chapultepec a secret passage by which—no, tourists never make ascents; the secret passage was used by Montezuma and—why no, of course! parties never go to the volcanoes; they are high and steep and cold; but everybody goes to the cathedral and Chapultepec and the shrine of Guadalupe.” In despair we were about to leave, while he stared in wonder at what seemed to him three lunatics, who refused to see the sights, and demanded such an uninteresting thing as a volcano. We recalled that the youth’s business was really railroads, and we lingered, and succeeded, without difficulty, in eliciting the information that Amecameca was the nearest town to Popocatépetl; that one train daily went there, arriving at 5 P. M.; that no train returned until the next morning; that there was no hotel, but possibly a “fonda.”

A few days later we took the designated train, and crossed the flat once occupied by Lake Toxcoco. The city of Amecameca has now spread far out upon this flat. Here we entered the region which we were not to leave for over a fortnight, and in which we encountered not one English-speaking person. Nor did we encounter a wheeled conveyance of any kind. At Amecameca station, an Indian boy, possibly fourteen years of age, shouldered our trunk and preceded us to the “fonda.”

This “fonda,” or native inn, was all that could be desired, except in the one respect of windows. These were permanently nailed shut. A conversation on the subject with our landlady showed, if our Spanish is to be trusted, that she did not know that air was a thing and a necessity; windows were for light, warmth, and a view, all of which purposes were best served by good, tight glass. I tried to protest and to inform her that air is a colorless, odorless, etc., etc., gas, but she soon left us, and as our supper later consisted of eggs, chicken, and pigeons, I have a strong suspicion that my lecture on ventilation was understood as a demand for a meal composed of the products of the creatures that fly.

Most unfortunately, we had arrived on the feast day of Juarez. We were told at length of religious celebrations, and of how Juarez was the hero and patriot of Mexico. I had previously known of him only as one of the murderers of Maximilian. The

practical result of his feast day was that every adult male inhabitant of the village was gloriously and outrageously drunk. Apparently, there were many competent guides, but not one was found to be in condition to come into our presence.

At about nine at night, while the moonlight played enticingly on the snowy heights of our mountain, we sat dejectedly beneath the strange tropical trees of the courtyard and considered our three alternatives—whether we should wait for the village to recover, whether we should make the attempt on foot alone, or whether we should give it up. Our time in Mexico was so limited that it was by no means easy to decide.

Just at the dramatic moment when, with despair in our hearts, we had all but spoken the word for retreat, there entered our Indian boy with an apparition which brought the fulfillment of our hopes. With a flourish, the boy announced “El Señor,” and vanished, leaving a figure that seemed to have come down from the days of romance. The moonlight, through the palm trees, played about his silver-trimmed sombrero, on his multi-colored zerape, wrapped cloak-wise about his shoulders, while the clank of his silver spurs upon the flagging completed the illusion. But alas for romance! The first word spoken revealed the fact that he, too, had been keeping the feast day of Juarez. Nevertheless his mind was of the clearest in matters pertaining to money.

We made known our wishes, and were greeted with surprise. “What!” he cried, “will three señoritas go up el volcan? With no señor, no caballero? It is very high, very steep, very cold, the señoritas will certainly be very tired; it will take three days; there are wild animals—lions—the Indians are fierce; are not the señoritas afraid?” His natural politeness combined with his unsteady condition to lengthen the interview, and each of the above mentioned items was brought out with the most elaborate circumlocutions, ending in the suggestion that for \$3.00 extra he would protect us from these terrors by accompanying us himself.

We learned that all provisions and blankets must be taken up with us, and that the nights were to be spent at “el rancho.” Our bargain struck, it was arranged that he was to call for us the next morning with a complete equipment, including a horse and

an Indian for each of us, a mozo\* and a "cargo mule." Our hotel was to furnish supplies.

Promptly, the next morning, el señor appeared, and led us on a shopping expedition. Under his guidance, we purchased sombreros, three straw mats (petlatl), a large sheet of leather, thongs, and 24 yards of rough toweling. It was a most remarkable equipment for an ascent. He then inspected our foot gear, and sternly rejected the hob-nailed, water-proof boots with which we had been climbing, choosing thin, high-heeled ties. We protested, but, unfortunately for ourselves, we thought he knew best and obeyed him.

When we returned, we found the cargo mule already loaded. The provisions, nailed in a coffin-like box, were roped on the mule's back, the blankets filling in the angles. I very much wished to inspect the provisions, but as it was already late, I refrained from demanding the extra labor of unpacking and repacking. This was a most unfortunate mistake. The three guides had gone ahead to cut wood, one mounted Indian and a mob of small children holding our horses.

We started; the cargo mule galloped in the lead, while the mozo marvelously kept up on foot, one hand on the beast's withers. We never knew whether this first gallop was intentional or an original inspiration on the part of the mule; intentional or not, our horses followed, and all attempts to check them were in vain. Like most Mexican streets, those of Amecameca were roughly paved, with a brook in the middle, which seemed to combine the functions of water supply and of sewer. They were swarming with children, dogs and chickens. Through these streets we charged, and most marvelously, no accident happened. Our career was checked by a river that had to be forded, after which the rapid pace was resumed.

Soon we began to climb, and then our pace slowed to a walk. The track became a narrow trail, along which we progressed in single file. El señor rode ahead on a fiery caballo, which he continually pricked with his silver spurs. He kept it prancing, and whenever we passed a particularly precipitous place he would make it buck, sitting serenely on its writhing back and looking

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\* Mozo means literally man, but is usually a term of contempt. The duty of our mozo was to drive the pack mule.

at us for admiration. As we were well acquainted with Western horses, and knew that such exhibitions originate entirely with the rider and are quite without danger, we failed to be impressed. The mule and mozo followed, then ourselves, and lastly, Pancho, a mounted Indian, who was a sort of head guide.

The trail followed the bank of a barranca\* for some distance, then crossed and led towards the col between Popocatépetl and Ixtaccíhuatl. At intervals we met pack trains of burros or mules, always driven by white-clad Indians on foot. We were told that the trail was a main line of communication with another village on the other side of the volcanoes, and also that the pack trains brought down charcoal and turpentine from the wooded slopes above.

As we climbed, we passed all types of vegetation, from the tropical maguey† at the base, through semi-tropical woods, to the evergreen forests of the col. It was here at the timber line, at an altitude of 12,500 feet, that we were to pass the night. "El rancho" was found to be a shed divided into three compartments, of which one was occupied by us, one by the horses, and one by the men. Here we met the guides who were to climb with us.

We arrived in the early afternoon, and at once proceeded to unpack the mule. The box of provisions was emptied, and contained not a single cooking implement! The chickens were roasted, the eggs hard boiled, coffee made and bottled. There was no condensed milk, but real milk, bottled, which, of course, did not keep for three days. A roaring fire had been made in an old oven, formerly used in refining sulphur, in our compartment, which made the cold food all the more tantalizing. A little earthen pottery jug was produced, in which we tried to heat coffee, but we succeeded only in producing a sickening state of tepidity. Mexican coffee, at best, is like concentrated essence of gall, and when to its natural vileness a luke-warm temperature

\* Barranca in Mexico means a ravine with precipitous sides, irrespective of size. Geologists restrict the term to a small form, cañon being used for the larger ones. In Mexico the word cañon is unknown as applied to a valley. The word is used to designate a tube, or the bit of a horse. I here use barranca in the Mexican sense.

† Maguey is a species of aloes. (*Agave americana*). It is extensively cultivated and from it the national beverage, pulqué is made. Its fibres are used for making a cotton cloth, and in early times its spines were used as needles. The present pulqué is Spanish in name and in method of production. It is fermented, and slightly intoxicating. The native manner of making it was by boiling, and when so made it was called ootli.

is superposed, the result is unspeakable. If any of my readers are disposed to be critical of food, I recommend three days of hard physical work at an altitude of over 12,000 feet on a diet of cold hard-boiled eggs and bad coffee.

We had time for quite a walk about the camp. The views of the cone of Popocatépetl itself and of its neighbor, Ixtaccíhuatl, were overwhelmingly grand. Absolute silence reigned; there was not a sign of animal life. The air was perfectly still, but during the night a wind storm came up, which lasted throughout the next day.

The night was intensely cold, but we slept warmly with a fire burning most of the night. The start had been ordered for 4 A. M., and promptly we awoke and made ready. Our guides continued to snore peacefully, and since the fire was out, the sun not yet up, and we totally unable to eat any of the available food, we found it most exasperating to be kept waiting by them. Had they been Indians alone, I should have promptly shaken them, but the presence of el señor in their midst restrained me. So we began a loud conversation, which we struggled to keep up, until at last a sleepy Indian emerged. When the third Indian made his appearance we started, leaving the señor to his dreams, and I never saw him again.

We were able to ride from the rancho to the altitude of about 13,500 feet. The way was over sliding cinders lying at as steep an angle as loose material can lie. The horses sunk in and slipped back and struggled generally. Ordinarily, we should have spared them and walked, but our sensations that morning were such that every step was an effort. It took about an hour and a half to ride this distance. We left the horses at the snow line, and Pancho drove them back to camp.

The snow line is very variable in altitude. The determining factor is not temperature, but precipitation, or excess of precipitation over evaporation. Since the summer is the rainy season, it is then that the snow extends farthest. This occurrence gives rise to the following proverb:

“Antes del día de San Juan, bajan las aguas del Volcan;  
Despues del día de San Juan, suben al Volcan.”

It was on March 23, 1905, that our ascent was made. An

exceptionally damp season had prevented the usual evaporation, while the hot days and cold nights had brought about a process of melting and refreezing that made the footing for the most part solid ice. So the snow extended lower and was much more slippery than usual.

At the snow line the purpose of some of our purchases disclosed itself. On our feet were bound "guerachos," sandals cut from the rough leather and bound on with thongs. About our legs the toweling was bound, supposedly for the purpose of keeping them dry. When too late, we found that this footgear had no use whatever. It is the regular equipment of the Indians, and as they are the only persons who climb, it is assumed that their shoes are the necessary ones. Thus are conventions established. As a rule, the snow is soft, and the toweling is undoubtedly a useful adjunct to the white linen garments of the Indians; but to us on this day, when the surface was glassy, they were not only useless, but very clumsy. The sandals gave no purchase, became as slippery as little toboggans, and were in a continual state of falling off. The Indians are barefooted, and attach the sandals to their toes. Our shoes gave no points for attachment, so our thongs were always loose, and the high heels of our ties kept us in constant expectation of twisted ankles.

It may be hard to imagine a sensation of burning and of freezing at the same time, but having previously experienced the temperature of a glacial stream, we knew great cold and great heat to be identical in effect. Here on Popocatépetl we had both together in intense degree. The tropical sun blazed down on the white snow, and in spite of snow glasses and sombreros, the glare was reflected up into our eyes. And an icy wind cut through us. The guides, in their pajama-like garments of white linen, suffered with the temperature, and soon began to voice their feelings in lamentation. They begged us to return, and they declared that under the exceptionally bad conditions, the ascent was impossible.

With proper mountain boots and an iron-tipped alpine stock, there would be nothing in the least difficult about the ascent. Once fairly on the snow, there are no landmarks—simply a seemingly interminable expanse of snow, sloping upward about



as steeply as an average flight of stairs, and up which one can toil for three or four hours without making the slightest impression upon the apparent distance ahead. It is the most discouraging of mountains, but not dangerous.

In addition to our physical exertions, we had to be a moral support to the guides. They were altogether dog-like in character, being cheerful, pleasure-loving, utterly irresponsible souls, whose minds were entirely under the control of their external conditions. The weather conditions wrought in them a mood of combined depression and fear which needed all our energy to combat.

We would take four or five painful steps upwards; then the ridiculous objects on our feet would give way. One would then fall flat on one's face and slip back, possibly the distance traversed in three steps, frantically clawing at the ice for a finger hold, whereupon our guides would grin and say that we had better go back. Then, as one struggled to one's feet again, all three guides would start downward, ordering a retreat. We could never indulge in the pleasure of resting after a fall, but had to regain a standing position as rapidly as possible, and wave upwards, saying "*vamos*,"\* in the tone in which one might say "*excelsior*." The guides would reluctantly obey, keeping on the lookout for the next fall, when the whole programme would be repeated. They had no idea of helping us, nor did they seem to realize that we had a purpose in getting to the top, and that they were employed to get us there. Even in the steepest places, where help would have been advisable, they did nothing but stand and look at us, either laughing at our efforts or urging us to return.

They enlarged upon the danger (of which there was really none), and told of pumas, and of breaking legs, and of freezing to death. There were only two things of which there really was any danger, and they were frost-bitten feet and snow blindness. Of both of these there was a possibility. Finding that we were impervious to nervous terrors, our guides began to make an appeal to our reason. They said that we could not possibly reach the top and be back by dark. Both of my friends had climbed in

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\* A corruption of "*Vamos nos*," meaning let us go on.

Switzerland, where a guide's word is to be trusted absolutely, so when these personages solemnly declared that we were doing a most foolhardy thing in going on, they believed them.

At eleven the guides said that it would take four hours more to reach the top, and M decided that that was more exertion than she was equal to, so with one guide she turned back. The others grew more insistent after she left, and about an hour later they most emphatically declared that there was only just time to get back by dark. The top seemed as far away as ever, and as the altitude increased our progress was slower. We could walk only a very few steps, and then had to stop for breath, while the slipping and difficulty with our shoes continued. So K, with a second Indian, turned back.

Being a skeptic by nature, I did not believe a single word the men said; therefore, with one very much displeased Indian, I kept on. At one time I went through an attack of dizziness and some of the milder symptoms of mountain sickness, but I succeeded in continually struggling on, and, what was much more difficult, in making my Indian come, too. At an altitude of about 16,000 feet all disagreeable sensations disappeared, and I felt only elation and exhilaration.

The sun was blinding, and as the altitude increased there was much loose snow, which the fierce wind blew in my face. I adopted the method of keeping my eyes nearly shut, looking only at the footing. In this manner I came to the crater so suddenly that I nearly fell in. When I gathered my confused senses together, I realized that I was looking upon one of the most wonderful panoramic views in the world. For miles in every direction stretched a plain, sprinkled with volcanoes. Xiantecatl, to the west, and Orizaba, more than 100 miles to the east, rise conical and snowy, like Popocatépetl itself; to the east also is Nauhcampatepetl, the oblong mountain, and beside it the faint shimmer of the water of the Gulf of Mexico. Lesser peaks, too many to enumerate, stud the plain, the view in all directions, except the north, being limited only by the range of vision. A faint haze towards the west hid the Pacific.

The crater is roughly elliptical in outline, of approximately 2,000 feet in diameter. Its sides are nearly vertical, and com-

posed of successive beds of lava, all brilliantly colored. In the bottom is a small lake, beside whose shore numerous solfataras are streaming, while deposits of sulphur of sufficient extent to be of commercial value have accumulated. The sulphur was formerly mined, the descent into the crater being made with the help of a rope and windlass. The depth of the crater (at the point where the descent used to be made) is about 800 feet. The mining was done by Indians, who filled straw mats with the sulphur, and tied it up in little bundles; the miners and the bundles together were then hauled up by the rope. The industry seemed to have ceased when we were there.

The rim of the crater is uneven, the highest point, the Pico Major, being about 500 feet above the lowest. It was at an intermediate point that I reached it. Having feasted my eyes on the view, I started towards the summit, only to be overcome by a renewed attack of mountain sickness. The glare and wind were, of course, much stronger, and the excitement and interest of the climb being over, I found myself quite unable to do any more. So I descended some 30 feet into the crater, where I found a spot sheltered from the wind, where I rested on a projecting ledge of hot lava.

The first recorded ascent of Popocatépetl was by a party of ten men, sent by Cortez, in 1519. It is now a very common thing for parties to come as far as horses can take them, but ascents to the crater are not very frequent. One woman, Miss Annie Peck, reached the summit. So far as I have been able to discover, I am the second woman, though, from a mountaineering point of view, mine would hardly count as an ascent, as I stopped some 200 feet below the top of Pico Major.

The history of the volcano is comprised in three periods of activity. The first was characterized by successive outpourings of lava; the second, by ejecta of pumice and volcanic bombs, while during the third showers of ashes were thrown out, which overlie the products of the previous periods and which give the present outline. Since the present degeneration into solfataric activity has been reached, a neighboring cone has had an eruption of lava, beneath which are found pottery and primitive implements.

One of my objects in making the ascent was to determine whether or not glaciers were present. The conclusion was that the essential characteristic of glacier ice, motion, was lacking. The snow cap has, however, all the characteristics of the snow fields from which glaciers are fed. At the surface on the upper slopes is loose snow; beneath the surface and about the lower edges is granular snow-ice, or *névé*; a very slight increase in precipitation would produce glacier motion.

When the time came for the descent, I discovered the purpose of the mat. My Indian carefully folded it, making a strip with three thicknesses. He then seated himself astride of it, motioned me to sit behind him, and we coasted down! We both dug in our heels, as a brake, and he steered most skilfully with a stick in each hand. Once we ran into a snow drift, and upset; once we stopped to crawl around an exceptionally steep and icy place. But, in spite of these delays, the descent to the snow line took only twenty minutes, as opposed to eight hours consumed in the ascent.

In the meantime my friends had reached the rancho, and had found *el señor* serenely smoking and consuming *pulqué*. He was not in the least abashed at not having been on hand in the morning; but instead, began to make preparations for an immediate return to *Amecameca*. It was with great difficulty that they restrained him from starting the whole party down, leaving me and my Indian guide on the mountain. He had the horses all saddled, but they firmly refused to mount, and at last induced him to go without them. Safely rid of him, they turned their attention to me, and through a field glass were able to watch my progress up and down.

I had been entirely without food all day; I reached the rancho at 4.45, in an almost fainting condition, but even then hard-boiled eggs were impossible. I could only collapse on the blankets and feel unutterable thankfulness that I did not have to get on my horse and ride down. By the next morning I had entirely recovered.

The return ride was accomplished without incident. When we reached the outskirts of the town, *Pancho* began to lash our horses, emitting strange war whoops, and we dashed through the

town on a run with an even greater exhibition of recklessness than at our departure. Apparently, the entire village was waiting to see the sight. It was only noon when we reached the fonda, so we were able to take the train that same day, plunging still deeper into the region where American influence has not penetrated at all, and Spanish but little. On the very day on which we had left the frigid slopes of the mountain, we were among coffee plantations and bananas on the edge of the terra cliente.

IDA H. OGILVIE.

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### THE PEOPLE OF THE COTTON MILL.

Everyone who is acquainted with the history of our country, knows that at the time when England sent her Colonists to Virginia and Maryland, she sent men who for the most part came for the sake of freedom. They were mainly of gentle birth, and knew little of the duties necessary to be performed before any solid settlement could be founded. It was a survival of the fittest. Some returned home, many died or were killed. Others, wearied of the routine and unselfishness involved in the community life, struck out for themselves, leaving their more steadfast brothers to found the dignity of the families, whose sons were to make their States for years pre-eminent in the Union politically, while their daughters held them socially supreme.

Far different was the fate of those who had left the settlement centers. Starting forth into the untamed wilderness alone, they had to face every difficulty single-handed. Drifting mostly into the mountains of Carolina and Tennessee, whose loneliness offered them a kind of safety, many of them made their homes there, living lives utterly primitive, in time degenerating into a semi-civilized condition, which made them rude and lawless.

After the war of secession and the terrible days of reconstruction, came the past thirty years of what we may call readjustment. These days called for laborers in mechanical trades. Strangely enough, it has always seemed to me, the mountain people took to it, and responded to the call for "hands," proving themselves efficient workmen, till now, in every direction in the South where cotton mills, mushroom-like, have started up, we

see settlements of them. Their love of freedom is shown by their frequent changes from one mill town to another, and with few modifications their life is the same—dirt, shiftlessness, immorality, drunkenness, and often violence; in a word, ignorance and lawlessness characterize their community life, as twenty years ago it did their individual existence.

In a recent article discussing the negro question, Thomas Nelson Page says that it is the low element of the whites that is responsible for the lack of restraint of the blacks. There is no doubt, he says, that the more truly educated negroes are less to be feared than the mass, who still live in comparative ignorance. Therefore, the blacks must be educated. But in order to educate them, we must first educate the whites—"the poor white trash," the laggards of civilization, now a distinct factor to be reckoned with in our economic calculations.

To a Southerner, the argument just quoted would appeal mostly from its distinct bearing upon the negro question; but to us of the North, as yet free from racial troubles, another point of view, with for us stronger claims, presents itself. These people are Americans, many of them of as good descent as that boasted by our "Daughters or Dames." How can we, whose proud claim it is that we help each other, and succor the oppressed, be they kin or alien—how can we allow these, our countrymen, to continue this life of degradation with never a hand to help them? The South, destitute since the war, is struggling painfully to her feet. We, her Northern brothers, are doing what we can respectfully to help her. Shall we not also care for this "poor relation" to us both, who has sunken so far as to have ceased to care to help himself?"

This is what appealed to me when, two years ago, I was asked to go to a Virginia cotton-mill to see what could be done with a colony of "poor white trash," who lived in utter squalor, and steadfastly refused the mill company's proffered help to their children in the way of education.

Eastville, Virginia, so I shall call it, is one of the many towns that has grown up since the war, starting from a center of manufacturing interests. Here, tobacco is the chief industry, although manufacturers of other articles have found the location advisable on account of the abundance of labor. The cotton-mill is almost

three-quarters of a mile from town, reached by a road which I remember as one of painful red mud. The houses of most of the operatives cluster on a hill just back of the mill, in a settlement which might be far out of sight of this prosperous town, so little communication do its inhabitants hold with the outside world. There are other families working in the mill, who live nearer town, but with these my work was not so necessary, since they may be termed "Hill graduates," having started there and proven too progressive to stay.

The hill, or mill settlement proper, then, is the worst element among the employees, people whose fathers were, most of them, the original mountain people. A shifting, shuffling population, whose common characteristics are unkemptness and ignorance, whose clothes are uniformly of coarse material, becoming, sooner or later, a dull, homogeneous brown, whose common expression is one of mute defiance, patience, and despair. In addition to their frequent changes from mill town to mill town, they enjoy, at intervals, moving from house to house, and it is a recognized necessity for their happiness that they be allowed to do so. A woman among my people had an eye on a house two doors away for two weeks. She liked it because it had a little chicken wire under the back steps. Another woman coveted it for the same reason, and when it was finally vacant, moved in during the night, thereby disturbing the peace of the hill for a week.

Their houses are very small, three rooms or five rooms, and unutterably dirty as to walls and floor; the cracks and knot-holes of the walls and the infrequent closing of the door let in what fresh air they get, which is more fresh air than they want. In each tiny room are two large double beds, in which as many as ten persons usually sleep. The night hands, from eight in the morning until four at night; the day hands from nine at night until six in the morning.

Once I noticed that a little boy was wearing several shirts. "How many shirts have you on, Eugene?" said I. "Four," he replied. It seemed that for the sake of cleanliness he thought it necessary to cover his old shirt occasionally, but to remove it altogether never occurred to him. Christmas was to me a welcome time, for then everyone took a bath, did his washing, and cleaned up his house.

Cleanliness, pleasure, and some education—these were what I considered it my first duty to bring these people. I therefore divided my work into departments, physical and intellectual, trying to make them independent as far as possible, hoping that by their influence the moral tone of the community might be raised.

In the work for physical betterment, I noticed at once that the setting of styles was as important in this community as in any other. Next to that, came personal influence and popularity, since these people are self-respecting, and ignorantly suspicious and independent. I was more or less constantly about in their families, and at meetings of the Girls' Club and Women's Club, which I had started. I wore good clothes, often my best, and always admired what I saw neat and attractive in their dress. This method was obviously effective with the women and girls in producing a desire to appear better, and I noticed results, especially in the care of their hair, which with most of them had hitherto been totally neglected. Like Mulholland, however, in this respect, I was forced to "knock them down and lead them up to grace." One terrible day that witnessed seven juvenile shampoos in the mill yard, instituted a "reign of terror," effectual, but never to be repeated. In caring for their teeth, too, they improved, and many girls and women who were not too much addicted to it, gave up the use of snuff. We had an amusing discussion in kindergarten, where a four-year-old boy refused to stop smoking, because "my mother won't stop." Later, however, we managed to direct kindergarten sentiment against it, and our infants are now disgusted with the newer members of their class who have not yet mastered the styles.

To gain a personal influence over the people, I found it well to visit them and do what I could for them, always keeping promises and never betraying confidence. When they were sick, I managed to hear of it, or was sent for; either prescribed myself or called in a doctor, and often cared for patients, bathing them, sometimes cooking for them, and cleaning their houses. This always won their confidence, and my reward was usually the sight of subsequent improvement in cleanliness, and lowering of disease record. I once attempted to bathe a new-born baby,



the father saying angrily that nobody washed a baby, that it was nonsense, and I might do it at my peril. With trembling and unaccustomed hands, I fearfully undressed the child. It began to cry when I was half through, and, unable to stand any more, I hastily put it into its mother's arms, and fled from the house.

Physically, the children are undeveloped and narrow chested, and have more or less spinal curvature. No one who has seen them at work can doubt that it is very bad for them, can help wishing that those who talk in favor of child labor might spend a few weeks living among them. But their life at home is also very unsuitable. They are raised with the intention of working them after their fifth year—sometimes earlier. Then they must "tote" heavy buckets, or equally heavy babies, eat unhealthy food at odd times, go in and out of doors in all weather with insufficient clothing—until they are ready to work in the mill. So one is forced to conclude that compulsory education must go hand-in-hand with abolition of child labor to produce the best results.

Such children as these I found, for a time, hard to deal with along the line of physical development. They did not enjoy calisthenics nor the out-of-door games that used to keep me, as a child, exercising from morning until night. Finally, I left them to their own devices, and found that they enjoyed most a strange game, which I do not yet understand—a game of slow motions and no apparent object, played to the sound of a high nasal chant.

I strated a Boy's Club, which now runs independently. Its members amused themselves at first in "scuffling," a kind of all-around wrestling, but have now become educated to more quiet games and athletic exercises with apparatus. They also have a swimming tank.

I found that these things interested the men so much that it was not difficult to organize a Men's Club, which is, however, of less constant membership.

Base-ball was difficult to start among the boys. Physical cowardice, shown in many ways, is a marked trait of these people, and only with great effort could they be interested in the game. The attempt, however, succeeded, and has resulted in an improved athletic spirit.

Little can be done with the older women, except to encourage

them to visit with their neighbors, eat proper food, or as nearly proper as their diet of pork and chicken, beans, tough bread, and coffee will permit. I have, however, found these women much interested in gardening, and with a little help they have been induced to do much work out-of-doors in competition for a prize. Last summer I was away. When I returned, I was greeted with a loud wail from the feminine residents of the hill. It seemed that during my absence the prize had been unfortunately awarded to a woman whose husband, an idle, good-for-nothing, had roused his languid interest to the extent of working her garden for her. After this slight to its self-respect, the hill, being in no wise remarkable for charity, went to work and demolished its gardens with rage. A sight of broken bricks, uprooted blooms, scattered bulbs met my sorrowing eyes. This year, public sentiment will be respected.

I have laid, perhaps, undue stress upon my dealings with the lives of these people. It is because, to my mind, such work is more necessary than the mere opportunity of education. That branch, however, is not to be neglected.

Our kindergarten, managed by a kindergartner from the North, was at first looked upon with great disfavor, but was eventually successful, and has continued so, convincing me that in this work such training is invaluable. The games and work attracted the children, and we did not experience the difficulty in compelling attendance that we found in the day and night schools. Here, the children were of all ages, from seven to twenty-one, of all grades and of all kinds of intellect. If children wished to stay at home, their parents, always afraid of knowledge, were glad enough to have them. Some even kept their children at home. My imagination was busy as never before trying to create attractions for the edification of my scholars. When they did come, 15 filled my little attic school-room to overflowing—when they did not, that same little room assumed the aspect of a dreary waste.

But my Sunday-school, or, more correctly, my school on Sundays, was my pride. This was for seven men, from twenty-five to fifty years old, who could come no other time, and wanted me to teach them. Because it was the Sabbath, I read a chapter

from the Bible; because they had come to school to learn, I taught them for two hours, praising and scolding my "children;" then, being anxious to make them happy, I played the graphophone for them. Finally, after they had gone, I often shed tears over their poor little figures, traced with grimy hands, better able to deal with the mighty forces of fire and steam than with that slender power, the pen.

Music is their particular delight; it is this alone that makes religion tolerable to them, and even when music is supplied, they must be cautiously dealt with. Sunday afternoon I used to play to them on the piano. Sometimes the door would partly open, admitting a knotty hand and face, whose converging wrinkles indicated caution unbounded. Then a voice would say, "Any preachin' here? If thar be, I ain't a-comin' in!" Upon my assurance that this was a pleasure party, the door would open rapturously, admitting not only the owner of the knots and wrinkles, but a large audience of young and old.

On Sunday night, a party of boys, from six to twelve in number, would escort me to church, their incentive for the act being a mingled desire to please me, to hear the singing, and to help in consuming certain previously prepared dainties.

They are very fond of entertainments where they have music, and at the few dances we have given, our great difficulty has been to find room for the dancers in the crowd that would come, "t' hear the noise."

One picture, seen on my last visit, will always, I think, remain in my memory. About 10 o'clock at night I went to visit a sick woman. As I came out, I happened to see a light in the next house. I entered as among friends, without the formality of knocking. The room was exceedingly small. In the usual two beds were the customary number of sleepers. The fire had gone out, and the cold night air whined through many cracks. In the center of the floor was placed a tiny table, on which, by the light of a yellow candle-end, a very small and very naked phonograph was wheezing an ancient tune. Opposite, with his arms on the table and his head on his arms, sat a man—sound asleep.

I have tried to tell you of my work among the "poor white trash" of the new South. I am convinced, from what I have seen,

that settlement work, such as we employ successfully in our large cities with their foreign poor, must be used carefully with these, our American brothers, lest they be offended. I feel, also, sure that such methods partially applied are the surest to bring success.

Greater peace and order have appeared among our people, indirectly due, we think, to our efforts of the past year. I have but lightly mentioned the discouragements which I encountered. Such obstacles, I believe, beset the path of all who would work in this field.

But I predict that in the next generation we shall see results—results enabling us to contemplate “Foreign Missions” with a peace of mind that is now disturbed by the consciousness of the great claim of our kindred of the cotton mill.

GENEVIEVE WINTERBOTHAM.

## IN MEMORIAM

## DAVID IRONS.

Bryn Mawr has sustained a serious loss in the early death of David Irons, Professor of Philosophy. He was a Scotchman, a graduate of the University of St. Andrews, where he had a distinguished career (1887-1881), taking first class honors in Philosophy. He held the Ramsay Scholarship (1891-92) and the Ferguson Scholarship in Philosophy (1892-94). In the year 1892-93 he held a Fellowship at Cornell; the following year he spent at Berlin and Jena, returning to Cornell to take the degree of Ph.D. in June, 1894. He was on the teaching staff of Cornell, first as lecturer in Philosophy, and then as instructor, from this time until he came to Bryn Mawr, with the exception of a part of the year 1896-97, during which he took temporary charge of the Department of Philosophy at the University of Vermont. In October, 1900, he came to Bryn Mawr as head of the Department of Philosophy.

During the first semester of the year 1903-04 he was absent, owing to a severe illness, the first manifestation of the disease that finally carried him off. He returned to his work in February, 1904, and from then to the day before his death he carried on this work, at first under difficulties and restrictions, which only his intimate friends could appreciate, but latterly (so it appeared to us and to him) with increasing freedom and strength. But without any warning, in the midst of plans for future work, he was struck down by a sudden attack on the evening of January 22d, and died before noon on the 23d.

In the early years of Bryn Mawr, the Department of Philosophy was very incomplete; only the required course was given. Gradually the work was extended, but the department was still only partially organized when Dr. Irons took charge. It has been his work to complete the organization, and so successfully that Philosophy is now one of the most important departments in the College, and moreover, the one that has perhaps most influence in the College life. The increase in the number of students bears striking testimony to the interest felt in the work of the department. In 1903, three years after Dr. Irons came, the number of students taking philosophical courses had increased over 100 per cent. In the first semester of the present year, the number in the department was 162; of these, 22 and 14 were in the Minor and Major. Thus, as regards the number of students in the Major, the department ranks fifth in the College. The increase in the number of students necessitated the appointment

of an Associate in Philosophy, and the full organization of the department. Before 1900, the Minor and Major were given only in alternate years, with three hours of Post-Major and two hours of graduate work; now the Minor and Major are given every year, with five hours of Post-Major and six hours of graduate work. The Philosophical Club, established some years prior to 1900, managed by the students, has been much indebted to Dr. Irons for interest and help.

The mere statement of development under Dr. Irons shows that he had great gifts as a teacher. On this point his students are best qualified to speak. Certain former graduate students of Cornell, who worked under him, and are now themselves teaching Philosophy, have borne testimony to "his efficiency as a teacher, his power of clear and terse expression, his philosophical acumen and ability, and the unusual thoroughness of his scholarship." A former colleague (at Cornell) speaks of "the remarkable skill and clearness with which he presented the most difficult subjects to a class, the interest with which he was able to invest the abstract questions of Philosophy, and the exact scholarship which characterized all his work."

Of his work as a scholar, only those qualified have a right to speak. His articles in philosophical journals and his book on "The Psychology of Ethics" have called forth from competent critics very favorable comments, such as "a contribution of great importance, characterized by thoroughness and originality;" these writings have "extraordinary depth and acuteness;" "subtlety of analysis." Enumeration of printed pages does not convey much; his published work was hardly a beginning. Only a few days before his death he said to me that everything so far had been simply preparation, and that now he felt ready to begin actual work. But he has been prevented from fulfilling the promise of these early writings, from gathering the fruit of this preparation.

Successful as he was as a scholar and a teacher, this was not the impressive side of him to his friends. His personality was everything. His sincerity, his genuine kindness, his earnestness, outspoken honesty, hatred of shams; the shrewd, incisive judgment of men and affairs, the sanity irradiated with dry humor which he brought to bear on every problem of life; the keen enjoyment and appreciation, the fund of cheerfulness, the sturdy courage; all combined with other qualities to make David Irons the best of comrades, the truest of friends, the most lovable of men.

C. A. SCOTT.

*Bryn Mawr, Pa.*  
*March 15, 1907.*

The death of David Irons has come as an overwhelming shock to his many friends. It is indeed a tragedy, not because of its suddenness, for that in itself is not tragic, but because death found him with his work unfinished. He had reached the productive period of his life and was planning many things for the immediate future. At the time of his death he was working upon a large volume on the subject of Ethics, and was also preparing material for a volume on The Philosophy of Rationalism which he had promised for a philosophical series to be published. He needed only time and strength to fulfill these tasks, but this, alas, was not to be. During the last three or four years of his life he was compelled to struggle against weakness and ill health.

Without a murmur or complaint he persevered in his work against terrible odds to the very end. And it is the more remarkable that under such conditions his philosophical studies showed attainment as well as promise. His theory of the emotions has been most favorably received both in this country and abroad. This theory forms the basis of his work on The Psychology of Ethics, and is regarded as a permanent contribution to the discussion upon this subject. In addition to this volume, Dr. Irons wrote many articles for the current philosophical magazines, also a number of book reviews—all showing keen critical skill and discrimination. During his connection with Cornell University he was a member of the editorial staff of the *Philosophical Review*. He was also one of the charter members of the American Philosophical Association, and it was largely due to his zeal and determined efforts that this association was started.

It was, however, in the sphere of intimate and free expression among his friends that Dr. Irons appeared at his best; for he illuminated by a true insight and a genial play of humor all that his mind touched. His philosophy was never a merely academic pursuit, the subject of lectures and reviews, but rather an interpretation of life. He had a profound belief in the guiding light of reason; for him there was no compulsion which he recognized so binding as the necessities of thought. Such a necessity could no more be set aside than one could stay the stone in its fall towards the earth. He believed in a centre of necessary truths to which thought in its orbit must remain true, as the planet to the central sun. He felt that metaphysics needed no apology, for its claims were such that they could not be ignored without doing violence to the very integrity of one's intellectual nature. His chief interest was in the line of his ethical studies. The moral law he recognized as the manifestation in consciousness of the principle of order which necessarily underlies the cosmic processes of the universe. For him the problem

of conduct found its satisfactory solution in the appreciation of man's personal dignity. This sense of personal dignity he regarded as the basal principle upon which the elemental emotions of worth depend. There is something which each individual feels is owing to himself, some standard of being and conduct whose compulsion is always recognized, although it may not be always obeyed. Dr. Irons was very fond of quoting a passage of Stevenson's to illustrate this fundamental idea of his ethics: "If I could show you these men and women, all the world over, in every stage of history, under every abuse of error, under every circumstance of failure, without hope, without help, without thanks, still obscurely fighting the lost fight of virtue, still clinging, in the brothel or on the scaffold, to some rag of honor, the poor jewel of their souls! They may seek to escape, but they cannot; it is not alone their privilege and glory, but their doom; they are condemned to some nobility; all their lives long, the desire of good is at their heels, the implacable hunter." (*Pulvis et Umbra.*) This ethical creed of David Irons found abundant illustration in his life. He estimated his fellow-men at their best and never at their worst. He had a kindly judgment for all human kind. To his friends he was always loyal, generous, sympathetic, revealing to them that impulsive nobility which was the spring of all his activities. His humor, which was so characteristic a trait, was without bitterness or sting. He loved his friends and hated his enemies—but his enemies were never persons; they were fallacies, inconsistencies, contradictions, hypocrisies. Against all such there would flash the fire of indignation and protest. Whenever he recognized the faintest suggestion of cant or sophistry, he would set his face sternly, offering no quarter and accepting no compromise.

There was withal an attitude on his part of noble chivalry towards women. He had a sincere reverence for that superior moral strain which makes the grace of womanhood the white flower of humanity. This was felt instinctively by all who knew him during his years at Bryn Mawr, and won for him, among the young women who were his students, both esteem and affection. It is a matter of deep regret that we could not take back to Scotland the body of her distinguished son. It would have seemed most fitting to lay him to rest in that old university town which he loved better than any spot on earth—the place where the lamp of learning had burned brightly for four hundred years, the scene of many a struggle for civil and religious liberty, the centre of memories, of traditions, of enduring friendships:

"The little town,  
The drifting surf, the wintry year,  
The college of the scarlet gown,  
St. Andrews by the northern sea,  
That is a haunted town to me!"



How often have I heard David Irons repeat those words with pride and an eager longing. And yet there is also the thought which appeals strongly to our sentiment that the soldier should be laid to rest on the field where he has fallen; so also it is peculiarly fitting that the place of a man's work should hold his dust. Memories and influences, however, cannot be localized, and both in this country and in Scotland, David Irons will live in the hearts and minds of those whom his life has touched.

JOHN GRIER HIBBEN.

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#### PROFESSOR IRONS AS A TEACHER.

Though for six years a pupil of Professor Irons—for that term best marks the reverence of one's attitude—I yet hesitate to celebrate his teaching, for so persuasive and unique was its influence that the relating of its qualities will be a quite inadequate record. But those who also studied under him will care most to read this, and their own recollections will vivify for them this slight account and supplement the reticence that must still persist, as a bequest from his own personality, in any speech about him.

The short experience of a year or two of his teaching, though fruitful in much "worthy and delightful knowledge," and in permanent esteem for philosophic pursuits, was insufficient to disclose the peculiar virtue of his influence as a teacher; its effect was cumulative, increasing steadily with years of study under him, not merely in the continued contributions of his erudition, but more notably in that stimulus to independent work which usually weakens with lengthened contact. His indisputable intellectual superiority inspired a faith in his guidance that gave a marked authoritative tone to his teaching; yet he refrained from any assertions unsustained by careful argument, and so framed as a frankly anxious appeal to the reason of the student as to foster an ardent and dignified independence of thought. This was furthered by the suggestiveness of his method of discussion; in the midst of immediately pertinent exposition, he would make remarks of rare acuteness and penetration conducive to further thought on the subject and memorable also for their wide applicability. One such I am glad to recall: we were considering the critical effectiveness of the neat and consistent formulæ of Hobbes, and the frequently unfounded premises and ill assorted conclusions of the school known as the Cambridge Platonists; "After all," Professor Irons remarked in conclusion, "there's a difference between seeing through things, and seeing things." In his own thinking he had that admirable combination

of critical acuteness and enthusiastic appreciation that tempers the zest of seeing through things with faith in things.

With the Scotch bias toward thorough scholarship and a certain classic restraint, and favorable to system building when the data countenanced it, he was yet sympathetic toward humble and faltering contributions; though eager for the confirmation of teaching congruous with his own, he was always quick to acclaim the particular merits of alien modes of thought. This genial open mindedness, this catholic enthusiasm made manifest to his students on the study of philosophy, as he pursued it, the mark of a high calling; while the assurance with which, abhorring the pedantry that has often relegated even moral philosophy to the dusty folios of a neglected corner, he made it inseparable from general interest in life, persuaded them that at least this philosopher had come by way of his calling to full humanity. I remember how when I was about to depart to a Scotch university, and was loathe to quit tried benefits for untested promises, he sent me away expectant when he described the professors under whom I was to study, in a remark best applicable to himself: "They are not professors only, but men."

EDNA ASTON SHEARER,  
*Fellow in Philosophy.*

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#### AN UNDERGRADUATE MEMORIAL.

Since Professor Irons' death was so great a personal loss to all the students, we desired to show our regret and our appreciation of him. It seemed to us that the way in which we could best do so was to present to the College, to which he had devoted so much time and interest, a gift which should not only be of value to Bryn Mawr, but should also be in keeping with his memory. We are, therefore, deeply grateful for the suggestion of Dr. Whitney that we buy Professor Irons' private library, which would otherwise have been sold promiscuously. The books are to be placed in the College library, for the use of the Philosophical Department, and we mean to have a book-plate, bearing the name of Professor Irons, in every volume.

MARTHA PLAISTED, 1908,  
*President of Undergraduates Association.*

## THE COLLEGE.

### CALENDAR.

SEPTEMBER 24th, matriculation examinations begin—28th, matriculation examinations end.

OCTOBER 1st, registration of students, halls of residence open for students at 3 p. m.—2d, registration of students—3d, the work of the twenty-second academic year begins at a quarter to 9 o'clock—3d, College Fortnightly Meeting, sermon by Professor George A. Barton—4th, examinations for advanced standing begin—5th, Christian Union Reception to the Freshmen—10th, meeting of the Christian Union—11th, President's Reception to the Freshmen; meeting of the Undergraduate Association—12th, President's Reception to the Graduate Students—13th, President's Tea to the Faculty—17th, College Fortnightly Meeting, sermon by the Reverend Robert Ellis Thompson, Principal of the Boys' Central High School, Philadelphia—18th, meeting of the Graduate Club, address by President Thomas on Woman Suffrage—19th, Senior Reception to the Freshmen—20th, examinations for advanced standing end—24th, Christian Union Meeting, address by Mr. Harry Wade Hicks on Missions—26th, Faculty Reception to the Graduate Students—27th, Senior oral examinations in French—28th, meeting of the League for the Service of Christ, address by Dr. Samuel Zwemer, of Arabia—31st, College Fortnightly Meeting, sermon by the Reverend Floyd W. Tomkins, Rector of Holy Trinity Church, Philadelphia.

NOVEMBER 3d, Senior oral examinations in German—7th, meeting of the Christian Union, address by Miss Janet McCook—8th, Lantern Night—9th, Sophomore Entertainment for the Freshmen, "Masks and Faces"—10th, Sophomore Dance for the Freshmen; performance of *Pyramus and Thisbe* for the benefit of the Alumnae Endowment Fund—12th, private reading examinations begin—14th, College Fortnightly Meeting, sermon by the Reverend Oliver Huckle, Pastor of the Associate Congregational Church of Baltimore—16th, Junior Entertainment for the Freshmen—17th, private reading examinations end; meeting of the Graduate Club, address by Mrs. Francis G. Allinson—19th, collegiate and matriculation condition examinations begin; meeting of the Consumers' League, address by Mrs. Frederick Nathan, of New York, on Education and the Social Conscience—21st, meeting of the Christian Union—22d, informal meeting of the Law Club—26th, meeting of the Christian Union, address by Mr. S. Harrington Littell, of the Episcopal Board of Foreign Missions, on Missions in China—27th, collegiate and matriculation condition examinations end—28th, Thanksgiving vacation begins at 1 o'clock.

DECEMBER 3d, Thanksgiving vacation ends at 9 o'clock—4th, meeting of the Philosophical Club, address by Dr. Norman Smith, of Princeton University, on a Defence of Balfour's Principles of Philosophic Doubt—5th, meeting of the Christian Union, address by Dr. David McConnell Steele, of Philadelphia—7th, College Settlement Association Tea to the Freshmen; meeting of the Oriental Club, address by Dr. A. V. Williams Jackson, of Columbia University, on Early Drama in India with Parallels from Shakespeare—8th, Senior oral examinations in French and German—12th, College Fortnightly Meeting, sermon by the Reverend John P. Peters, Rector of St. Michael's Episcopal Church, New York City—13th, meeting of the English Club, address by Mr. Hammond Lamont, Editor of the Nation, on the Daily in a Democracy—14th, Law Club Debate: Resolved, That Co-Education in Colleges is Desirable—16th, meeting of the League for the Service of Christ, address by Miss Mary Sanford, Religious Work Secretary of the New York State Committee of the Y. W. C. A.—17th, meeting of the Christian Union, address by the Reverend Floyd W. Tomkins, Rector of Holy Trinity Church, Philadelphia—19th, Christmas vacation begins at 1 o'clock.

JANUARY 3d, Christmas vacation ends at 9 o'clock—4th, reserved for the Law Club—9th, College Fortnightly Meeting, sermon by the Rt. Rev. William Neilson McVickar, S.T.D., Bishop of Rhode Island—10th, preliminary Swimming Contest—11th, meeting of the Oriental Club, address by Dr. Albert T. Clay, of the University of Pennsylvania, on Recent Explorations in Babylonia—14th, private reading examinations begin—16th, meeting of the Christian Union—17th, final Swimming Contest—18th, meeting of the Law Club, address by Dr. Frank J. Goodnow, of Columbia University, on the Place of the Political Party in the American System of Government—19th, meeting of the Science Club, address by Dr. Thomas Hunt Morgan, of Columbia University, on Heredity in Colour; private reading examinations end—23d, half-yearly Collegiate examinations begin; Professor Irons died—26th, Professor Irons's funeral—27th, meeting of the League for the Service of Christ, address by Dr. Alfred Garrett—28th, matriculation examinations begin for candidates intending to enter college at the half year—30th, meeting of the Christian Union—31st, Dinner of the Board of Directors to the Academic Committee.

FEBRUARY 1st, meeting of the Academic Committee of the Alumnæ; matriculation examinations end—2d, collegiate examinations end; meeting of the Alumnæ Association, luncheon at the Deanery—4th, vacation—5th, vacation.

FEBRUARY 6th, work of the second semester begins at 9 o'clock; College Fortnightly Meeting, sermon by the Reverend Robert Elliott Speer, Secretary of the Presbyterian Board of Foreign Missions—8th, meet-

ing of the Philosophical Club, address by Dr. George Malcolm Stratton, Professor of Experimental Psychology at Johns Hopkins University, on Optimism and the Scientific Method—9th, meeting of the English Club, address by Dr. Harold deW. Fuller, of Harvard, on Shakespeare—13th, meeting of the Christian Union—15th, meeting of the Oriental Club, address by Dr. Elihu Grant, Instructor in Oriental History in Boston University, formerly Missionary in Palestine, on Village Life in Palestine; meeting of the Graduate Club, address by Dr. Jeremiah Jenks, of Cornell University, on the Amassing and Spending of Great Fortunes—18th, Lecture by Miss Florence Farr, of London, on the Reading of the Greek Choruses and Lyric Poetry, with the accompaniment of a psaltery—20th, College Fortnightly Meeting, sermon by the Reverend John Watson (Ian Maclaren)—27th, Track Meeting in the Gymnasium—28th, Lecture by Professor Eugen Kühnemann, of the University of Breslau, on Gerhart Hauptmann.

MARCH 1st, meeting of the Law Club, address by Judge James McKeen, on Problems of our Penal System—6th, College Fortnightly Meeting, sermon by Professor Rufus M. Jones, of Haverford College—7th, Track Meeting in the Gymnasium—8th, Lecture by Professor Anatole Le Braz, Professor of French and Celtic Literature in the University of Rennes, on *La Renaissance Celtique en Europe: son histoire, ses caractères, son influence*—11th, private reading examinations begin—12th, meeting of the Graduate Club in Dalton Hall, address by Dr. William B. Huff, on Some Recent Discoveries in Physics—13th, meeting of the Christian Union—14th, meeting of the Consumers' League, address by Miss Florence Sanville, Executive Secretary of the Consumers' League of Philadelphia—15th, meeting of the Oriental Club, address by Mrs. Cornelius Stevenson, of Philadelphia, on Egyptian Archaeology; Freshmen Entertainment to the Sophomores.

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#### UNDERGRADUATE ASSOCIATION.

The chief business of the Undergraduate Association so far this year seems to have been the election of officers for various activities of the college.

October 13, 1906—The resignation of Miss Houghting from the Presidency of the Undergraduate Association was read and accepted. Miss Thayer was elected to the position.

January 9, 1907—The question

came up whether it was advisable for one person to hold so many offices in college as the present system allows. It was suggested that one person is often overburdened with work, none of which she has time to do well, while others, who might be just as capable, are never tried nor in any way brought into prominence. The remedy suggested was that the offices be divided into

classes of major and minor importance; a person should be allowed to hold one major and one minor office, or several minor offices. The system was objected to principally on the ground that it added one more small rule to be remembered, and the plan was not accepted.

January 24—It was decided to send flowers to the funeral of Professor Irons and to draw up resolutions concerning his death to be sent to his family and to the faculty.

February 14—The business before the meeting was the annual election of officers. They were as follows:

President, Martha Plaisted, 1908.

Vice-President and Treasurer, Helen Crane, 1909.

Secretary, Mary Nearing, 1909.

Assistant Treasurer, Elsie Deems, 1910.

It was decided that for the future members of the Conference Committee be appointed as representative of the college organizations—that is, members representing, respectively, the Self-Government Association, the Undergraduate Association, the Athletic Association, Christian Union and the Freshman Class.

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#### SELF-GOVERNMENT.

The two decisions made by the Executive Board of Self-Government during the year are as follows:

1. That in the dining room, for match games, the two classes playing may cheer each other: that in all other cases, only the College cheer may be used.

2. That athletic costumes shall not be worn at any time in the dining room, in Taylor Hall, Dalton Hall or the Library: that the athletic costume shall not be worn off the campus unless completely covered.

After two conferences of the Self-Government Associations of the various Eastern colleges, one at Wellesley in 1905 and one at Bryn Mawr in 1906, a regularly organized conference was held this year in Baltimore, where a constitution was drawn up for a Self-Government Association. To this association all colleges east of the Mississippi giving an A.B. or S.B. degree and having an average of 50 students in the entering class are eligible; colleges in which there are preparatory schools are not included in the Self-Government Association. The permanent officers are to be elected in May, the President from Vassar, the Vice-President from Barnard, and the Secretary from Baltimore.

By discussing with the different associations the numerous problems that come up, it is expected that much practical help can be obtained.

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#### CLUBS.

People who knew Bryn Mawr in the old days when there were no clubs—when beside work and good talk there were only Dr. Shorey's Latin lectures and Woodrow Wilson's talks on current events—will per-

haps be amazed at the number and scope of the following clubs. They show that the inquiring spirit is not dying out in Bryn Mawr, but has made for itself centers from which to develop:

#### GRADUATE SCHOOL AND CLUB.

The Graduate School of the year 1906-1907 is made up of about 65 students, all of whom are eligible for membership in the Graduate Club.

The officers of the Graduate Club for the year are:

*President*—GRACE ALBERT, resigned October 22, 1906; HELEN SCHAEFFER, elected October 22, 1906.

*Vice-President*—LOUISE DUDLEY.

*Secretary*—HELEN PADDOCK.

*Treasurer*—SUE AVIS BLAKE.

*Athletic Representative*—MARIANNA BUFFUM.

*Self-Government Representatives*—

*Executive Board*, GRACE ALBERT, resigned October 22, 1906; EDNA SHEARER, elected October 23, 1906.

*Advisory Board*, MINNIE GRAHAM.

*Conference Committee Representative*—MARIANNA BUFFUM.

The two graduate European fellowships for the coming year have been thus awarded:

Mary E. Garrett Fellowship, to Alice Boring, A.B., Bryn Mawr, 1904, and A.M., Bryn Mawr, 1905.

President M. Carey Thomas Fellowship, to Esther Harmon, A.B., University of Michigan, 1906.

The program of the year has been as follows:

October 18—Lecture on "Woman's Suffrage," by President M. Carey Thomas.

October 26—Faculty Reception to the Graduate Students.

November 17—Lecture on Greece, by Mrs. Annie Emery Allinson.

January 12—Graduate Tea for the Faculty.

February 15—Lecture on "The Amassing and Spending of Large Fortunes," by Dr. Jenks, of Cornell.

March 12—Fellowship Dinner. Lecture on "Recent Advances in Physics," by Dr. Huff, of Bryn Mawr.

In addition to these more formal functions, the Graduate Club arranges for tea to be served in the Graduate Club room in Denbigh Hall four afternoons of the week, a member of the club acting each day as hostess. To these teas undergraduate students and other guests may be invited. The club room, where current magazines are provided, is open at all times to members and is used for the faculty teas and for informal lectures.

In athletics, most interest is shown in hockey, swimming, basket-ball and gymnasium work. In hockey a team was formed which practiced against undergraduate second teams, but took part in no match games. A gymnasium class meets one night in the week, under the direction of Miss Constance M. K. Appleby, Director of Athletics.

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#### SCIENCE CLUB.

The Science Club was formed a few years ago for the purpose of furthering an active interest in science

as such. Those who have had or are taking a major in science are eligible to membership. At present there are about 30 members, graduates and undergraduates. Five meetings are to be held this year, two being addressed by students and three by outsiders. Prof. Thomas Hunt Morgan lectured to the club at one of its meetings this year. The members are very much interested, and the professors feel that the club is doing valuable work.

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#### ORIENTAL CLUB.

The Oriental Club was formed this year, under the guidance of Dr. Barton, for all students taking Oriental History, Egyptian Archæology, or any other Oriental art course, and New or Old Testament Canon. The meetings number about five a year, and, while the membership is only 39, the meetings, in the form of lectures in the chapel, are well attended by the college at large.

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#### GERMAN CLUB.

The German Club is not a formal organization in any way. The students who have taken or are taking Major German, or who have had special advantages, meet in Merion every other Saturday night. One member reads aloud modern German prose or poetry while the others sit around and sew. The conversation must be in German, all English being forbidden. There are about 20 members, who all seem to enjoy very much these German evenings.

#### ENGLISH CLUB.

The Bryn Mawr English Club was founded in the spring of 1903, in order to promote an interest in writing at college. The better to achieve this result, as well as to offer for good work done something in the nature of a reward, the club has always been limited to the extent of eight members. To have obtained entrance these members must have received in English writing courses the grade of Credit in two semesters' work, or of High Credit in the work of one semester. They must also have taken, or be taking, the Major English course in Critics, or one of the advanced writing courses. When, moreover, they have fulfilled these requirements, their applications must have been approved by the English department.

It is the intention of the club to have two formal meetings each semester, at which an outside speaker of some literary repute shall make an address. Among various speakers in the past have been Professor Barrett Wendell, of Harvard University; Miss Agnes Repplier; Dean Briggs, of Harvard University, and Mr. Hammond Lamont, of the *Nation*. To these meetings the college as a whole is invited.

In addition to these, there are informal gatherings fortnightly which are strictly for the members of the club. At these, as a rule, two papers are read; sometimes the products of courses in Narrative Writing or in Argumentation; sometimes, and it must be admitted more rarely, for no utilitarian purpose. These are discussed quite frankly by all who



are present, both as to their merits and their defects; their aims and the failures in their achievement. In the present year the members, feeling as they did, that their interest might be held the better by work which was done for the club, decided to write a short novel. Each person was allotted one chapter, which was to be done in the evident style of a different author. This, while of course, in the end a mere *tour de force*, familiarized the club with the tricks and the manner of some seven or eight men, and proved, it is hoped, a profitable pastime.

In order to have some one arrange and preside at both of these formal and informal meetings, a president is elected each year by the club, whose duties extend to all matters of business and of correspondence, as well as to any suggestions which she may make in order to better the club.

#### PHILOSOPHICAL CLUB.

The Philosophical Club has had two formal meetings this year. December 4, 1906, Dr. Norman Smith, of Princeton, spoke on "Balfour's Defense of Philosophic Doubt;" and on February 8th, Dr. Stratton, of Johns Hopkins University, spoke on "Optimism and the Scientific Method."

#### TROPHY CLUB.

The headquarters of the Trophy Club is at the end of the main corridor of Pembroke East, where the walls are hung with pictures of ancient and later classes—a study in costume and in one's remembrance

of faces. There are also other precious records and trophies in cases along the walls. But two of the club's best works, and two that need help, are indicated in the accompanying notice:

The Trophy Club of Bryn Mawr College was started in 1900, in order to collect and preserve objects of interest to the alumnæ and students, such as class photographs, lanterns, and publications. It has now decided to put up small brass name-plates in each room as a record of the students who have lived in that room, as:

MYRA ELLIOT, 1908

1905-1906

To further this plan, blanks are to be sent out to alumnæ and former students whose names have not yet been put on record.

The club is anxious to have Volume IV of the *Fortnightly Philistine* bound, and would be glad to receive any numbers of that volume. Volume II, number II, has not yet been received. If anyone has a copy, will she please send it to the Trophy Club, Pembroke East.

#### LAW CLUB.

The Law Club of Bryn Mawr was organized in January, 1904, with the avowed purpose of "giving to the students of Law an opportunity for conducting debates or arguments, having prominent speakers on the subjects of Law and Politics; and to

promote an interest in the study of Law." At first membership was open only to those graduate and undergraduate students who were taking, or had taken, courses in Law, but soon the members of the Economics department demanded admittance. At present any student who has taken or is taking any course in Law, Economics, or Argumentation is admitted to the Law Club. This is, of course, a broad basis of membership, but our object is to make the Law Club have as large a sphere of interest as possible. The prime interest of the club is centered in debating. At first it was planned to have a debate every month, but that scheme proved impracticable, because of the frequency, which seemed to make debating too casual a matter. The debating has, however, proved successful from the very beginning. There have been three large debates, and several small, informal ones, which aim to give practice for the more important ones. The first big debate was in March, 1904, in the very infancy of the Law Club. The Nu Chapter of Alpha Omicron Pi, in the New York University Law School, sent a challenge to the Bryn Mawr Law Club to debate on the subject of compulsory arbitration between labor and capital. Bryn Mawr accepted, and won the debate. Of course this was quite a brilliant feather in the cap of the young Law Club. In 1905 there were four debates of the Law Club during the year, in 1906 there were two. In the spring of 1907 it was decided that in the future there should be a de-

bate between the Junior-Senior classes once every year. The debating teams were to be chosen by each class, and the other arrangements were entrusted to the officers of the Law Club. The subject decided on was the time-honored one of Co-education in College. The affirmative was supported by the Juniors, that co-education was desirable, the negative by the Seniors. The judges decided in favor of the Juniors. There has been one more debate planned for this year—one on capital punishment. Its purpose is to give practice to the present Sophomore class, so that they may be better prepared for their debate with the Seniors next year. The club hopes by these interclass debates to arouse considerable enthusiasm in debating.

For the rest, the club invites prominent men to address the club and its guests several times during the year. Dean Ashley, of New York Law School; Professor Frank Goodnow, of Columbia, and Mr. James McKeen, of New York, have spoken this year, and one more address is to be made in April. There are thus about six meetings of the club every year, and they are as a rule fairly well attended, considering the comparatively small membership of the club—about 50 to 75 members usually.

We hope, however, that interest will increase with the growing excitement in debates, and that soon the Law Club will be even a more prosperous organization than it now is.

**THE BRYN MAWR LEAGUE FOR  
THE SERVICE OF CHRIST.**

The Bryn Mawr League for the Service of Christ was founded in the autumn of 1903, in response to a long felt need in Bryn Mawr for an organization standing definitely and loyally for Christ's Deity. This organization was to be composed of active, associate and auxiliary members. Active members are those who are members of some evangelical church and who adopt as their own the Purpose of the League, which reads as follows:

"The Purpose of Every Individual Active Member of this League shall be:

"(a) To declare her belief in Jesus Christ as God, and as only Saviour and Lord of her life, and to bring into personal relationship to Him as such, the lives of others who do not so know him.

"(b) To invigorate the spiritual life of the League by learning to surrender the individual will to God the Father and the individual life to the control of the Holy Spirit.

"(c) To work for the extension of the Kingdom of Christ throughout the whole world."

Auxiliary members are alumnæ or former students of Bryn Mawr who will sign to this Purpose, and who are church members. Any one, whether a church member or not, may be an associate member. The League is affiliated with the World's Student Christian Federation, and is therefore entitled to take part in the great united work of students for Christ all over the world.

A brief statement of the League's

work during the year 1906-1907 will show better than anything else its continued growth and development.

The League has an active membership of 88, an associate membership of 5, and an auxiliary membership of over 40. Its activities are its weekly meetings on Sunday afternoons, its Bible and Mission Study Classes, its work in Japan under Mr. Tonumura and Michi Kawai ('04), and its Kensington work.

The Sunday meetings are held in the Chapel at 5.15 p. m. These meetings are carefully planned by a committee and arranged to meet the needs of the students. They opened this year in a series of three meetings on the "Purpose of the League," "Bible Study," and "Mission Study." A series of meetings on the Deity, Lordship and Saviourhood of Christ was most helpful. An interesting series of missionary meetings has just met with great success. We believe that these meetings of the League are one of the strongest influences for good in our College life.

Three Bible Classes have been held this year. The Class in the "Life of Christ" has an enrollment of 20, the one on "The Twelve Minor Prophets" an enrollment of 24, and the one on "John" of 10. One of the Mission Study Classes, led by the student volunteers on "Mission Fields of To-day," had an enrollment of 17. The Class on "Social Problems" has 18, and the one on the "Evangelization of the World in this Generation," 7 members; Class on "Japan" has 14, and one on "Missionary Biographies" has 8.

Every year the League sends Mr.

Tonumura, a missionary in Tokio, \$200. This year we have been able to send him \$250.

At the suggestion of Mr. Bradford, who is connected with the "Light-House" work in Kensington, Philadelphia, two girls are sent in by the League every week to hold religious meetings in the homes of the Kensington women.

This short account of the work of the League during the year 1906-07 will be sufficient to show that it is filling a need in Bryn Mawr, and is beginning to fulfil the purpose for which it was founded. We trust that it may be of increasing service during the coming year.

The officers for 1907-08 are: President, Marie R. Wing, 1907; Vice-President, Dorothy Merle-Smith, 1908; Secretary, Caroline Minor, 1909; Treasurer, Charlotte Simonds, 1910.

#### CHRISTIAN UNION.

The Christian Union offered four courses of Bible study this year: The Life of Christ, led by Grace Hutchins, 1907; The Acts and Epistles, led by Julia Benjamin, 1907; Old Testament Characters, led by Ellen Thayer, 1907; and The Teachings of Christ, led by Dr. Barton. During the second semester Ellen Thayer was unable to continue her class. There has been a class on Home Missions, led by Emma Sweet, 1907. Each of these classes meets once a week.

Philanthropic work has been done along several lines. There have been study classes for the laboratory

boys, a Sunday school, a sewing class, and various study classes for the maids, and athletic sports for the factory girls of the Kensington district in Philadelphia.

Regular fortnightly meetings of the Christian Union are held Wednesday evenings in the Chapel:

October 10, 1906—Grace Hutchins, '07.

October 24—Mr. Henry Wade Hicks.

November 7—Miss Janet McCook.

November 21—Evelyn Holt, '09.

December 5—Dr. Steele, of Philadelphia.

December 18—Dr. Tomkins, of Philadelphia.

January 17, 1907—Jacqueline Morris, '08.

February 13—Dr. Grant, of Boston.

February 27—Mary Nearing, '09.

March 13—Mr. Francis R. Cope, Jr.

The Christian Union has been very much occupied this spring with making plans for the summer conference, which, as has been announced to the alumnae, will be held at Bryn Mawr in June. This conference, it is hoped, will satisfy a need which has been increasingly felt for several years—a need for some interest which extends beyond the limits of the association itself and the academic year, and at the same time represents the association fully and definitely. Such an enterprise, aside from being a good in itself, would aim both to give the Union a wider outlook and to strengthen its internal unity. This

movement has not been the result of dissatisfaction with the summer conference which members of the Christian Union have always attended. Our delegations to Silver Bay have always been most cordially welcomed there. The fact, however, remains that the Christian Union rests fundamentally on principles which are not those of Silver Bay. Since these principles are not represented there, the Union cannot feel that it receives the kind of outside support of which it, as an organization, stands in need.

A new summer conference of the kind desired would, of course, be difficult to organize. The Christian Union was therefore very glad to receive a most courteous invitation from the Friends' Summer School of Religious History to hold a joint conference with them this year. Ar-

rangements have been made so that the student conference may use Radnor, while the Summer School has Pembroke. The two institutions will be organized separately, but will join in certain meetings which interest both, and a joint committee is arranging the program. Some of the men who have already consented to speak are: Dr. McGiffert and Dr. Beaver, of Union Seminary; Dr. Barton, of the Bryn Mawr faculty; Dr. Rufus Jones, of Haverford College; Dr. Geer, of Hartford Theological Seminary; Professor Koenig, of Paris, and Miss Jane Addams, of Hull House.

The Bryn Mawr delegation will comprise from thirty to forty undergraduates and probably ten to twenty alumnæ. The coöperation of the alumnæ will be of the greatest value in this undertaking.

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## SALLY.

On the 9th of February last there passed away, at the Bryn Mawr Hospital, a person whose claim to a brief notice in the new ALUMNÆ REVIEW will be instantly recognized by many of its readers. All members of '89 and those of the alumnæ whose student years up to 1900 were passed in Merion Hall, will probably remember Sally; if they chanced to be denizens of the third floor they could hardly forget her. The name will bring up to them numberless acts of kindness such as cling to the memory, the spare figure of a little coloured woman, who seemed older than she really was at her death, an expressive face, droll and dignified at once, and powers of conversation not easily forgotten.

The third floor of Merion was Sally's province; she served and ruled it, interpreting service in a sense that was fully scriptural, yet original with her, and government in the belief that order should be observed by rulers and ruled alike, for the benefit of the latter. No one in college had a fuller sense of the academic ends of a college than Sally; she had a reverence for education all the deeper that her own had stopped short of the alphabet. She used her mind in other ways every moment of her

life, primarily on her work, always the first object with her, then in a keen observation of everything about her, and comment upon life and ways of living; and she looked on wistfully at those academic rites in which mind was supreme. She did all sorts of forbidden extras, on the plea that the young ladies had no time,—they had their larnin'. She swept their suites,—*suiges* she called them,—without misplacing a paper. She set her heart on going to a certain play at the Gym, because they were going to talk Greek, and she did love to hear Greek. The European fellowship was as great an event to her as to the rest of the college; she had her own candidates;—"the one that is always in her own room with her books, instead of going all about, messing up other people's things, *she* ought to get it." And if it came to one of her young ladies the glory shone into the very linen closet of Merion.

Her memory for persons and things was extraordinary. A stray coffee spoon was instantly restored by her to its rightful owner, and she did not always wait for the request, but spent many an odd moment in a redistribution of property not in the interests of socialism, almost her only mistake in this matter being made when the loan had covered so long a period that the newly restored article was promptly carried back by her to where it came from. But for words or names she had little memory, supplementing the defect, in one case by invention, in the other by a description which needed no label. The people themselves she never forgot. In the Rosemont household, in which she passed her last years, she was with friends of Merion Hall days; *alumnæ* visitors coming now and then to the house recognized in her an old friend; and in her last painful illness at the hospital she was much pleased by messages brought her from the *alumnæ* meeting. "You ought to be at the *alumnæ* meetings, Sally," was a compliment often made to her, and always received with her proudest and happiest smile.

## ALUMNAE CLUBS.

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### THE BRYN MAWR CLUB OF CHICAGO.

The Bryn Mawr Club of Chicago, numbering only fifty members, undertook this winter a mammoth task. In order to raise money for the Alumnae Endowment Fund, they decided to finance the San Carlo Opera Company, which was organized in its present form two years ago in Milan. With Isabel Lynde, '05 as president of the club, and Natalie Fairbank, '05, as secretary and treasurer, the club formed a finance committee composed of the following members:

Mrs. Morris L. Johnston,  
Mrs. Wm. G. Hibbard, Jr.,  
Mrs. Robert Childs,  
Ethel Hooper,  
Natalie Fairbank,

The other members of the club are:

Margaret Anger,  
Margaret Ayer,  
Elizabeth Lyon Belknap,  
Mrs. Chas. S. Buell,  
Katharine Barton Childs,  
Mary Churchill,  
Elizabeth Congdon,  
Margaret Copeland,  
Katherine Dudley,  
Dorothy Dudley,  
Anna Dunham,  
Lucia Ford,  
Alice Gerstenberg,  
Helen Greeley,  
Clara Herrick,  
Harriet Houghteling,  
Ethel Hulburd Johnston,  
Anne Kelley,

Marguerite Gribi Kreutzberg,  
Agatha Laughlin,  
Constance Leupp,  
Leslie Farwell,  
Eunice Follansbee,  
Dorothy Dudley,  
Isabel Lynde,  
Mrs. Redmond Stephens, Chairman,  
Mrs. Leatherbee,  
Eleanor Mason Manierre,  
Anna MacClanahan,  
Katherine McCauley,  
Louise Marshall,  
Mrs. G. A. Meyer,  
Mrs. Noble,  
Clara Porter,  
Mary Riddle,  
Helen Roche,  
Margaret Scribner,  
Mrs. Ralph N. Shaw,  
Mrs. Staples,  
Mrs. Tilt,  
Margaret Ullman,  
Marion Warren,  
Genevieve Winterbotham,  
Mrs. Wm. V. D. Wright,  
Edith Wyatt,

A contract was made with Mr. Henry Russell, the manager of the San Carlo Co., to give a week of French and Italian opera, beginning February 18th. As a musical production the opera proved a great success, with Nordica, Campanari, the fine tenor, Constantino, the new soprano, Mlle. Dereyne, and Nielsen.

As a result, the Bryn Mawr Club

of Chicago will have the sum of \$7,500 to contribute to the Alumnae Fund. \$750 of this is a gift from Natalie Fairbank, and \$1,000 a gift from Mr. Russell, the manager of the company. He felt that the club had been able to accomplish so much through advertising and a general campaign that its percentage of the

profits was too small, hence he gave \$1,000. The club received twenty-five per cent of the entire box receipts, and had to pay from that \$6,000 (\$5,000 for the rental of the Auditorium, and \$1,000 for advertising). The sale of seats during the week of opera was the greatest record ever made for opera in Chicago.

#### THE BRYN MAWR CLUB OF BOSTON.

Three years ago, those interested in forming a Bryn Mawr Club in Boston, met to discuss the matter. They constituted themselves an organization, and appointed a chairman. The aim of the proposed club was to enable those who had studied at Bryn Mawr to meet at intervals and thus to keep more in touch with the interests of the college—a purpose which has been very happily fulfilled. After two more meetings, at which a constitution was adopted, and officers were elected, the club felt itself fairly organized, and in May, moved into temporary quarters in the Fundmann Studio Building. Here, in June, after college had closed, and Boston undergraduates had returned home, a tea was held as a sort of house-warming, at which Dr. and Mrs. Smyth, formerly of Bryn Mawr, were the guests of the club.

Since then, after a winter in a suite on Boylston Street, the club has moved to more central and attractive quarters in the College Club House on Commonwealth Avenue. Here the members have a club-room, bed-room, and the privilege of using the college club café. Besides two regular business meetings a year,

teas are held on the second Tuesday of each month, and there is also an annual luncheon.

At the first luncheon, President Thomas was the guest of honor, and made an address of cordial welcome to the new Bryn Mawr Club. Among the events of interest last winter were a reading by Mrs. Waldo Richards, and an address by Mrs. Andrews of Bryn Mawr, who was the guest of the club at luncheon. This year, Miss Balch, '89, gave an interesting account of her experiences in Bohemia; Miss Dudley, of Dennison House, reported on her vacation home for girls, and subsequently invited the club to spend an afternoon at Dennison House. At the last tea, Mrs. Pearson, '92, a delegate from the club, made a report on the recent Alumnae meeting; and in April, Miss Irwin, Dean of Radcliffe, is to be entertained at the yearly luncheon, and will address the club.

Though the club is in the main a social one, it has taken an active part in raising money for the Endowment Fund, and has stimulated among Boston Bryn Mawrtys more lively sympathy in the interests of the college.

J. R. B., '02, *Cor. Sec.*



## THE ALUMNAE.

'89.

Mary Blanchard has taken up the making of baskets of most artistic shape and color. This month she is having an exhibition and sale at the Daedalus Arts and Crafts Shop in Philadelphia.

Mary McMurtrie has sailed for Europe to spend the summer. She has promised to send an account of her work on behalf of the insane to a later issue of the QUARTERLY.

'92.

Alice Belin is spending the spring in California.

Helen Robins has been in Italy since June, 1906.

Mathilde Weil has had an exhibition of her photographic work in Philadelphia this winter, which was most interesting and received very favorable criticism. She is also an active member of the Socialists' Club of Philadelphia.

Umé Tsuda writes as follows:—

"For the year 1907, I am on leave of absence from my school in Japan. I left Tokyo, January 8th, and stopped at Hawaii, January 17th. February 5th, visiting Catherine Bean Cox. I landed in San Francisco on February 10th, and spent some weeks in Southern California. While there I met Miss Mabury and Miss Bowman, former students of Bryn Mawr, and also Anna Rhodes Ladd. I expect to be in the United States till September, chiefly in Washington and Philadelphia, and will return to Ja-

pan via Italy, starting from America in September, and arriving at home by January. During my absence Miss Michi Kawai and Miss Uta Suzuki are substituting in my school.

My address in America is,—  
Care of Mrs. Charles Lanman,  
3035 P St., N. W.,  
Washington, D. C.

'93.

Anne Emery Allinson has written an article on colleges for women which appeared in the *New York Evening Post* of February 16th.

Helen Thomas Flexner gave a tea at her home in New York City, on February 20th, for the College Equal Suffrage League.

'95.

The engagement of Edith Pettit to Adolfe E. Borie, 3d, a Philadelphia artist, was announced in February. The marriage will take place on April 8th.

'96.

Ruth Underhill White has a son, William Augustus White, Jr., born December 28th, 1906.

'99.

May Blakey's wedding to Mr. Thomas Ross will take place at the Church of the Holy Trinity, Philadelphia, on April the twentieth.

Frances Anne Keay has been writing a series of articles on the conditions among the seamen of Philadelphia for *Charities*. These were

written as a result of her investigations as holder of the joint Bryn Mawr and College Settlement Fellowship for the past and present year.

## '00.

The engagement is announced of Margaretta Morris to Mr. Samuel Scott, a Philadelphia lawyer actively interested in the railroad legislation now pending at Harrisburg. She read a paper on "Magic and Morals in Borneo," before the Oriental Society at its annual meeting in Philadelphia, April 3d to 5th.

## '01.

Announcement is made of the engagement of Madge Miller to Mr. Richard S. Francis, of New York.

Marion Parris has been spending the winter studying at the University in Vienna. She is holder of a European Fellowship, and has recently been appointed Reader in Economics at Bryn Mawr College for the year 1907-08. Marion Reilly will join her abroad this spring, and they will spend the summer together.

## '02.

Jane Cragin Kay is spending the winter in Malta, where her husband, Lieutenant Kay, is stationed with the Twenty-sixth Worcestershire Guards. She is studying Philosophy, French and Italian.

Edith Totten and Helen Stevens go abroad in April, to travel for five months in Italy, Switzerland and England.

Amy Sussman left San Francisco in January, and has been visiting in Boston, New York, Philadelphia and Washington.

## '03.

Eunice Follansbee has been elected Secretary and Treasurer of the Bryn Mawr Club of Chicago.

## '05.

Katharine Southwick has announced her engagement to Mr. Ernest G. Victor, of New York City. She is spending the winter traveling in Egypt, the Holy Land and Italy.

Clara Herrick has announced her engagement to Mr. Arthur Havemeyer, of New York City.

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The editors ask that all items of interest about alumnae or former students be sent to the Alumnae Editor, Emma Loines, 152 Columbia Heights, Brooklyn, N. Y.; and also that immediate notice of failure to receive the QUARTERLY be sent to Bertha M. Laws, Business Manager, Middle City Station, Philadelphia.

It is earnestly desired that the alumnae will contribute to the interest of the QUARTERLY by taking part in the discussion of academic subjects and by expressing their views on the topics treated in our pages. Communications should be addressed to the Editor, Marian T. MacIntosh, 620 South Washington Square, Philadelphia.

## A SETTLEMENT FELLOWSHIP.

The Association of Collegiate Alumnae, in conjunction with the College Settlements Association, offers for the year 1907-8 a fellowship of five hundred dollars for the investigation of social conditions. This fellowship is open to graduates of all colleges represented in the Association of Collegiate Alumnae.

Candidates must be able to satisfy the Committee on Award that they are able to carry through successfully a piece of social work. In their first letter applicants are requested:

- (1) To state what academic work they have done in economics and sociology, what positions they have held, and what volunteer social work they have done.
- (2) To send copies of any papers they may have written on social subjects, whether or not in connection with their college course.
- (3) To state the line of investigation they have in mind, and why they are attracted by the fellowship; and
- (4) To give the names and addresses of persons who know about their qualifications.

The holder of the fellowship will be expected to live in a settlement during the academic year, and to spend her whole time in a definite investigation, under the general supervision of a committee appointed for the purpose. At the end of the year she will present a written report, which should be a distinct contribution, though not necessarily a large one, to the existing knowledge of social conditions.

Applications must be in before May 1, 1907. They should be sent to Miss Katharine Bement Davis, Bedford, New York.

### COMMITTEE:

KATHARINE BEMENT DAVIS, HELEN M. KELSEY, Representing A. C. A.

LILLIAN BRANDT, GRACE HUBBARD, Representing C. S. A.

ELIZABETH WILLIAMS, Chairman Advisory Committee.

KATHARINE BEMENT DAVIS, *Chairman.*

## CLASS REPORTS.

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### CLASS OF '88.

MARY GRAFTON PATTERSON,  
Died 1894.

### CLASS OF '89.

SOPHIA WEYGANDT HARRIS, *Secretary*.  
105 West Walnut Lane, Germantown, Philadelphia, Pa.

ALICE ANTHONY,  
96 West Forest Avenue, Detroit, Mich.  
Warden of Denbigh Hall, Bryn Mawr College.

EMILY ANTHONY ROBBINS (Mrs. Frederick Wright Robbins),  
96 West Forest Avenue, Detroit, Mich.

EMILY GREENE BALCH,  
Prince Street, Jamaica Plain, Mass.  
Associate Professor in Economics and Sociology, Wellesley College.

CATHARINE E. BEAN COX (Mrs. Isaac M. Cox),  
Honolulu, Hawaiian Islands.  
Teacher of Latin and History, Ochre College, Honolulu.

ELIZABETH MILLER BLANCHARD,  
Bellefonte, Centre County, Pa.  
Tutor in Mathematics in Miss Irwin's School, Philadelphia, Pa., and  
in the Misses Shipley's School, Bryn Mawr, Pa.

MARY MILES BLANCHARD,  
Bellefonte, Centre County, Pa.

- MABEL PARKER CLARK HUDDLESTON, A.M., Bryn Mawr College, 1890  
(Mrs. John Henry Huddleston),  
126 West Eighty-fifth Street, New York City.
- HELEN CECILIA COALE CREW (Mrs. Henry Crew),\*  
627 Hamlin Street, Evanston, Ill.
- JULIA COPE COLLINS (Mrs. William H. Collins),  
Haverford, Pa.
- HELENA STUART DUDLEY,  
Denison House, 93 Tyler Street, Boston, Mass.
- LOUISE R. ELDER,  
Bryn Mawr, Pa.
- SUSAN BRALEY FRANKLIN, Ph.D., Bryn Mawr College, 1895,  
June to October: 16 Division Street, Newport, R. I.  
October to June: 63d Street and Central Park West, New  
York City.
- LEAH GOFF, A.M., Bryn Mawr College, 1894,  
Bryn Mawr, Pa.
- ALICE BACHE GOULD,  
535 Beacon Street, Boston, Mass.
- MABEL HUTCHINSON DOUGLAS (Mrs. J. Henry Douglas, Jr.),  
Newberg, Ore.
- LINA LAWRENCE,  
517 South Forty-first Street, Philadelphia, Pa.
- MARY MCMURTRIE, A.M., Columbia University, 1897,  
1104 Spruce Street, Philadelphia, Pa.
- HARRIET RANDOLPH, Ph.D., University of Zürich, 1892,  
Bryn Mawr, Pa.  
Reader in Botany and Demonstrator in Biology, Bryn Mawr College.  
(For publication see page 170.)
- ANNA ELY RHOADS LADD, A.M., Bryn Mawr College, 1894 (Mrs. William  
Coffin Ladd),  
351 Palmetto Drive, Pasadena, Cal.
- ELLA RIEGEL,  
Care of J. S. Morgan & Co., 22 Old Broad Street, London,  
E. C., England.

\*Resigned from the Alumnae Association.

EMILY JAMES SMITH PUTNAM (Mrs. George Haven Putnam),  
335 West Eighty-sixth Street, New York City.

ANNE TAYLOR SIMPSON (Mrs. Frank H. Simpson),  
College Hill, Hamilton County, O.

MARGARET CHESTON THOMAS CAREY (Mrs. Anthony Morris Carey),  
1004 Cathedral Street, Baltimore, Md.

SOPHIA WEYGANDT HARRIS (Mrs. John McArthur Harris),  
105 West Walnut Lane, Germantown, Philadelphia, Pa.  
Vice-Chairman of Women's Committee for City Party, Philadelphia.

**Graduated in February, 1890.**

CAROLINE ELY PAXSON STINE (Mrs. John C. Stine),  
New Hope, Bucks County, Pa.

MARTHA GIBBONS THOMAS,  
Whitford, Chester County, Pa.  
Warden of Pembroke Hall, Bryn Mawr College.

## CLASS OF '90.

ELIZABETH HARRIS KEISER, *Secretary*,  
Clayton, Mo.

ALICE HOPKINS ALBRO BARKER, Ph.D., Yale University, 1898 (Mrs. Charles A. Barker),  
Died October 25, 1904.

EDITH CHILD,  
334 South Fifteenth Street, Philadelphia, Pa.  
Principal of Miss Child's College Preparatory Class for Girls.

ALICE ELEANORA GARRETSON,  
Haywards, Cal.

EMELINE GOWEN,  
7331 Germantown Avenue, Mt. Airy, Philadelphia, Pa.

ELIZABETH HARRIS KEISER, A.M., Bryn Mawr College, 1891 (Mrs. Edward Harrison Keiser),  
Clayton, St. Louis Co., Mo.

MARIAN T. MACINTOSH,  
620 South Washington Square, Philadelphia, Pa.

MARGARET M. PATTERSON CAMPBELL (Mrs. Richard Cameron Campbell),\*  
1075 Pennsylvania Avenue, Denver, Colo.

ANNA POWERS,  
Died November 12, 1894.

EDITH SAMPSON WESTCOTT, A.M., Bryn Mawr College, 1894 (Mrs. John Howell Westcott),  
Died September 6, 1905.

KATHARINE MORRIS SHIPLEY,  
Bryn Mawr, Pa.  
Associate Principal of the Misses Shipley's School, Bryn Mawr.

ALYS WHITALL SMITH RUSSELL (Hon. Mrs. Bertrand Arthur William Russell),\*  
Bagley Wood, Oxford, England.

LUELLA HIBBS THORNE,  
Died August 13, 1897.

KATHARINE WILLETS GARDNER (Mrs. Alfred A. Gardner),  
Roslyn, L. I.

\*Resigned from the Alumnæ Association.

CLASS OF '91.

MARIA F. BEDINGER, *Secretary*.  
Anchorage, Ky.

HELEN CULBERTSON ANNAN SCRIBNER, A.M., Columbia University, 1897  
(Mrs. Arthur H. Scribner),  
39 East Sixty-seventh Street, New York City.

MARIE VOORHEES BEDINGER,  
Anchorage, Ky.  
Teacher of Mathematics in the Bryn Mawr School, Baltimore, Md.

EMILY L. BULL,  
Rosemont, Pa.

ESTHER F. BYRNES, A.M., 1894, Ph.D., 1898, Bryn Mawr College,  
1803 North Camac Street, Philadelphia, Pa.

JANE BOWNE HAINES, A.M., Bryn Mawr College, 1892,  
Cheltenham, Pa.

HARRIET FRAZIER HEAD,  
109 West Cheltenham Avenue, Germantown, Philadelphia, Pa.

ETHEL PARRISH,  
Radnor, Pa.

LILIAN VAUGHAN SAMPSON MORGAN, A.M., Bryn Mawr College, 1894  
(Mrs. Thomas Hunt Morgan),  
409 West 117th Street, New York City.  
Howard Morgan, born February 22, 1906.  
(For publication see page 169.)

JANE SCOFIELD,  
Died June, 1896.

EMILY RACHEL VAIL,  
125 West Cheltenham Avenue, Germantown, Philadelphia, Pa.

MARIAN ADAMS WRIGHT WALSH (Mrs. Timothy Walsh),  
Care of Maginnis, Walsh & Sullivan, Bradbury Building,  
Los Angeles, Cal.



**CLASS OF '92.**

EDITH WETHERILL IVES, *Secretary,*

213 West Seventy-ninth Street, New York City.

HELEN BARTLETT, A.M., 1893, Ph.D., 1896, Bryn Mawr College,  
162 Institute Place, Peoria, Ill.

Dean of Women and Professor of German, Bradley Polytechnic Institute, Peoria.

ALICE BELIN,  
Scranton, Pa.

ELIZABETH MAXWELL CARROLL,  
1225 Guilford Avenue, Baltimore, Md.  
Head Mistress of the Arundell School, Baltimore; Member of the  
Executive Board of the Consumers' League of Maryland.

KATE HOLLADAY CLAGHORN, Ph.D., Yale University, 1896,  
81 Columbia Heights, Brooklyn, New York City.  
Registrar of Records, Tenement House Department of the City of  
New York.

HELEN THEODORA CLEMENTS KIRK, A.M., University of Pennsylvania, 1904  
(Mrs. Edward C. Kirk),  
554 South Lansdowne Avenue, Lansdowne, Pa.

ANNIE CROSBY EMERY ALLINSON, Ph.D., Bryn Mawr College, 1896 (Mrs.  
Francis G. Allinson),  
163 George Street, Providence, R. I.

MARGARET DUTTON KELLUM, Ph.D., Yale University, 1905,  
Bryn Mawr, Pa.

ABBY KIRK,  
Rosemont, Pa.  
Associate Principal of the Misses Kirk's School, Rosemont.

MARY TAYLOR MASON,  
School-house Lane, Germantown, Philadelphia, Pa.

GRACE PINNEY STEWART (Mrs. James M. Stewart),  
120 Riverside Drive, New York City.

HELEN J. ROBINS,  
Low Buildings, Bryn Mawr, Pa.  
Traveling abroad 1906-07.

HARRIET STEVENSON PINNEY (Mrs. Edward G. Pinney),  
610 West 147th Street, New York City.

MATHILDE WEIL,

1720 Pine Street, Philadelphia, Pa.

Reader of Manuscripts, Photographer, and Lecturer on Photography  
at the Drexel Institute, Philadelphia.

EDITH WETHERILL IVES (Mrs. Frederick M. Ives),

213 West Seventy-ninth Street, New York City.

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**Graduated in February, 1893.**

EDITH ROCKWELL HALL,

The Balliol School, Utica, N. Y.

Head of the Balliol School.

FRANCES BRODHEAD HARRIS BROWN (Mrs. Reynolds Driver Brown),

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FRANCES ELIZABETH HUNT,

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MARY TAYLOR MACKENZIE (Mrs. Arthur Stanley Mackenzie),

Died September 27, 1896.

**CLASS OF '93.**

MARGARET H. HILLES JOHNSON, *Secretary*,  
Glen Wilton, Va.

MADELINE VAUGHAN ABBOTT BUSHNELL (Mrs. Charles Elmer Bushnell),  
Died May 16, 1904.

ELIZA RAYMOND ADAMS LEWIS (Mrs. Frank Nichols Lewis),  
4 West Saint Joe Street, Indianapolis, Ind.

JANE LOUISE BROWNELL, A.M., Bryn Mawr College, 1894,  
Bryn Mawr, Pa.  
Head of the Baldwin School, Bryn Mawr.

LOUISE SHEFFIELD BROWNELL SAUNDERS (Mrs. Arthur Percy Saunders),  
Clinton, N. Y.  
Teacher in Private Classes.  
William Duncan Saunders, born April 11, 1906.

LUCY MARTIN DONNELLY,  
Bryn Mawr, Pa.

RUTH EMERSON FLETCHER (Mrs. Henry Martineau Fletcher),  
31 Maida Hill West, London, W., England.

LOUISE OLIPHANT FULTON GUCKER (Mrs. Frank Thomson Gucker),  
3420 Hamilton Street, Philadelphia, Pa.  
Louise Fulton Gucker, born October 22, 1906.

EMMA LYDIA HACKER NORTON (Mrs. Arthur H. Norton),  
213 Brackett Street, Portland, Me.

MARGARET H. HILLES JOHNSON (Mrs. Joseph Esrey Johnson, Jr.),  
Glen Wilton, Va.  
Joseph Esrey Johnson IV, born April 30, 1906.

ELIZABETH FRANCES HOPKINS,  
Thomasville, Ga.  
Private Tutor.

MARY E. HOYT,  
Bryn Mawr School, Baltimore, Md.

ELVA LEE, A.M., Bryn Mawr College, 1894,  
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LUCY LEWIS,  
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NELLIE NEILSON, A.M., 1894, Ph.D., 1899, Bryn Mawr College,

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ELIZABETH NICHOLS MOORES (Mrs. Charles W. Moores),

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Secretary, Indianapolis Branch of Needlework Guild; Member of Executive Committee of the Catharine Merrill Club.

RACHEL LOUISE OLIVER,

99 Beacon Hill Avenue, Lynn, Mass.

Private teaching in Ipswich, Mass.

HENRIETTA RAYMER PALMER,

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BERTHA HAVEN PUTNAM,

335 West Eighty-sixth Street, New York City.

Historical Research.

(For publication see page 169.)

HARRIET ROBBINS,

Wethersfield, Conn.

AMY CORDOVA ROCK RANSOME,

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Chairman of Committee on Household Research in Public Education Association; Chairman of Home Economics Committee in Washington A. C. A.; Member of Diocesan Council of Girls' Friendly Society in Washington; Member of Committee of Management of G. F. S. Holliday House at Sandy Spring, Md.; Member of Committee on Social Service of G. F. S. for bettering conditions of women wage-earners in the District.

HELEN R. STAPLES,

490 Locust Street, Dubuque, Ia.

GERTRUDE ELIZABETH TAYLOR SLAUGHTER (Mrs. Moses Stephen Slaughter),

633 Francis Street, Madison, Wis.

HELEN WHITTALL THOMAS FLEXNER (Mrs. Simon Flexner),  
105 East Sixty-second Street, New York City.

EVANGELINE HOLCOMB WALKER ANDREWS (Mrs. Charles McLean Andrews),  
Bryn Mawr, Pa., until October 1, 1907.  
Afterward, care of Department of History, Johns Hopkins  
University, Baltimore, Md.

SUSAN GRIMES WALKER FITZ GERALD,  
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**Graduated in February, 1894.**

EMMA LOUISE ATKINS DAVIS (Mrs. Edward Benjamin Davis),  
628 West 114th Street, New York City.

SARAH FRANCES ATKINS KACKLEY (Mrs. Thomas Reid Kackley),  
2929 North Meridian Street, Indianapolis, Ind.

SUSAN FRANCES VAN KIRK,  
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Teacher of Latin and English in the Agnes Irwin School, Philadelphia.

**CLASS OF '94.**

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MABEL BIRDSALL COWLES (Mrs. William Turner Cowles),  
29 William Street, Glens Falls, N. Y.  
Member of Hospital Guild; Vice-President of Ladies' Aid Society

ABBY SLADE BRAYTON DURFEE (Mrs. Randall Nelson Durfee),  
435 Cherry Street, Fall River, Mass.

MARY BIDWELL BREED, A.M., 1895, Ph.D., 1901, Bryn Mawr College,  
Read Hall, Columbia, Mo.  
Adviser of Women, University of Missouri.

SARAH W. DARLINGTON HAMILTON (Mrs. Louis Pennock Hamilton),  
Dunbar, Pa.  
Joseph Hamilton born September 26, 1906.

BLANCHE DAVIS FOLLANSBEE CALDWELL (Mrs. Brown Caldwell),  
230 East Oglethorpe Avenue, Savannah, Ga.

EDITH HAMILTON, A.M., Bryn Mawr College, 1894,  
Fort Wayne, Ind.

HELEN ROLFE HOPKINS THOM (Mrs. H. R. Mayo Thom),  
10 Hillside Road, Roland Park, Md.  
President of Saturday Night Class of Baltimore since its organiza-  
tion.

JULIA ETHEL LANDERS,\*  
402 North Pennsylvania Street, Indianapolis, Ind

FAY MACCRACKEN STOCKWELL, A.M., New York University, 1898 (Mrs.  
Frederick Emerson Stockwell),  
Beverly, N. J.

EMILIE NORTON MARTIN, A.M., 1896, Ph.D., 1901, Bryn Mawr College,  
Montreat, N. C.  
Graduate student in Mathematics, Bryn Mawr College; Private Tutor  
in Latin and Mathematics.

MARIE LOUISE MINOR,  
242 West 104th Street, New York City.  
Teacher.

\*Resigned from the Alumnæ Association.

MARY NEVILLE,

218 West Main Street, Lexington, Ky.

KATHARINE PORTER, M.D., Johns Hopkins Medical School, 1898,

149 William Street, Orange, N. J.

Physician.

ESTELLE REID,

West Haverstraw, N. Y.

JENNIE M. STAADEKER,

418 East Broadway, Louisville, Ky.

Teacher of History in Girls' High School, Louisville.

ETHEL MCCOY WALKER, A.M., Bryn Mawr College, 1904,

Bryn Mawr, Pa.

AGNES MARY WHITING WYNNE (Mrs. Philip Henry Wynne),\*

284 Pine Street, Springfield, Mass.

EMMA STANSBURY WINES, A.M., Bryn Mawr College, 1896,

Bryn Mawr College, Bryn Mawr, Pa.

**Graduated in February, 1895.**

HELEN MIDDLETON SMITH (Mrs. Thomas Smith),

509 Woodland Terrace, West Philadelphia, Pa.

\*Resigned from the Alumnae Association.

**CLASS OF '95.**

MARY FRENCH ELLIS, *Secretary*,  
2319 Green Street, Philadelphia, Pa.

MARY ATKINSON WATSON (Mrs. George Watson),  
Doylestown, Pa.

ELIZABETH CONWAY BENT,  
7 South Front Street, Harrisburg, Pa.  
Teacher of Latin in the Misses Shipley's School, Bryn Mawr, Pa.

ANNE COLEMAN CARVALLO (Mrs. Joachim Leon Carvallo),  
270 Boulevard Raspail, Paris, and Chateau de Villandry, Vil-  
landry par Savonnière, Indre et Loire, France.

MARY FRENCH ELLIS,  
2319 Green Street, Philadelphia, Pa.  
Teacher of Latin in Miss Gordon's School, Philadelphia.

MARY FLEXNER, A.M., Columbia University, 1906,  
Care of Mr. B. Flexner, Columbia Building, Louisville, Ky.  
Teacher of History in Ethical Culture School, New York City.

SUSAN FOWLER,  
2319 Green Street, Philadelphia, Pa.  
Teacher of Greek and Latin in the Brearley School, New York City;  
Student at Columbia University.

ROSALIE ALLAN FURMAN,  
2319 Green Street, Philadelphia, Pa.  
Teacher of Mathematics and Science in the Finch School, New York  
City.

ANNETTE HALL PHILLIPS (Mrs. Howard Magill Phillips),  
6809 Cresheim Road, Germantown, Philadelphia, Pa.

MADLINE VAUGHAN HARRIS BROWN (Mrs. Henry Ingersoll Brown),  
5149 Morris Street, Germantown, Philadelphia, Pa.

MARY HARRIS,  
6365 McCallum Street, Germantown, Philadelphia, Pa.  
Teacher of Mathematics in the Agnes Irwin School, Philadelphia.

MARY DENVER JAMES HOFFMAN (Mrs. Arthur Sullivant Hoffman),  
306 West 112th Street, New York City.

MARIANNA JANNEY,  
1535 North Broad Street, Philadelphia, Pa.  
Tutor; Director of the College Club, Philadelphia.



MARY JEFFERS, A.M., Bryn Mawr College, 1897,  
Box 118, Bryn Mawr, Pa.

Head of the Greek and Latin department in the Misses Shipley's  
School, Bryn Mawr; Private Tutor and Lecturer; traveling and  
studying in Europe March, 1907, to August, 1907.

(For publication see page 168.)

MARTHA DIVEN LA PORTE,  
Tyrone, Pa.

FLORENCE LEFTWICH RAVENEL (Mrs. S. Prioleau Ravenel),  
Ravenscroft, Asheville, N. C.

JESSIE LIVINGSTON LOUDERBACK,  
526 West 139th Street, New York City.  
Teacher.

ZELINDA NEVILLE,\*  
218 West Main Street, Lexington, Ky.

EDITH PETTIT, A.M., Bryn Mawr College, 1898,  
1012 Spruce Street, Philadelphia, Pa.

MARGARET HILLES SHEARMAN,  
1600 West Seventh Street, Wilmington, Del.  
Chairman of Consumers' League of Wilmington.

HARRIET RIDGWAY SHREVE,  
118 Grove Street, Plainfield, N. J.  
Teacher of Latin and History in the Rayson School, New York City.

BERTHA SZOLD LEVIN (Mrs. Louis Hiram Levin),  
2104 Chelsea Terrace, Baltimore, Md.

LYDIA LOIS TILLEY,  
411 Freemason Street, Norfolk, Va.

ANNA MARTHA WALKER, A.M., Leland Stanford Junior University, 1901,  
Glen Moore, Chester County, Pa.  
Teacher of Greek in the High School, Los Angeles, Cal.

MARGARET WARNER,  
49 Forest Street, Hartford, Conn.  
In Europe.

\*Resigned from the Alumnae Association.

**Graduated in February, 1896.**

CAROLINE REEVES FOULKE,  
Richmond, Ind.

LILA VERPLANCK NORTH,  
Care of F. M. North, 121 West 122d Street, New York City.

**CLASS OF '96.**

MARY W. JEWETT, *Secretary*,  
Moravia, N. Y.

LUCY BAIRD,

1345 East Broadway, Louisville, Ky.  
Assistant Principal and Teacher of History, Semple Collegiate School,  
Louisville.

ELISABETH HEDGES BLAUVELT, M.D., Johns Hopkins Medical School, 1903.  
Amoy, China.

Head of Women's Hospital at Siokhe, China.

LYDIA TRUMAN BORING,

931 Fairmount Avenue, Philadelphia, Pa.  
Teacher of Latin and History in the Philadelphia High School for  
Girls.

ELSA BOWMAN,

1 West Fifty-sixth Street, New York City.  
Teacher of Mathematics in the Brearley School, New York City.

HARRIET MATHER BROWNELL,

234 Summer Street, Bristol, Conn.  
Teacher of Greek and Latin in the Holman School, Philadelphia, Pa.;  
Student 1905-06 in Munich University and School of Classical  
Studies at Rome.

HANNAH WARNER CADBURY,

441 Locust Avenue, Germantown, Philadelphia, Pa.  
Secretary of the Philadelphia Peace Association of Friends and Lec-  
turer for same; Secretary for Conferences of Friendly Visitors,  
N. E. district of the Society for Organizing Charity; Editor of  
the Journal of the Friends' Foreign Missionary Association.  
(For publication see page 168.)

HELENA CHAPIN MCLEAN (Mrs. Alexander Edwin McLean),

846 South George Street, York, Pa.  
Lucy Berthea McLean, born October 26, 1906.

LISA BAKER CONVERSE,

Care of Mr. M. L. Jones, Atlantic Transport Line, Whitehall  
Building, 17 Battery Place, New York City.  
Private Tutor.

KATHARINE INNES COOK,

71 Appleton Street, Cambridge, Mass.  
Teacher of Latin in Miss Winsor's School, Boston, Mass.

MARY VIRGINIA CRAWFORD DUDLEY (Mrs. Charles B. Dudley),  
Altoona, Pa.

ABIGAIL CAMP DIMON, A.M., Bryn Mawr College, 1899,  
367 Genesee Street, Utica, N. Y.  
Teacher of Science and Mathematics, Balliol School, Utica.

CLARA EMILY FARR,  
4603 Cedar Avenue, Philadelphia, Pa.  
Secretary of Philadelphia Society for Organizing Charity.

RUTH WADSWORTH FURNESS PORTER (Mrs. James F. Porter),  
Lakeside, Ill.  
Member of Winnetka Board of Education.

ELLEN ROSE GILES, A.M., Bryn Mawr College, 1896,  
89 Clinton Place, New York City.

PAULINE D. GOLDMARK,  
270 West Ninety-fourth Street, New York City.

ANNA BRIGHT GREEN ANNAN (Mrs. Roberdeau Annan),  
Frostburg, Md.

ISABELLA MIRA GROSSMAN,  
15 Mellen Street, Cambridge, Mass.

HELEN EAYRE HAINES GREENING (Mrs. Henry B. Greening),  
Vincentown, N. J.

GERTRUDE LANGDEN HERITAGE, A.M., Bryn Mawr College, 1899,  
120 North Eighteenth Street, Philadelphia, Pa.  
Demonstrator in Chemistry, Bryn Mawr College.

MARY DAYTON HILL SWOPE (Mrs. Gerard Swope),  
729 Winthrop Avenue, Chicago, Ill.

MARY DELIA HOPKINS, A.M., Bryn Mawr College, 1896,  
Clinton, N. Y.  
Head of the Departments of Latin, English and German at the Balliol  
School, Utica, N. Y.

MARY WARREN JEWETT,  
Moravia, N. Y.  
Member of Board of Trustees of the Powers Library, Moravia.

DORA KEEN,

1729 Chestnut Street, Philadelphia, Pa.

Secretary of Public Education Association of Philadelphia; Secretary Ninth Ward School Board; Vice-President Association of School Directors, and Social Workers Club.

Sailing March 20, for a year abroad.

(For publications see page 169.)

GEORGIANA GODDARD KING, A.M., Bryn Mawr College, 1897,

Care of Mrs. R. S. Peabody, Walnut and Wayne Streets,  
Germantown, Philadelphia, Pa.

Reader in English, Bryn Mawr College.

ELIZABETH BUTLER KIRKBRIDE,

1406 Spruce Street, Philadelphia, Pa.

Member of Board of Directors of Bryn Mawr College; Member of Executive Committee, Woman's Committee for the City Party.

CAROLINE WORMELEY LATIMER, M.D., Woman's Medical College of Baltimore, 1890; A.M., Bryn Mawr College, 1896.

25 West Chase Street, Baltimore, Md.

EMMA HILLMAN LINBURG,

225 West State Street, Trenton, N. J.

LILIAN MAPPIN,

1714 Chicago Avenue, Evanston, Ill.

Settlement worker; Traveled in Europe, Egypt and Turkey in 1906.

REBECCA TAYLOR MATTSOON DARLINGTON (Mrs. Philip J. Darlington),

612 South Dallas Avenue, Pittsburgh, Pa.

Sidney Darlington, born July 18, 1906.

MARY ANNA MENDINHALL MULLIN (Mrs. James H. Mullin),

413 West Miner Street, West Chester, Pa.

TIRZAH LAMSON NICHOLS,

3207 Summer Street, Philadelphia, Pa.

Teacher of Science in the Baldwin School, Bryn Mawr, Pa.

VIRGINIA RAGSDALE, B.S., Guilford College, 1892; Ph.D., Bryn Mawr College, 1906.

Jamestown, N. C.

Teacher of Mathematics in the Baldwin School, Bryn Mawr, Pa.

(For publication see page 169.)

MARY HELEN RITCHIE, A.M., Bryn Mawr College, 1897; Ph.D., 1902.

Died February 1, 1905.

ANNA SCATTERGOOD HOAG (Mrs. Clarence G. Hoag),  
October-June: Haverford, Pa.  
June-October: Tamworth, N. H.

CLARRISSA WORCESTER SMITH DEY (Mrs. John Dey),  
213 Highland Avenue, Syracuse, N. Y.  
Vice-President, Syracuse Aid to George Junior Republic; Vice-President, Auxiliary to Women's and Children's Hospital; Vice-President, Portfolio Club; Director of Homœopathic Hospital, Syracuse.

CHARLOTTE DE MACKLOT THOMPSON,\* A.M., Bryn Mawr College, 1897,  
Care of H. Oliver Thompson, 216 St. Paul Street, Baltimore, Md.

ADELINE BONNAFFON WALTERS GUILLON (Mrs. Horace E. Guillon),  
107 South Forty-first Street, Philadelphia, Pa.

**Graduated in February, 1897.**

LOUISE DUDLEY DAVIS BROOKS (Mrs. Henry H. Brooks),  
44 West Ninth Street, New York City.

LAURETTE EUSTIS POTTS PEASE (Mrs. Lewis Frederick Pease),  
64 Centre Avenue, New Rochelle, N. Y.

\*Resigned from the Alumnae Association.

**CLASS OF '97.**

MARY M. CAMPBELL, *Secretary*,  
West Orange, N. J.

GRACE ALBERT, A.M., Bryn Mawr, 1903,  
Care of T. B. Browne, Esq., Wynnewood, Pa.  
Graduate student, Bryn Mawr College; Tutor in History.

LYDIA MITCHELL ALBERTSON TIERNEY (Mrs. J. Wilbur Tierney),  
Astree, Beulah Hill, Upper Norwood, London, S. E., Eng-  
land.

CLYDE BARTHOLOMEW,  
Forty Fort, Pa.  
Teacher in Mission School at Manila, Philippine Islands.

EMILY EASTMAN BROWN,  
178 Hawley Street, Binghamton, N. Y.  
Teacher, Binghamton Central High School.

ELEANOR OLIVIA BROWNELL,  
322 West Fifty-sixth Street, New York City.  
Member and Secretary of Local School Board, 14th District, New  
York City; Student Secretary of Young Women's Christian Asso-  
ciation, States of New York and New Jersey.

ELIZABETH CALDWELL FOUNTAIN (Mrs. Gerard Fountain),  
Scarsdale, N. Y.

MARY MORIARTY CAMPBELL,  
West Orange, N. J.  
Assistant Room Teacher and Teacher of Latin in the Brearley School,  
New York City; Member of Educational Committee of Classes  
for Crippled Children, New York City.

REBEKAH MUNROE CHICKERING,  
Morton Road, Milton, Mass.  
Teacher of History, Abbott Academy, Andover, Mass.

ALICE LONGFELLOW CILLEY WEIST (Mrs. Harry Hibbard Weist),  
Richmond, Ind.  
Secretary, Reeves Committee of Morrison-Reeves Public Library  
(Life Tenure); Parish Secretary, Babies' Branch Woman's  
Auxiliary.

MASA DOGURA UCHIDA (Mrs. Yasuya Uchida).  
Foreign Office, Tokyo, Japan.

- GRACE ELDER SAUNDERS (Mrs. Frederick A. Saunders),  
504 Ostrom Avenue, Syracuse, N. Y.  
Tutor.
- KATRINA ELY TIFFANY (Mrs. Charles Lewis Tiffany),  
October-May: 128 East Thirty-sixth Street, New York City.  
May-October: Oyster Bay, Long Island, N. Y.  
Trustee, New York Infirmary for Women and Children; Manager,  
Sunnyside Day Nursery; President, Women's Tennis Association  
of Country Clubs; Vice-President, Women's Metropolitan Golf  
Association.
- MARY LUELLA FAY, A.M., Bryn Mawr College, 1898,  
The Misses Kirk's School, Rosemont, Pa.  
Teacher of History in the Misses Kirk's School.
- SUSAN FOLLANSBEE HIBBARD (Mrs. William Gold Hibbard),  
1637 Prairie Avenue, Chicago, Ill.
- MARY GERTRUDE FROST PACKER (Mrs. William Satterlee Packer),  
166 Webster Street, East Boston, Mass.  
William Satterlee Packer, Jr., born December, 1906.
- CAROLINE MORRIS GALT,  
Marion, Smyth County, Va.  
Instructor in Latin, Mount Holyoke College.
- MARY AGNES GLEIM,  
827 South Negley Avenue, Pittsburgh, Pa.  
Principal of Miss Gleim's School for Girls, Pittsburgh; President,  
Bryn Mawr Club of Pittsburgh; Vice-President, Pittsburgh  
Branch of Association of Collegiate Alumnae.
- CORNELIA BONNELL GREENE,  
279 Tulpehocken Street, Germantown, Philadelphia, Pa.  
Vice-President of Industrial and Extension Department of German-  
town Young Women's Christian Association.
- MARGARET HAMILTON,  
Fort Wayne, Ind.  
Teacher of Science, Bryn Mawr School, Baltimore, Md.
- AGNES HOWSON WAPLES (Mrs. Rufus Waples),  
213 Beech Tree Lane, Wayne, Pa.
- HELEN STRONG HOYT, A.M., Bryn Mawr, 1898,  
Bryn Mawr, Pa.  
Reader in English, Bryn Mawr College.



ALICE JONES,

Santa Monica, Cal.

Studying sculpture in Giverny, France.

MARY BROSIUS KIRK,

Kennett Square, Pa.

Teacher of Greek and Latin in the George School, George School, Pa.

CLARA LANDSBERG,

420 East Main Street, Rochester, N. Y.

Teacher of German, the University School for Girls, Chicago, Ill.;  
Hull House Resident, 1900-1907.

EDITH LAWRENCE,

Windsor, Vt.

Member of Educational Committee of the Class for Crippled Children,  
New York City; Member of Board of Preparatory Trade School.

ANNA BELL LAWTHER,

239 Seventeenth Street, Dubuque, Ia.

Member of Rescue Home Board and of Civic Division Women's  
Club; Corresponding Secretary Dubuque Charity Organization;  
Reader of an English Literature Division in Woman's Club.

AIMÉE GILBERT LEFFINGWELL,

Bar Harbor, Me.

Private Secretary and Tutor in New York City.

MARY LEVERING ROBINSON (Mrs. Joseph Haswell Robinson),

47 Barker Avenue, White Plains, N. Y.

EUPHEMIA MARY MANN,

2009 Mt. Vernon Street, Philadelphia, Pa.

Teacher of Greek and History, High School for Girls, Philadelphia.

MILDRED MINTURN SCOTT (Mrs. Arthur Hugh Scott),

109 East Twenty-first Street, New York City, and Liancourt,  
Oise, France.

Married Arthur Hugh Scott, Headmaster of l'Ecole de L'Isle de  
France, Liancourt, Oise, France, on October 30, 1906, in New  
York City.

(For publications see page 170.)

MARGARET PARSONS NICHOLS SMITH (Mrs. William Hemans Smith),

Care of H. W. Smith, Stockton School, East Orange, N. J.

ELIZABETH NORCROSS,  
Carlisle, Pa.

Teacher of German in Portland Academy, Portland, Ore.; Volunteer  
Probation Officer in Portland Juvenile Court.

MARY PECKHAM TUBBY (Mrs. Josiah T. Tubby, Jr.),  
Hillside Avenue, Westfield, N. J.  
Vice-President Woman's Club, Westfield; Member School Garden  
Committee, Westfield.

ANNA MARIA WHITAKER PENNYPACKER,  
Pennypacker's Mills, Schwenksville, Pa.

ELIZA BROOMALL PENNYPACKER,  
Pennypacker's Mills, Schwenksville, Pa.

BERTHA REMBAUGH, A.M., Bryn Mawr College, 1898,  
1 Broadway, New York City.  
Lawyer.

HELEN MATTHEWSON SAUNDERS,  
260 Warburton Avenue, Yonkers, N. Y.

ELIZABETH DAY SEYMOUR, A.M., Bryn Mawr College, 1897,  
34 Hillhouse Avenue, New Haven, Conn.

ELSIE CAMPBELL SINCLAIR HODGE (Mrs. Cortlandt Van Rensselaer Hodge),  
Died June, 1900, at Paoting-fu, China.

MARION RUSSELL TABER,  
348 Lexington Avenue, New York City.  
Director of the Preparatory Trade School; Chairman of the Com-  
mittee on City Children's Hospitals of the State Charities Aid  
Association.

ANNIE HEATH THOMAS, A.M., Bryn Mawr College, 1898, M.D., Woman's  
Medical College of Pennsylvania, 1905,  
Fifty-eighth Street and Florence Avenue, Philadelphia, Pa.  
Resident at the Evening Dispensary for Working Women and Girls,  
Baltimore, Md.; Graduate student in medicine at the Johns Hop-  
kins Hospital.

HELEN ELIZABETH TUNBRIDGE,  
Utica, N. Y.

CLARA WARREN VAIL BROOKS (Mrs. Henry Stanford Brooks, Jr.),  
Grey House, Ardsley-on-Hudson, N. Y.

ANNA MARION WHITEHEAD,  
136 North Clinton Avenue, Trenton, N. J.

**Graduated in February, 1898.**

EMMA CADBURY, JR.,  
1502 Green Street, Philadelphia, Pa.  
Treasurer of the Association for the Care of Colored Orphans.  
(For publications see page 168.)

FRANCES AMELIA FINCKE HAND (Mrs. Learned Hand),  
142 East Sixty-fifth Street, New York City.

**CLASS OF '98.**

ANNE HERVEY STRONG, *Secretary*,  
531 Western Avenue, Albany, N. Y.

ISABEL JOSEPHINE ANDREWS,  
Berkeley Road, Merion, Pa.

CAROLINE ARCHER,  
301 South Fifth Street, Reading, Pa.

JULIET CATHERINE BALDWIN,  
1006 North Charles Street, Baltimore, Md.  
Chairman Executive Committee of National Junior Republic Association.

SUE AVIS BLAKE, A.M., Bryn Mawr College, 1900,  
4522 Spruce Street, Philadelphia, Pa.  
Fellow in Physics, Bryn Mawr College.  
(For publications see page 168.)

MARY ALTAIR BOOKSTAVENER KNOBLAUCH (Mrs. Charles Edward Knoblauch),  
"The Wyoming," Fifty-fifth Street and Seventh Avenue, New York City.  
Married Charles Edward Knoblauch, stock broker, August 15, 1906,  
at Newport, R. I. Corresponding Secretary New York Collegiate  
Equal Suffrage League.

JENNIE NICHOLSON BROWNE, M.D., Woman's Medical College of Baltimore, 1902,  
510 Park Avenue, Baltimore, Md.  
Professor of Physiology, Woman's Medical College, 1902-1907; Vice-President of the Medical Society of the Woman's Medical College, 1906-1907; Physician at City Medical Agency of South Baltimore, 1902-1907; Medical Examiner for the Woman's Catholic Benevolent Legion, the Ladies of the Maccabees, and the Tribe of Ben Hur.

HANNAH THAYER CARPENTER,  
276 Angell Street, Providence, R. I.  
Student of Music; Treasurer of North End Junior Working Girls' Club; Vice-President Social Service League.

MARY ELEANOR CONVERSE,  
Rosemont, Pa.  
Traveled in the Orient, 1906; Spending winter of 1907 in California.

MARGARET BRYDIE DYER,

Pevely, Jefferson County, Mo.  
Traveling in Europe winter of 1906-07.

ALICE PEIRSON GANNETT,

404 Seneca Street, Buffalo, N. Y.  
Assistant Headworker Welcome Hall Settlement; Bryn Mawr Alum-  
næ Elector College Settlements Association, 1906-8.

MARY UHLE GITHENS CALVERT (Mrs. Alan Calvert),

4242 Chestnut Street, Philadelphia, Pa.  
Married Alan Calvert, merchant, October 18, 1906, at Philadelphia.

GERTRUDE ALICE GOFF,

Bryn Mawr, Pa.

JOSEPHINE CLARA GOLDMARK,

270 West Ninety-fourth Street, New York City.  
Secretary on Publications, National Consumers' League; Member  
Committee on Police Enforcement of the New York Child Labor  
Committee.  
(For publications see page 168.)

ELIZABETH DELANO GRAY,

105 Leighton Street, Lynn, Mass.  
Illustrator of Scientific Text-books; Teacher in Lynn Evening School.

ELIZABETH GLEIM GUILFORD,

Lansdowne, Pa.  
Bookbinder.

ANNA MARIA HAAS,

41 East Orange Street, Lancaster, Pa.  
Studying Organ and Teaching Music; Assistant Organist.

ALICE BRADFORD HAMMOND,

43 Orchard Street, New Haven, Conn.  
Teacher of Greek and Latin, New Haven High School.

MABEL STEVENS HAYNES HEISSIG, M.D., Johns Hopkins Medical School,  
1902 (Mrs. Konrad Heissig),

Przemysl, Austria.  
Married Captain Konrad Heissig of the Austro-Hungarian Army,  
January 5, 1907, at Vienna.

ETTA HERR,

108 East King Street, Lancaster, Pa.

ALICE WATKINS HOOD, A.M., Radcliffe College, 1899,  
1231 North Calvert Street, Baltimore, Md.

FLORENCE STEVENS HOYT,  
609 Lennox Street, Baltimore, Md.  
Teacher of English, Bryn Mawr School, Baltimore.

EVELYN HUNT,  
112 West Fifty-fifth Street, New York City.  
Teacher of Latin and History in Miss Spence's School, New York  
City.

GRACE EVELYN LAWTON,  
30 Bull Street, Newport, R. I.

GRACE PERLEY LOCKE, A.M., Bryn Mawr College, 1899,  
179 State Street, Portland, Me.  
(For publications see page 169.)

KATHARINE RIEGEL LOOSE,  
120 North Fifth Street, Reading, Pa.

GRACE CONSTANT LOUNSBURY,  
51 Rue Spontini, Paris, France.

CHARLY TIFFANY MITCHELL,  
New London, Conn.

ELIZABETH NIELDS BANCROFT (Mrs. Wilfred Bancroft),  
3303 Hamilton Street, Philadelphia, Pa.

ULLERICKA HENDRIETTA OBERGE, A.M., Bryn Mawr College, 1900,  
Haverford, Pa.  
Teacher of English and History in Miss Wright's School, Bryn Mawr,  
Pa.

SOPHIA YHLEN OLSEN BERTELSEN, A.M., Bryn Mawr College, 1899 (Mrs.  
Henrick Bertelsen),  
Odensegade 7, Copenhagen, Denmark.  
Teacher of English in Institute for Teachers.  
Hans Valdemar Bertelsen, born February 5, 1906.  
(For publication see page 168.)

MARION EDWARDS PARK, A.M., Bryn Mawr College, 1899,  
Oberlin, O.  
Teacher of English and Head of boarding school in Miss Wheeler's  
School, Providence, R. I.

AGNES FRANCES PERKINS, A.M., Bryn Mawr College, 1899,  
1937 East Seventy-third Street, Cleveland, O.  
Instructor in English, Wellesley College.

SARAH SHREVE RIDGWAY,  
Columbus, N. J.

CONSTANCE ROBINSON,  
207 Governor Street, Providence, R. I.  
Teacher of Greek and Modern Languages in Richards' High School,  
Newport, N. H.; Member of Board of Managers, Providence  
District Nursing Association, 1906-07.

EDITH GERTRUDE SCHOFF BOERICKE (Mrs. John James Boericke),  
6388 Woodbine Avenue, Overbrook, Philadelphia, Pa.  
Married John James Boericke, manufacturing chemist, June 23, 1906,  
at Philadelphia.

MARY SHEPPARD,  
229 Harvey Street, Germantown, Philadelphia, Pa.  
Warden of Rockefeller Hall, Bryn Mawr College.

MARY ELLA STONER WILLARD (Mrs. Arthur DeWalt Willard),  
Frederick, Md.  
Member of Executive Committee, Board of Managers, Frederick City  
Hospital.

ANNE HERVEY STRONG,  
531 Western Avenue, Albany, N. Y.  
Supervising Nurse and Teacher of Anatomy and Physiology, Albany  
Hospital Training School for Nurses.

ELIZABETH WILLIAMS TOWLE, A.M., Bryn Mawr College, 1899.  
272 Johnson Avenue, Richmond Hill, N. Y.

MARTHA TRACY, M.D., Woman's Medical College of Pennsylvania, 1904,  
440 West Eighth Street, Plainfield, N. J.  
Worker under the Huntington Fund for Cancer Research, Department  
of Experimental Pathology, Cornell University Medical School,  
New York City.

EDITH LOUISE VAN KIRK,  
1333 Pine Street, Philadelphia, Pa.

FLORENCE CHILDS VICKERS McALLISTER, A.M., Bryn Mawr College, 1900  
(Mrs. Frank Allister McAllister),  
318 West Adams Street, Los Angeles, Cal.  
Elizabeth Vickers McAllister, born May 2, 1906.

LAURA E. WILKINSON TYLER (Mrs. Asa Merrill Tyler),  
2044 Master Street, Philadelphia, Pa.

HELEN ELIZABETH WILLIAMS,  
309 South Fifteenth Street, Philadelphia, Pa.  
Member Board of Managers, Evening Home and Library Association  
and of the Visiting Nurse Society; Member of the Board of  
Directors of the Abington Library Association and of the New  
Century Club; Chairman of Library Committee, and of Committee  
on the Acquisition of Title to the Club House, New Century Club.

BERTHA GORDON WOOD,  
100 Bedford Street, New Bedford, Mass.

HELEN MARY ZEBLEY,  
320 Springfield Avenue, Chestnut Hill, Philadelphia, Pa.  
Instructor in Latin, Friends' School, Germantown; Branch Secretary  
of Girls' Friendly Society in St. Paul's Parish, Chestnut Hill.

**Graduated in February, 1899.**

ANNA DELANY FRY,  
The Bartram, Chestnut and Thirty-third Streets, Philadel-  
phia, Pa.  
Studying music.

LUCILE MERRIMAN FARMER (Mrs. Malcolm Farmer),  
The Sunridge, 538 West 124th Street, New York City.  
Married Malcolm Farmer, electrical engineer, June 6, 1906, at South  
Bethlehem, Pa.



**CLASS OF '99.**

ETHEL LEVERING, *Secretary*,  
1308 Eutaw Place, Baltimore, Md.

ELIZABETH AGNES ANDREWS,  
Merion, Pa.

ELIZABETH GRAEME BARBOUR,  
1621 First Street, Louisville, Ky.

ANNA MOORE BEDINGER,  
Anchorage, Ky.

Teacher of Latin and Science at Washington College, Washington,  
D. C.

BESSIE GERTRUDE BISSELL,  
400 West Third Street, Dubuque, Ia.

ANNE FLEMING BLAUVELT,  
Died June 18, 1900.

ANNE AYER BOYER,  
219 Mahantongo Street, Pottsville, Pa.  
Teacher; Member of Executive Board of Schuylkill County Educa-  
tional Society.

MARY NICHOLSON BROWNE, M.D., Woman's Medical College of Balti-  
more, 1902.

510 Park Avenue, Baltimore, Md.  
Physician; Physician at Evening Dispensary for Women and Girls,  
February to November, 1906.

ALICE CARTER DICKERMAN (Mrs. William Carter Dickerman),  
809 Madison Avenue, New York City.  
William Carter Dickerman, Jr., born February 2, 1907.

EDITH CHAPIN CRAVEN (Mrs. Thomas T. T. Craven),  
St. Davids, Pa.  
Married Thomas T. T. Craven, October, 1906.

BERTHA POOLE CHASE HOLLIS (Mrs. John Hudson Hollis),  
150 Ocean Street, Lynn, Mass.

ETTA LINCOLN DAVIS,  
55 Waverly Street, Waverly, Mass.  
Teacher in Cambridge Latin School; Graduate student, Radcliffe  
College.

- ELINOR M. DEARMOND NEILL (Mrs. Frank Kimmell Neill),  
241 North Wilkinson Street, Dayton, O.  
Traveling around the world, March, 1907-January, 1908.
- MARY T. R. FOULKE MORRISON (Mrs. James William Morrison),  
"Peacedale," Richmond, Ind.
- MARY DOROTHY FRONHEISER MEREDITH (Mrs. Philip Taliaferro Meredith),  
1605 North Front Street, Harrisburg, Pa.
- MARY EMMA GUFFEY MILLER (Mrs. Carroll Miller),  
Kawaguchi Cho, Osaka, Japan.
- DOROTHY HAHN,  
Pennsylvania College for Women, Pittsburgh, Pa.
- MARGARET HALL,  
42 Fenway, Boston, Mass.
- CORA HARDY JARRETT (Mrs. Edwin Seton Jarrett),  
105 East Nineteenth Street, New York City.  
Married Edwin Seton Jarrett, civil engineer, June 26, 1906, at Norfolk, Va.
- FRIEDRIKA MARGRETHA HEYL,  
88 East Front Street, Dunkirk, N. Y.  
Secretary of the Balliol School, Utica, N. Y.
- ETHEL EUGENIE HOOPER,  
10 Astor Street, Chicago, Ill.
- SIBYL EMMA HUBBARD DARLINGTON (Mrs. Herbert Seymour Darlington),  
Haverford, Pa.  
Married Herbert Seymour Darlington, February 23, 1907, in New York City.
- FRANCES ANNE KEAY, LL.B., University of Pennsylvania, 1902,  
Clifton Heights, Delaware County, Pa.  
Joint Bryn Mawr and College Settlement Fellow, 1905-1907.  
(For publications see page 169.)
- ETHEL LEVERING,  
1308 Eutaw Place, Baltimore, Md.
- LILLIE DEMING LOSHE, A.M., Columbia University, 1903,  
49 Glenbrook Road, Stamford, Conn.
- MICHI MATSUDA,  
Kobe Jo Gatsuin, Kobe, Japan.

CHARLOTTE FRELINGHUYSEN MCLEAN, A.M., University of Pennsylvania,  
1901,

277 South Fourth Street, Philadelphia, Pa.

Head of College Preparatory, Ancient and Modern Language Departments, Linden Hall Seminary, Lititz, Pa.

ADDIS MANSON MEADE,

Boyce, Clark County, Va.

CHARLOTTE BARNARD MITCHELL, M.D., Woman's Medical College of Pennsylvania, 1904,

1707 Pine Street, Philadelphia, Pa.

Physician; Demonstrator in Pathology at the Woman's Medical College; Clinician to Hospital of Woman's Medical College.

JANE ROSALIE MORICE,

Overbrook, Pa.

CONTENT SHEPARD NICHOLS, A.M., Bryn Mawr College, 1900,

95 Carroll Street, Binghamton, N. Y.

Assistant to the Head of the School, Baldwin School, Bryn Mawr, Pa.

CHRISTINE ORRICK FORDYCE (Mrs. William Chadick Fordyce),

Commonwealth Trust Co., St. Louis, Mo.

Allen Orrick Fordyce, born May 5, 1905.

MADLINE PALMER BAKEWELL (Mrs. Charles Montague Bakewell),

305 Lawrence Street, New Haven, Conn.

LAURA PECKHAM WARING (Mrs. Edward Hileman Waring),

Glen Ridge, N. J.

MARIAN BUCKINGHAM REAM STEPHENS (Mrs. Redmond D. Stephens),

99 Astor Street, Chicago, Ill.

Director of Woman's Athletic Club, Chicago; Director of Home for Destitute and Crippled Children of Chicago.

MAY CADETTE SCHONEMAN SAX (Mrs. Percival M. Sax),

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AGNES DE SCHWEINITZ, A.M., Bryn Mawr College, 1900,

426 Spruce Street, Steelton, Pa.

Teacher in Bryn Mawr School, Baltimore, Md.

DOLLIE HOLLAND SIPE BRADLEY (Mrs. James Clifford Bradley), A.M.,  
Columbian University, 1902,

518 Frick Building, Pittsburgh, Pa.

AMY LOUISE STEINER,

1038 North Eutaw Street, Baltimore, Md.

Tutor in Bryn Mawr School, Baltimore.

SARA HENRY STITES, A.M., 1900; Ph.D., Bryn Mawr College, 1904,

Wyoming, Pa.

MARY TYLER THURBER DENNISON (Mrs. Henry S. Dennison),

Framingham, Mass.

Henry Thurber Dennison, born December 27, 1906.

MARY RUTTER TOWLE, A.M., Bryn Mawr College, 1900,

Wakefield, Mass.

Teacher in Miss Eaton and Miss Wilson's Recitation Classes, New York City.

**Graduated in February, 1900.**

MAY LOUISE BLAKEY,

Doylestown, Bucks County, Pa.

Teacher of class for girls in Philadelphia, Pa.

CAROLYN TROWBRIDGE BROWN LEWIS (Mrs. Herbert Radnor Lewis),

133 South Twenty-third Street, Philadelphia, Pa.

Editor on the Philadelphia "Public Ledger."

IDA HELEN OGILVIE, Ph.D., Columbia University, 1903,

Hotel Ansonia, New York City.

Tutor in Geology, Barnard College; Fellow of the Geological Society of America.

(For publication see page 169.)

**CLASS OF 1900.**

ELISA DEAN, *Secretary.*  
Hollidaysburg, Pa.

DELIA STRONG AVERY,  
16 Hancock Street, Brooklyn, New York City.

ELEN DUNCAN BALTZ,  
Whitford, Pa.

KATHARINE SAYLES BARTON CHILDS (Mrs. Robert William Childs),  
Hinsdale, Ill.

GRACE BOWDITCH CAMPBELL,  
Walker Road, West Orange, N. J.  
Teacher of History, Brearley School, New York City, and Graduate  
student in history, Columbia University.

LOUISE BUFFUM CONGDON,  
87 Cooke Street, Providence, R. I.  
Vice-President of Rhode Island Association of Working Women's  
Clubs; Vice-President of North End Working Girls' Club.

EDITH CAMPBELL CRANE,  
242 Hoffman Street, West, Baltimore, Md.

ELISA DEAN,  
Hollidaysburg, Pa.  
Assistant Teacher of Science in Altoona High School; President of  
Hollidaysburg Seminary Alumnæ Association.

SUSAN JANNEY DEWEES,  
4657 Penn Street, Frankford, Philadelphia, Pa.  
Worker for the Octavia Hill Association.

SARAH LOTTA EMERY DUDLEY (Mrs. Charles Tarbell Dudley),  
San Vicente Canyon, Coast Road via Santa Cruz, Cal.

PAULINE ADELE CAMILLE ERISMANN,  
Lambertville, N. J.

LOIS ANNA FARNHAM HORN (Mrs. David Wilbur Horn), A.M., Bryn  
Mawr College, 1901,  
Bryn Mawr, Pa.

DOROTHEA FARQUHAR CROSS (Mrs. Frederic C. Cross),  
21 Broad Street, Fitchburg, Mass.  
Married Frederic C. Cross, farmer. June 7, 1906, in Detroit, Mich.

EDITH NEWLIN FELL,

1534 North Broad Street, Philadelphia, Pa.  
Private Secretary.

EDNA FISCHEL GELLHORN (Mrs. George Gellhorn),

3871 Washington Avenue, St. Louis, Mo.  
Walter Fischel Gellhorn, born September 18, 1906.

MYRA B. FRANK ROSENAU (Mrs. Milton J. Rosenau),

3211 Thirteenth Street, N. W., Washington, D. C.  
Vice-Chairman of Committee on Household Research of the Public  
Education Association of Washington; Member of Board of  
Directors of Washington Branch of Council of Jewish Women.

ELIZABETH MINGUS GRIFFITH,

63 Harrison Street, East Orange, N. J.  
Principal; Graduate student in English, Columbia University.

CORNELIA VAN WYCK HALSEY KELLOGG (Mrs. Frederic Rogers Kellogg),  
Morristown, N. J.

Secretary of Women's Board of Memorial Hospital; Chairman of  
Committee of S. P. C. C.; Member of Executive Board of Morris  
County Branch State Charitable Aid.  
Mary Darcy Kellogg, born August 17, 1906.

EVELYN AGNES HILLS,

362 East Washington Avenue, Bridgeport, Conn.

HELEN HENRY HODGE, A.M., Bryn Mawr College, 1903,

242 South Franklin Street, Wilkes Barre, Pa.

EDITH HOUGHTON HOOKER (Mrs. Donald Hooker),

31 East Mt. Vernon Place, Baltimore, Md.  
Manager of Home for Mothers and Infants.

KATHARINE HOUGHTON HEPBURN, A.M., Bryn Mawr College, 1900 (Mrs.  
Thomas N. Hepburn),

29 South Hudson Street, Hartford, Conn.

MARTHA ELIZABETH IRWIN,

318 Jefferson Street, Brooklyn, New York City.

CATHARINE ALMA JAMES, A.M., University of Chicago, 1902.

2002 North Delaware Street, Indianapolis, Ind.

EVETTA TUPPER JEFFERS,

206 South Duke Street, York, Pa.

GRACE LATIMER JONES, A.M., Bryn Mawr College, 1902,  
1175 East Broad Street, Columbus, O.

Teacher; Co-principal and Owner of the Columbus School for Girls;  
Chairman Social Committee, A. C. A.

(For publications see page 169.)

MARY GRACE KILPATRICK,  
1027 Saint Paul Street, Baltimore, Md.

LESLIE APPLETON KNOWLES,  
326 Beacon Street, Boston, Mass.

JOHANNA KROEBER,  
207 West 107th Street, New York City.  
Teacher.

ELEANOR LARRABEE LATTIMORE, A.M., University of Rochester, 1904,  
595 University Avenue, Rochester, N. Y.  
Instructor in Biology, East High School, Rochester; Director of Children's Playground League; First Vice-President Woman's Association Rochester High Schools; First Vice-President Alumnae Association, University of Rochester.

MAUD MARY LOWREY,  
The Esmond, Twelfth and Spruce Streets, Philadelphia, Pa.

MARY HELEN MACCOY,  
Fifty-eighth Street and Overbrook Avenue, Overbrook, Philadelphia, Pa.

JESSIE CHAMBERS MCBRIDE WALSH (Mrs. John Henry Walsh),  
Care of Dr. J. B. McBride, Columbia, Pa.  
Married John Henry Walsh, naval constructor, August 25, 1906, at Columbia, Pa.

HELEN JOSEPHINE MCKEEN, LL.B., New York University, 1905,  
57 Clarke Street, Brooklyn, New York City.  
Lawyer; business address, 140 Nassau Street, New York City.  
Manager of King's Park State Hospital, 1906-1913.

RENÉE MITCHELL RIGHTER (Mrs. Thomas M. Righter),  
Mount Carmel, Pa.  
Thomas McNair Righter, Jr., born November 1, 1906.

MARGARETTA MORRIS,  
2106 Spruce Street, Philadelphia, Pa.  
Independent Research Work in Economics and the History of Religion.

(For publication see page 169.)

LOUISE JACKSON NORCROSS,  
Carlisle, Pa.

MARY JACKSON NORCROSS,  
Carlisle, Pa.  
Hand Weaver.

EMILY WATERMAN PALMER,  
3741 Locust Street, Philadelphia. Pa.  
In charge of Saint Peter's Choir School, Philadelphia.

ELIZABETH MARY PERKINS, Ph.D., Bryn Mawr College, 1904,  
1355 Irving Street, Washington, D. C.  
Instructor in Latin, Vassar College.

SOPHIE AUGUSTA PFUHL,  
317 South Second Street, Harrisburg, Pa.

ELEANOR RUTH ROCKWOOD,  
Care of Library Association, Portland, Ore.  
Reference Librarian, Library Association of Portland.

LUCY CONSTANCE RULISON,  
Care of Mrs. Elwood Worcester, 80 Marlboro Street, Boston,  
Mass.

CLARA HITCHCOCK SEYMOUR ST. JOHN (Mrs. George Clare St. John),  
Care of Prof. T. D. Seymour, 34 Hillhouse Avenue, New  
Haven, Conn.  
Married George Clare St. John, June 23, 1906, at New Haven, Conn.

CAROLINE SWANWICK SLOANE LOMBARD (Mrs. Benjamin M. Lombard),  
Care of B. M. Lombard, Chamber of Commerce, Portland,  
Ore.

LEILA ROOSEVELT STOUGHTON,  
Rosemary Hall, Greenwich, Conn.  
Teacher of Mathematics at Rosemary Hall.

JULIA STREETER GARDNER (Mrs. Henry Gardner),  
6821 Thomas Street, Pittsburgh, Pa.  
Married Henry Gardner, mechanical engineer, September 29, 1906, at  
Concord, N. H.

JESSIE MAY TATLOCK,  
32 West Thirty-eighth Street, New York City.  
Teacher of Latin in the Misses Masters' School, Dobb's Ferry, N. Y.



- AURIE CLEVES THAYER YOAKAM (Mrs. Maynard K. Yoakam),  
Box 194 San Juan, Porto Rico.  
George Thayer Yoakam, born at Baltimore, Md., January 7, 1906, died  
at San Juan, Porto Rico, November 10, 1906.
- ALETTA LOUISE VAN REYPEN KOROFF (Baronne Serge Alexander Koroff),  
22 Unions Gatan, Helsingfors, Finland.  
Serge Alexander Koroff, 2nd, born June 5, 1906.
- MARY ELIZABETH WHITE MILLER (Mrs. Charles O. Miller, Jr.),  
27 Broad Street, Stamford, Conn.  
Member of Board of Managers of Children's Home.  
Elizabeth White Miller, born May 14, 1906.
- KATE WILLIAMS,  
79 Twelfth East Street, Salt Lake City, Utah.
- KATE ELIZABETH WILLIAMS,  
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- MARY WOOD,  
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- EDITH BUELL WRIGHT,  
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**Graduated in February, 1901.**

- GRACE E. BRUNER,  
225 West Seymour Street, Germantown, Philadelphia, Pa.

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MARION REILLY, *Secretary.*

2015 De Lancey Place, Philadelphia, Pa.

MARY ELIZABETH ALLIS,

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Chairman of Committee on Public Education Interests, Association of  
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MARY FARWELL AYER,

518 Beacon Street, Boston, Mass.

MARY ELIZABETH BRAYTON,

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ETHEL CANTLIN,

Haverford, Pa.

SUSAN LOWELL CLARKE,

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HELEN PRENTISS CONVERSE THORPE (Mrs. Warren Thorpe),

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Theodora Thorpe, born August 20, 1906.

BERTHA MAY COOKE KELLEY (Mrs. James E. Kelley),

91 Gorham Street, Canandaigua, N. Y.

EMILY REDMOND CROSS,

6 Washington Square, New York City.

Director of Richmond Hill House Settlement, New York City; Mem-  
ber of Woman's Law Class.

ELIZABETH TERESA DALY, A.M., Columbia University, 1902.

Roanoke, Hudson Terrace, Yonkers, N. Y.

CAROLINE SEYMOUR DANIELS,

Care of F. B. Daniels, Pullman Building, Chicago, Ill.

ELIZABETH TREMPER DARROW LACIAR (Mrs. William Hamilton Laciari),  
434 North Thirty-second Street, Philadelphia, Pa.

Married William Hamilton Laciari, April 17, 1906, in Philadelphia.

ALICE DILLINGHAM, LL.B., 1905; J. D., 1905, New York University,  
Englewood, N. J.

Lawyer.

EDITH EDWARDS,

Woonsocket, R. I.

Corresponding Secretary and Chairman of Social Service Section of  
the Woonsocket Fortnightly Club; Secretary of the Rhode Island  
Committee, International Institute for Girls at Madrid, Spain;  
Chairman of Committee on Genealogical Research and Member-  
ship, Elder Ballou Meeting House and Burial Ground Society.

(For publication see page 168.)

ELLEN DEBORAH ELLIS, A.M., Bryn Mawr College, 1902; Ph.D., 1905,  
2319 Green Street, Philadelphia, Pa.

Instructor in Department of History, Mount Holyoke College.

ELIZABETH WALES EMMONS,

1378 Beacon Street, Boston, Mass.

Superintendent of the Business Agency of the Women's Educational  
and Industrial Union, 264 Boylston Street, Boston.

EUGENIA FOWLER, A.M., Bryn Mawr College, 1902,

Catonsville, Md.

Secretary and Director of Athletic Sports at St. Timothy's School,  
Catonsville.

LAURA FOWLER,

319 West Tenth Street, Parkesburg, W. Va.

LEONORA WALTON GIBB,

Tenth Street, Oak Lane, Philadelphia, Pa.

Teacher of German, Philadelphia High School for Girls.

BERTHA GOLDMAN GUTMANN (Mrs. Bernhard Gutmann),

132 East Seventieth Street, New York City.

Married Bernhard Gutmann, artist, January 31, 1907, in New York  
City.

LUCIA SHAW HOLLIDAY MACBETH (Mrs. Norman Macbeth),

5740 Baum Street, Pittsburgh, Pa.

Married Norman Macbeth, Assistant Secretary of the Atlas Engine  
Works of Indianapolis, Ind., December 18, 1906, at Indianapolis.

JEANNIE COLSTON HOWARD,

105 North Front Street, Harrisburg, Pa.

Teacher of Latin and History, Virginia Female Institute, Staunton, Va.

ELISABETH FERGUSON HUTCHIN,

3433 North Twenty-first Street, Philadelphia, Pa.

Instructor in Psychology, Philadelphia Normal School.

ELEANOR HOOPER JONES,

455 Beacon Street, Boston, Mass.

President of the Bryn Mawr Club of Boston, April, 1906-1907;  
Member of the Board of Directors of the College Club, Boston,  
1906-1908; Traveling in Italy and the Riviera, February-June,  
1907.

BERTHA MARGARET LAWS,

Care of Francis S. Laws, Bourse Building, Philadelphia, Pa.

Secretary of the Agnes Irwin School and Teacher of Latin.

MARY MADISON LEE,

Orange, Va.

SYLVIA KNOWLTON LEE, A.M., Radcliffe College, 1902.

Brunswick, Me.

Teacher of Greek and Latin, Miss Head's School, Berkeley, Cal.

ELIZABETH DABNEY LANGHORNE LEWIS,

609 Court Street, Lynchburg, Va.

Studying in Berlin.

KATHARINE LORD,

Plymouth, Mass.

Reader of English, Bryn Mawr College.

MARY ELIZABETH MASLAND,

16 East Clapier Street, Germantown, Philadelphia, Pa.

Teacher; Graduate student in English, Columbia University.

BEATRICE MCGEORGE,

Cedar Hill, Cynwyd, Pa.

ELIZABETH FARLEY McKEEN,

136 Henry Street, Brooklyn, New York City.

Secretary to the President, Bryn Mawr College.

EMMA LOUISE MILLER TAYLOR (Mrs. Paul Clifford Taylor),

Belmar, N. J.

MADGE DANIELS MILLER,

Care of C. R. Miller, Times Office, New York City.

GRACE DOWNING MITCHELL,

Bellefonte, Pa.

Teacher of Latin and Mathematics in Mrs. Edward Robins's School,  
St. Davids, Pa.

VIRGINIA OSTROM,

42 West Forty-eighth Street, New York City.

Private Tutor.

MARION PARRIS,

267 West Seventy-ninth Street, New York City.

Holder of the Bryn Mawr Research Fellowship and Graduate student in the University of Vienna.

JESSIE PARTHENIA PELTON,

254 Mill Street, Poughkeepsie, N. Y.

Board Member of Y. W. C. A.

GRACE PHILLIPS ROGERS (Mrs. Gardner Rogers),

Care of Stone and Webster, 84 State Street, Boston, Mass.

Married Gardner Rogers, electrical engineer, June 7, 1906, in Brooklyn, New York City.

FRANCES MOTT REAM KEMMERER (Mrs. John L. Kemmerer),

617 Madison Avenue, Scranton, Pa.

Married John L. Kemmerer, coal operator, June 9, 1906, at Thompson, Conn.

MARION REILLY,

2015 De Lancey Place, Philadelphia, Pa.

HELEN LOUISE ROBINSON,

232 Albion Place, Mt. Auburn, Cincinnati, O.

Teacher in Miss Winsor's School, Boston, Mass.

HANNAH TERESA ROWLEY,

1287 Alexander Street, Rochester, N. Y.

Teacher.

FRANCES BERTHA RUSH CRAWFORD (Mrs. R. L. Crawford),

Waynesburg Greene County, Pa.

Mary Axtell Crawford, born November 20, 1906.

MARY JOHNSON SACKETT,

237 Clermont Avenue, Brooklyn, New York City.

HELEN LEE SCHIEDT WOODWARD (Mrs. Horace Arthur Woodward),  
1268 Amsterdam Avenue, New York City.

SYLVIA CHURCH SCUDDER BOWDITCH (Mrs. Ingersoll Bowditch),  
19 Buckingham Street, Cambridge, Mass.  
Samuel Ingersoll Bowditch, born March 4, 1906.

CORINNE SICKEL FARLEY (Mrs. Robert Henderson Farley, Jr.),  
637 North Fortieth Street, Philadelphia, Pa.  
Clara Marie Farley, born January 4, 1907.

FANNIE SOUTTER SINCLAIR WOODS (Mrs. Andrew Henry Woods),  
Christian College, Canton, China.  
Teaching Chinese women.

ANNIE MALCOM SLADE,  
Nepperhau Heights, Yonkers, N. Y.

MARY SOUTHGATE BREWSTER (Mrs. William Brewster),  
Apartado 54, Pinar del Rio, Cuba.

HENRIETTA FOSTER THACHER,  
77 Mansfield Street, New Haven, Conn.  
Teacher in Bryn Mawr School, Baltimore.

LOUISE MINER THOMAS,  
142 South Franklin Street, Wilkes Barre, Pa.  
President of the Heights Settlement, 1906-1907; Member of the Board  
of Managers of Y. W. C. A., January, 1907-1908.

ETHEL WENDELL TROUT,  
249 South Forty-first Street, Philadelphia, Pa.  
Teacher.

EVELYN WALKER,  
119 Park Street, Brookline, Mass.  
Assistant Secretary, Miss Winsor's School, Boston, Mass.

AMELIA ELIZABETH WHITE,  
18 West Sixty-ninth Street, New York City.

CONSTANCE MARTHA WILLIAMS WARREN (Mrs. Joseph Warren),  
382 Commonwealth Avenue, Boston, Mass.  
Secretary of the Board of Managers of the Vincent Memorial Hos-  
pital since 1903.  
Joseph Warren, Jr., born April 19, 1906.

EDITH SOPHIA WRAY HOLLIDAY (Mrs. Clyde Cecil Holliday),  
Upland, Grant County, Ind.  
Student of music, Taylor University.

MARION LUCY WRIGHT,  
34 Warren Avenue, East, Detroit, Mich.

**Graduated in February, 1902.**

LOTTA GRACE ANDREWS,  
2321 Park Avenue, Philadelphia, Pa.  
Student at Women's Medical College of Pennsylvania.

**CLASS OF 1902.**

ANNE HAMPTON TODD, *Secretary*,  
2115 Spruce Street, Philadelphia, Pa.

SOPHIE FRANCES ADAMS JOHNSON (Mrs. Bascom Johnson),  
Pinehurst, West School Lane, Germantown, Philadelphia, Pa.

ALICE OWEN ALBERTSON,  
3940 Brown Street, Philadelphia, Pa.  
Teacher of English, Friends' Select School, Philadelphia.

FRANCES DEAN ALLEN HACKETT (Mrs. Frank Sutliff Hackett),  
4815 Fourth Avenue, Brooklyn, New York City.

MARGUERITE SHELDON ALLEN,  
1202 Kenilworth Street, Cleveland, O.  
Teacher.

ANNA ARCHBALD,  
236 Monroe Avenue, Scranton, Pa.  
Stenographer.

MARIAN CASARES BALCH,  
Prince Street, Jamaica Plain, Mass.  
Teacher, St. Agnes School, Albany, N. Y.

JOSEPHINE RUSSELL BATES,  
61 Sparks Street, Cambridge, Mass.  
Teacher.

HELEN MAY BILLMEYER,  
250 Midland Avenue, Montclair, N. J.

CORINNE BLOSE WRIGHT (Mrs. Henry Collier Wright).  
53 Pineapple Street, Brooklyn, New York City.  
Married Henry Collier Wright, June 2, 1906, in Urbana, O.

ELIZABETH DAVIS BODINE,  
146 West State Street, Trenton, N. J.  
Teacher.

LYDIA PAXTON BOYD DAY (Mrs. Richard Melville Day),  
Care of Mrs. George W. Boyd, 125 South Twenty-second  
Street, Philadelphia, Pa.  
Married Richard Melville Day, January 29, 1907, in Philadelphia.



- MARY PITMAN BROWN,  
72 Pleasant Street, Marblehead, Mass.  
Tutor.
- MARIANNA NICHOLSON BUFFUM,  
Newport, R. I.  
Graduate student and scholar in Latin, Bryn Mawr College.
- CORNELIA SARAH CAMPBELL YEAZELL (Mrs. Harry Akin Yeazell),  
Care of Mrs. Henry Campbell, Sausalito, Cal.  
Louise Yeazell, born December, 1906.
- ELIZABETH BETTERTON CHANDLEE FORMAN (Mrs. Horace Baker Forman,  
Jr.),  
P. O. Box 1093, New York City.
- FLORENCE WILCOX CLARK,  
416 Lawe Street, Green Bay, Wis.
- JEAN BUTLER CLARK,  
835 Hamilton Terrace, Baltimore, Md.
- ETHEL CLINTON RUSSELL (Mrs. Nelson Gorham Russell),  
475 Franklin Street, Buffalo, N. Y.  
Married Nelson Gorham Russell, physician, August 21, 1906, in  
Buffalo, N. Y.
- ELIZABETH CONGDON,  
1427 Judson Avenue, Evanston, Ill.  
Teacher of English, Evanston Classical School.
- ELIZABETH STILLWELL CORSON GALLAGHER (Mrs. Percival Gallagher),  
3 Ruthven Street, Boston, Mass.  
David Gallagher, born May 4, 1906.
- JANE HEARTT CRAGIN KAY (Mrs. D'Arcy Hemsworth Kay),  
9 Washington Square, North, New York City.
- CLARIS ISABEL CRANE,  
242 Hoffman Street, West, Baltimore, Md.
- HARRIET JEAN CRAWFORD,  
"Ury," Fox Chase, Philadelphia, Pa.  
School Director in Philadelphia; Secretary to the Needle Work Guild  
of America.
- LUCIA DAVIS,  
329 Hawthorne Road, Roland Park, Md.  
Tutor.

- ALICE HOOKER DAY,  
28 Fifth Avenue, New York City.  
Treasurer Consumers' League, New York City; President Bryn Mawr  
Club of New York City.
- ELINOR DODGE,  
Belmont, Mass.  
Volunteer worker in the social service, Massachusetts General Hos-  
pital, Boston, Mass.
- GRACE DOUGLAS JOHNSTON (Mrs. Morris Leidy Johnston),  
1636 Prairie Avenue, Chicago, Ill.
- EMILY DUNGAN MOORE (Mrs. George W. Moore, Jr.),  
Moore, Pa.  
Student in vocal music.
- KATE SILA FLETCHER,\*  
932 West Avenue, Buffalo, N. Y.
- ELISE MESSENGER GIGNOUX,  
Great Neck, Long Island, N. Y.
- MARIAN HARTSHORNE HAINES EMLEN (Mrs. Samuel Emlen, Jr.),  
229 East Johnson Street, Germantown, Philadelphia, Pa.  
Married Samuel Emlen, Jr., west-bound freight agent in Philadelphia  
office of Lehigh Valley Railroad, June 7, 1906, in Philadelphia, Pa.
- ELEANOR JAMES,  
4220 Spruce Street, Philadelphia, Pa.  
Teacher.
- MARTHA BABCOCK JENKINS FOOTE (Mrs. Harry Ward Foote),  
209 Livingston Street, New Haven, Conn.
- JOSEPHINE BERRY KIEFFER FOLTZ (Mrs. Charles Steinman Foltz),  
249 Charlotte Street, Lancaster, Pa.
- ELIZABETH TREAT LYON BELKNAP (Mrs. Robert E. Belknap),  
2351 Ridge Avenue, Evanston, Ill.  
Anne Elizabeth Belknap, born in August, 1906.
- ELIZABETH DANA MARBLE,  
3201 Figueroa Street, Los Angeles, Cal.  
Present address: Girls' Memorial School, Meerut, India.

\*Resigned from the Alumnae Association.

CAROLINE ESTHER McMANUS DICKEY (Mrs. John R. Dickey),  
2211 St. James Place, Philadelphia, Pa.  
A daughter, born February 11, 1907.

RUTH HELENE MILES WITHERSPOON (Mrs. Charles Russell Witherspoon),  
36 South Union Street, Rochester, N. Y.

SARA MONTENEGRO,  
1104 Third Avenue, Louisville, Ky.

FRANCES HUMPHREY MORRIS ORR (Mrs. John Bruce Orr),  
5443 Penn Avenue, Pittsburgh, Pa.  
Married John Bruce Orr, lawyer, September 26, 1906, in New Haven,  
Conn.

HARRIET MABEL NORTON,  
540 West California Street, Pasadena, Cal.  
Tutor.

EDITH THOMPSON ORLADY,  
Huntingdon, Pa.  
Student, University of Grenoble, Grenoble, France.

ELIZABETH KELLOGG PLUNKETT PADDOCK (Mrs. Brace Whitman Paddock).  
93 East Street, Pittsfield, Mass.  
Married Brace W. Paddock, physician and surgeon, November 8, 1906,  
in Pittsfield.

LUCILE ANN PORTER WEAVER (Mrs. Ben Perley Weaver),  
215 West Wayne Street, Fort Wayne, Ind.  
Jane Porter Weaver, died September 1, 1906.  
Anne Porter Weaver, born January 25, 1907.

LUCY RAWSON,  
3767 Clifton Avenue, Cincinnati, O.

ELIZABETH CHRISTINA REINHARDT,  
2121 Mount Vernon Street, Philadelphia, Pa.  
Teacher.

ELLEN MARVIN ROPES,  
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Teacher in Oxford College, Oxford, O.

ANNE STURM ROTAN HOWE (Mrs. Thorndike Dudley Howe),  
15 Logan Street, Lawrence, Mass.

LOUISE SCHOFF,\*

3418 Baring Street, Philadelphia, Pa.

FRANCES BURBRIDGE SETH,

Windsor, Walbrook, Baltimore, Md.

ANNE FRANCES SHEARER LAFORE (Mrs. John Armand Lafore),  
Bala, Pa.

Robert White Lafore, born January 8, 1907.

HELEN LEE STEVENS,

1628 Sixteenth Street, Washington, D. C.

ELIZABETH FARRIS STODDARD,

Plymouth, Mass.

Warden of Merion Hall, Bryn Mawr College.

AMY SUSSMAN,

1819 Octavia Street, San Francisco, Cal.

Business Secretary, Association of Collegiate Alumnæ, California  
Branch.

JULIA TEVIS LANE (Mrs. Elmer Bloomfield Lane),

Care of Remington Typewriter Company, 100 Gracechurch  
Street, London, E. C., England.

Cedric Raymond Lane, born December 11, 1906.

MIRIAM THOMAS, A.M., Bryn Mawr College, 1903,  
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ANNE HAMPTON TODD,

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HELEN BELL TRIMBLE, A.M., Bryn Mawr College, 1905,  
838 Highland Avenue, Philadelphia, Pa.

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BEATRICE WEAVER,

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ELEANOR DENNISTOUN WOOD,

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**Graduated in February, 1903.**

HELEN PAGE BRAND,  
Prairie du Chien, Wis.

KATE ISABEL DU VAL,  
Bryn Mawr, Pa.  
Certificat des études françaises, University of Grenoble, France, July  
1, 1906.  
Teacher of French and English at Miss Wright's School, Bryn Mawr.

ETHEL PETHERBRIDGE GOFF,  
Bryn Mawr, Pa.

MARY HALL INGHAM,  
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President Philadelphia Branch of the Association of Collegiate  
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**CLASS OF 1903.**

GERTRUDE E. DIETRICH, *Secretary*.  
Hastings, Neb.

LOUISE PARKE ATHERTON,  
Wilkes Barre, Pa.

AGNES BELL AUSTIN,  
4021 Pine Street, Philadelphia, Pa.

ETHEL McCLELLAN BACON,  
Hannibal, Mo.

SOPHIE BOUCHER,  
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ANNA MAE BRANSON, A.M., Bryn Mawr College, 1904,  
119 North Fourth Avenue, Coatesville, Pa.  
Teacher of Latin in the Emma Willard School, Troy, N. Y.

HELEN IRESON BRAYTON,  
294 Prospect Street, Fall River, Mass.

FANNIE ISABELLA BROWN,  
99 Garfield Place, Brooklyn, New York City.  
Teacher in the Baldwin School, Bryn Mawr, Pa.

MARGARET ELIZABETH BRUSSTAR,  
2246 West Lehigh Avenue, Philadelphia, Pa.  
Teacher of Mathematics in the Misses Shipley's School, Bryn Mawr,  
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Corresponding Secretary, Charleston City Federation of Women's  
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- EMMA WALKER CRAWFORD,  
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918 First Avenue, West Seattle, Wash.  
Teacher.
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Care of Rev. William P. Davis, D.D., Camden, N. J.
- DOROTHEA DAY,  
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- ELEANOR DEMING,  
Care of Horace E. Deming, 15 William Street, New York City.  
Student of art and jewelry making.
- GERTRUDE E. DIETRICH,  
Hastings, Neb.  
Secretary of the Woman's Club of Hastings.
- HELEN SYDNEY DITMARS SEWALL (Mrs. Willard Freeman Sewall),  
Bridgeton, N. J.  
Married Willard Freeman Sewall, physician, June 30, 1906, in Philadelphia, Pa.
- DORIS EARLE,  
Chestnut Hill, Philadelphia, Pa.
- ELIZABETH EASTMAN,  
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MARIAN HICKMAN,  
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ETHEL HULBURD JOHNSTON (Mrs. Hugh Johnston),  
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Hulburd Johnston, born October 27, 1906.

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ROSALIE TELFAIR JAMES,  
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Phelps School, Columbus, O.

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Nancy Wilson, born November 30, 1906.

IDA LANGDON,  
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Theodora Morris Cope, born January 4, 1906.

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HELEN LUCILE PECK,

Died, 1906.

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(For publication see page 168.)

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Frances Elizabeth Fry, born January 10, 1907.

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Teacher in Miss Tsuda's School, in the Friends' School, and in the  
Girls' Higher Normal School, Tokio; Member of Committee of  
Fifteen of Y. W. C. A., in Tokio; One of the Editors of "Women  
of Japan," the paper of Y. W. C. A.

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\*Resigned from the Alumnae Association.

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- BERTHA CORNELIA NORRIS,  
Torrington, Conn.
- SARA STOKES PALMER BAXTER (Mrs. Frederic Lockwood Baxter),  
"The Meadows," Grand Rapids, Mich.  
Married Frederic Lockwood Baxter, Secretary of Baxter Company,  
July 14, 1906, Old St. Davids, Wayne, Pa.
- BERTHA PEARSON,  
315 Deering Avenue, Portland, Me.
- ETHEL ROGERS PECK,  
Port Chester, N. Y.
- LOUISE LYMAN PECK WHITE (Mrs. Albert C. White),  
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Carolyn Lyman White, born December 17, 1906.
- ISABEL MERCEIN PETERS,  
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- FLORENCE EUSTIS ROBINS,  
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Teacher of Mathematics and History in the Kenwood Institute, Chi-  
cago, Ill.
- MARTHA SKERRY ROCKWELL,  
Bristol, R. I.  
Member of Program Committee, Rhode Island Branch of the Associa-  
tion of Collegiate Alumnæ; President of Ivy Guild, St. Michael's  
Church, Bristol.
- MARGARET JANE ROSS,  
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- MARGARET SCOTT, A.M., Bryn Mawr College, 1905,  
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610 North Twenty-third Street, Philadelphia, Pa.  
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Wister Street, Germantown, Philadelphia, Pa.  
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town.
- MAUD ELIZABETH TEMPLE, A.M., Bryn Mawr College, 1905,  
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Student of mediæval history, Hartford Theological Seminary; Mem-  
ber of the Tuberculosis Committee, Hartford College Club.
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- ALICE WRIGHT TULL,  
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105 Montrose Avenue, West, South Orange, N. J.  
Member of Executive Committee of Y. W. C. A. of States of New York  
and New Jersey; General Secretary of Y. W. C. A. of Barnard  
College, March 1-June 1, 1906.
- MARY VAUCLAIN,  
Rosemont, Pa.



CLARA LOUISE WHIPPLE WADE,  
Bryn Mawr, Pa.

Private Tutor; Graduate student in Greek and Archæology, Bryn Mawr College.

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LEDA FLORENCE WHITE,  
Moorestown, N. J.

Teacher.

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After July, 1907: 224 Wister Street, Germantown, Philadelphia, Pa.

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**CLASS OF 1905.**

HELEN R. STURGIS, *Secretary.*

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Member of Admissions Committee of Woman's University Club, New  
York City, March, 1906-January, 1907.

MABEL HENSZEY AUSTIN,

Rosemont, Pa.

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Married Arthur Parker Hitchens, M.D., bacteriologist, June 20, 1906,  
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- MARCIA BREADY,  
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Md.
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Married Henry Swan, January 1, 1907, in Denver.
- NATHALIE FAIRBANK,  
Winnetka, Ill.  
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- LESLIE FARWELL,  
Lake Forest, Ill.
- JULIA ANNA GARDNER,  
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Teacher of Chemistry and Physics, and Assistant in Mathematics at  
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Miss Caroline H. Hall in Miss Hall's Private School for Children,  
Pittsburgh, Pa., 1906-07; Secretary of Bryn Mawr Club of Pitts-  
burgh; Member of Miss Laura Fisher's School for Trained  
Kindergartners, July and August, 1906, at Heath, Mass.
- GERTRUDE HARTMAN,  
Bryn Mawr, Pa.  
Teacher of English, Miss Baldwin's School, Bryn Mawr.
- ADALINE HAVEMEYER FRELINGHUYSEN (Mrs. Peter H. B. Frelinghuysen),  
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Married Peter H. B. Frelinghuysen, lawyer, February 7, 1907, New  
York City.
- ELISABETH PRENTISS HENRY,  
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Student of music and French.
- FRANCES JOHNSON HUBBARD,  
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- HELEN HALE JACKSON PAXSON (Mrs. Frederick Logan Paxson),  
Ann Arbor, Mich.  
Married Frederick Logan Paxson, Assistant Professor of American  
History at University of Michigan, December 26, 1906, in Phila-  
delphia, Pa.
- ALICE DICKSON JAYNES,  
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- MIRIAM LEIGH JOHNSON, A.M., Bryn Mawr College, 1906,  
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Member of Bryn Mawr Sub-Committee on Membership to Women's  
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- EMMA TAFT KNIGHT,  
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- ELMA LOINES,  
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- EDITH MAY LONGSTRETH,  
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FRANCES ELEANOR MASON MANIERRE (Mrs. Arthur Manierre),  
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ANNA ALLISON MCCOY,  
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MADGE McEWEN SCHMITZ (Mrs. Walter L. Schmitz),  
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Married Walter L. Schmitz, advertising manager of Schmitz &  
Schroeder Clothing Company, September 15, 1906, in Brooklyn,  
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Keokuk, Ia.  
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- MARGARET GERTRUDE THURSTON,  
106 State Street, Portland, Me.  
Secretary of Portland College Club, 1906-07; Member of Board of  
Directors of Y. W. C. A.; Member of Board of Directors, Dis-  
trict Nursing Association.
- ADA VIOLA TRUITT,  
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- SOPHIA YHLEN OLSEN BERTELSEN, A.B., '98, and A.M., '99, Bryn Mawr College,  
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"Variable Sensitiveness in Colorimetry," *American Chemical Jour-  
nals*, Vol. XXXVI, No. 2, August, 1906; No. 5, November, 1906.
- ALICE M. BORING, A.B., '04, and A.M., '05, Bryn Mawr College,  
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ings of Academy of Natural Science*, Philadelphia, February, 1906.
- EMMA CADBURY, JR., A.B., Bryn Mawr College, '97,  
"Some Efforts for the Help of Small Meetings," *American Friend*,  
September 27, 1906; "Quaker Round Table Work," *The Weston-  
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"Assisi, a Reverie," *American Friend*, October 18, 1906, and *The  
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"Enrolment of Women Students," *Boston Evening Transcript*, January  
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Handbook of Child Labor Legislation for 1907, published as January  
Supplement to the *Annals* of the American Academy of Political  
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- MARY INDA HUSSEY, Ph.B., Earlham College, '96; Ph.D., Bryn Mawr  
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"A Supplement to Brünnow's classified lists of Cuneiform Ideo-  
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"Some Sumerian-Babylonian Hymns of the Berlin Collection,"  
*American Journal of Semitic Languages*, January, 1907.
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"First Steps in Latin," 1906.

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 Story, "The Prison Hospital," *The Warper*, February 23, 1907; Letter  
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 "Oyster Boats on the Chesapeake," "The Seamen in Port," "The  
 Wages of Seamen," in *Charities*, January and February, 1907.
- DORA KEEN, A.B., Bryn Mawr College, '96,  
 Twenty-fifth Annual Report of the Public Education Association, 1906;  
 Directory of the Education Association of Philadelphia for 1907.
- HELEN DEAN KING, A.B., Vassar College, '92; Ph.D., Bryn Mawr Col-  
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 "The Effects of Compression on the Maturation and Early Develop-  
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 Mech.*, Bd. XXI, 1906.
- GRACE PERLEY LOCKE, A.B., '98, and A.M., '99, Bryn Mawr College,  
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 "Need and Desire—An Appeal," *The Racquet*, June, 1906, pub-  
 lished by the Portland (Me.) High School; Short biographical  
 notices in connection with Associated Charity Work in "New  
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 Endorsement," *The Daily Eastern Argus*, October 2, 1906.
- LILIAN V. SAMPSON MORGAN, A.B., '91, and A.M., '94, Bryn Mawr Col-  
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 "Regeneration of Grafted Pieces of Planarians," *Journal of Experi-  
 mental Zoology*, Vol. III, 1906.
- MARGARETTA MORRIS, A.B., Bryn Mawr College, 1900,  
 "Race and Custom in the Malay Archipelago," *Journal of the Amer-  
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- IDA H. OGILVIE, A.B., Bryn Mawr College, '99; Ph.D., Columbia Univer-  
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 Bulletin 62 of New York State Museum.
- BERTHA HAVEN PUTNAM, A.B., Bryn Mawr College, '93,  
 "Justices of Labourers in the Fourteenth Century," *English Historical  
 Review*, July, 1906.
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 "On the Arrangement of the Real Branches of Plane Algebraic  
 Curves," in *American Journal of Mathematics*, October, 1906.



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"The Influence of Moisture upon the Formation of Roots by Cuttings of Ivy," *Bulletin of the Torrey Botanical Club*, 33, 1906.
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Translation of "Studies in Socialism," by Jean Jaurès (Putnam's);  
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April 7, 1906.
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## SUMMARY.

CLASS.	No. in Class.	No. of A. Ms.	No. of Ph. Ds.	No. Married.	No. Died.
'88	1	....	....	....	1
'89	26	4	2	12	....
'90	13	2	1	6	4
'91	11	4	1	3	1
'92	19	2	4	8	1
'93	30	3	1	15	1
'94	19	6	2	8	....
'95	26	4	....	7	....
'96	39	8	2	13	1
'97	46	6	....	16	1
'98	48	9	....	10	....
'99	44	7	2	16	1
1900	55	6	1	17	....
'01	62	4	1	16	....
'02	66	2	....	23	....
'03	77	2	....	5	1
'04	68	6	....	8	....
'05	82	5	....	9	....
'06	53	....	....	1	....
Ph. Ds.	22	5	22	4	....
Total ....	807	85	39	197	12

Associate members, 79.



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The Names of Associate Members will be found on pp. 162 to 167.

	CLASS		CLASS
Abbott, Madeline V. ....	'93	Anthony, Alice .....	'89
(Mrs. C. E. Bushnell)		Anthony, Emily .....	'89
Adaire, Nannie .....	'04	(Mrs. F. W. Robbins)	
Adams, Mrs. Chas. L. ....	'04	Archbald, Anna .....	'02
(Adola Greely)		Archer, Caroline .....	'98
Adams, Eliza R. ....	'93	Armstrong, M. ....	'05
(Mrs. F. N. Lewis)		Arnold, Dorothy .....	'05
Adams, S. F. ....	'02	Ashwell, G. I. ....	'05
(Mrs. Bascom Johnson)		Atherton, Louise P. ....	'93
Albee, Maria H. ....	'04	Atkins, E. L. .... (Feb. '94)	'93
Albert, Grace .....	'97	(Mrs. E. B. Davis)	
Albertson, A. O. ....	'02	Atkins, S. F. .... (Feb. '94)	'93
Albertson, Lydia M. ....	'97	(Mrs. T. R. Kackley)	
(Mrs. J. Wilbur Tierney)		Atkinson, Mary .....	'95
Albro, Alice H. ....	'90	(Mrs. George Watson)	
(Mrs. Charles A. Barker)		Austin, Agnes B. ....	'03
Aldrich, Mrs. Talbot. ....	'05	Austin, Mabel H. ....	'05
(Eleanor L. Little)		Avery, Delia S. ....	'00
Allen, F. D. ....	'02	Ayer, Mary F. ....	'01
(Mrs. F. S. Hackett)			
Allen, Hope E. ....	'05	Bacon, Ethel M. ....	'03
Allen, Jane .....	'04	Baird, Lucy .....	'96
Allen, M. S. ....	'02	Bakewell, Mrs. C. M. ....	'99
Allinson, Mrs. Francis G. ....	'92	(Madeline Palmer)	
(A. C. Emery)		Balch, Emily G. ....	'89
Allis, Mary E. ....	'01	Balch, Marion C. ....	'02
Anderson, Catharine L. ....	'06	Baldwin, J. C. ....	'98
Anderson, Mrs. Lewis A. .... Ph.D.		Ball, R. W. ....	'04
(Margerethe Urdahl)		Baltz, Ellen D. ....	'00
Andrews, Mrs. C. M. ....	'93	Bancroft, Mrs. Wilfred. ....	'98
(Evangeline Walker)		(Elizabeth Nields)	
Andrews, E. A. ....	'99	Barber, Mrs. St. George. ....	'06
Andrews, Isabel J. ....	'98	(Elsie Biglow)	
Andrews, L. Grace. (Feb. '02)	'01	Barbour, E. G. ....	'99
Annan, Helen C. ....	'91	Barker, Mrs. Charles A. ....	'90
(Mrs. Arthur H. Scribner)		(Alice H. Albro)	
Annan, Mrs. Roberdeau. ....	'96	Bartholomew, Clyde .....	'97
(Anna B. Green)		Bartlett, Helen .....	'92

	CLASS		CLASS
Bartlett, Theodora .....	'05	Bowditch, Mrs. I. ....	'01
Barton, K. S. ....	'00	(Sylvia C. Scudder)	
(Mrs. R. W. Childs)		Bowman, Elsa .....	'96
Bates, Josephine R. ....	'02	Boyd, L. P. ....	'02
Bates, Margaret H. ....	'05	(Mrs. Richard M. Day)	
Bates, Theodora H. ....	'05	Boyer, Anne A. ....	'99
Baxter, Mrs. F. L. ....	'04	Boyer, L. F. ....	'06
(Sara S. Palmer)		Bradley, Mrs. J. C. ....	'99
Bean, Catharine E. ....	'89	(Dollie H. Sipe)	
(Mrs. Isaac M. Cox)		Brand, Helen P... (Feb. 1903)	'02
Bean, Susan A. ....	'05	Branson, A. M. ....	'03
Bedinger, Anna M. ....	'99	Brayton, Abby S. ....	'94
Bedinger, M. V. ....	'91	(Mrs. R. N. Durfee)	
Belin, Alice .....	'92	Brayton, Helen I. ....	'03
Belknap, Mrs. R. E. ....	'02	Brayton, Mary E. ....	'01
(E. T. Lyon)		Bready, Marcia .....	'05
Bennett, Ethel M. ....	'05	Breed, M. B. ....	'94
(Mrs. A. P. Hitchens)		Brewer, Rachel S. ....	'05
Bent, E. C. ....	'95	Brewster, Mrs. W. ....	'01
Bertelsen, Mrs. H. ....	'98	(M. Southgate)	
(Sophia Y. Olsen)		Brooks, Mrs. H. H.. (Feb. '97)	'96
Biglow, Elsie .....	'06	(Louise D. Davis)	
(Mrs. St. George Barber)		Brooks, Mrs. H. S., Jr. ....	'97
Billmeyer, H. M. ....	'02	(Clara W. Vail)	
Birdsall, Mabel .....	'94	Brown, Bertha .....	'04
(Cowles, Mrs. W. T.)		Brown, Carolyn T. (Feb. 1900)	'99
Bissell, Bessie G. ....	'99	(Mrs. H. R. Lewis)	
Blake, Sue A. ....	'98	Brown, Emily E. ....	'97
Blakey, May L... (Feb. 1900)	'99	Brown, Fannie I. ....	'03
Blanchard, E. M. ....	'89	Brown, Mrs. Henry I. ....	'95
Blanchard, Mary M. ....	'89	(Madeline V. Harris)	
Blauvelt, Anne F. ....	'99	Brown, Louise C. ....	'01
Blauvelt, E. H. ....	'96	Brown, Mary P. ....	'02
Bliss, E. F. ....	'04	Brown, Mrs. R. D.. (Feb. '93)	'92
Blose, C. ....	'02	(Frances B. Harris)	
(Mrs. Henry C. Wright)		Browne, Jennie N. ....	'98
Bodine, E. D. ....	'02	Browne, Mary N. ....	'99
Boericke, Mrs. John J. ....	'98	Brownell, Eleanor O. ....	'97
(Edith G. Schoff)		Brownell, Harriet M. ....	'96
Bookstaver, Mary A. ....	'98	Brownell, Jane L. ....	'93
(Mrs. C. E. Knoblauch)		Brownell, Louise S. ....	'93
Boring, Alice M. ....	'04	(Mrs. A. P. Saunders)	
Boring, Lydia T. ....	'96	Bruner, Grace E., (Feb. 1901)	'00
Boucher, S. ....	'03	Brusstar, M. E. ....	'03
Bourland, C. B. ....	Ph.D.	Bryan, E. M. ....	'03

	CLASS		CLASS
Bryant, Mrs. Emmons.....	Ph.D.	Chandlee, E. B. ....	'02
(Dorothy W. Lyon)		(Mrs. H. B. Forman, Jr.)	
Buffum, M. N. ....	'02	Chapin, Edith B. ....	'99
Bull, Emily L. ....	'91	(Mrs. T. T. T. Craven)	
Bullock, Ethel S. ....	'06	Chapin, Helena ....	'96
Bunting, Martha ....	Ph.D.	(Mrs. A. E. McLean)	
Burns, Mary C. ....	'03	Chase, Bertha P. ....	'99
Burrell, E. L. ....	'03	(Mrs. J. H. Hollis)	
Bush, Mrs. Henry T. ....	'05	Chesney, Miriam ....	'04
(Lydia Moore)		Chickering, Rebekah M. ....	'97
Bushnell, Mrs. C. E. ....	'93	Child, Edith ....	'90
(Madeline V. Abbott)		Child, Florence C. ....	'05
Buxton, Caro F. ....	'01	Childs, Mrs. R. W. ....	'00
Byrnes, Esther F. ....	'91	(K. S. Barton)	
Cadbury, Emma, Jr., (Feb. '98)	'97	Cilley, Alice L. ....	'97
Cadbury, Hannah W. ....	'96	(Mrs. H. H. Weist)	
Caldwell, Mrs. Brown ....	'94	Clafin, E. F. ....	Ph.D.
(Blanche D. Follansbee)		Claghorn, Kate H. ....	'92
Caldwell, Elizabeth ....	'97	Clapp, Amy L. ....	'04
(Mrs. Gerard Fountain)		Clark, Florence W. ....	'02
Calvert, Mrs. Alan. ....	'98	Clark, Jean B. ....	'02
(Mary U. Githens)		Clark, Leslie ....	'04
Cameron, M. W. ....	'04	Clark, Mabel P. ....	'89
Campbell, Cornelia S. ....	'02	(Mrs. J. H. Huddleston)	
(Mrs. H. A. Yeazell)		Clarke, Edythe ....	'03
Campbell, Edith C. ....	'01	Clarke, Susan L. ....	'01
Campbell, Grace B. ....	'00	Clauder, A. C. ....	'05
Campbell, Mary M. ....	'97	Clements, Helen T. ....	'92
Campbell, Mrs. R. C. ....	'90	(Mrs. E. C. Kirk)	
(M. M. Patterson)		Clinton, Ethel ....	'02
Canan, Marjorie S. ....	'04	(Mrs. N. G. Russell)	
(Mrs. L. H. Fry)		Coale, H. C. ....	'89
Canan, M. Hilda ....	'04	(Mrs. H. Crew)	
(Mrs. S. M. Vauclain, Jr.)		Cochran, F. T. ....	'04
Cantlin, Ethel ....	'01	Coffin, Mariam L. ....	'06
Carey, Mrs. A. Morris. ....	'89	Coleman, Anne C. ....	'95
(Margaret C. Thomas)		(Mrs. Joachim L. Carvallo)	
Carpenter, Hannah T. ....	'98	Colgan, A. E. ....	'06
Carroll, E. M. ....	'92	Collins, Mrs. W. H. ....	'89
Carter, Alice ....	'99	(Julia Cope)	
(Mrs. W. C. Dickerman)		Congdon, Dorothy I. ....	'06
Carvallo, Mrs. Joachim L. ....	'95	Congdon, Elizabeth ....	'02
(Anne C. Coleman)		Congdon, Louise B. ....	'00
Case, Clara C. ....	'04	Converse, Helen P. ....	'01
		(Mrs. Warren Thorpe)	

CLASS	CLASS
Converse, Lisa B. .... '96	Darlington, Sarah W. .... '94 (Mrs. L. P. Hamilton)
Converse, Mary E. .... '98	Darrow, E. T. .... '01 (Mrs. W. H. Laciari)
Cook, K. I. .... '96	Davis, Mrs. E. B. ..(Feb. '94) '93 (E. L. Atkins)
Cooke, Bertha M. .... '01 (Mrs. James E. Kelley)	Davis, Etta L. .... '99
Cope, Mrs. Francis R., Jr. ... '03 (Evelyn F. Morris)	Davis, Louise D. ..(Feb. '97) '96 (Mrs. H. H. Brooks)
Cope, Julia .... '89 (Mrs. William H. Collins)	Davis, Lucia .... '02
Corson, E. S. .... '02 (Mrs. P. Gallagher)	Davis, Sarah E. .... '03
Cowles, Mrs. William T. .... '94 (Mabel Birdsall)	Day, Alice H. .... '02
Cox, Mrs. Isaac M. .... '89 (Catharine E. Bean)	Day, Dorothea .... '03
Coyle, M. H. .... '06	Day, Mrs. Richard W. .... '02 (L. P. Boyd)
Cragin, Jane H. .... '02 (Mrs. D'A. H. Kay)	Dean, Elise .... '00
Crane, C. I. .... '02	DeArmond, E. M. .... '99 (Mrs. Frank K. Neill)
Crane, Edith C. .... '00	Deming, Eleanor .... '03
Craven, Mrs. T. T. T. .... '99 (Edith B. Chapin)	Denison, Carla .... '05 (Mrs. Henry Swan)
Crawford, Emma W. .... '03	Dennison, Mrs. Henry S. .... '99 (Mary T. Thurber)
Crawford, H. Jean .... '02	Deweese, Susan J. .... '00
Crawford, Mary V. .... '96 (Mrs. C. B. Dudley)	De Wolf, Mrs. Philip. .... '04 (Ruth B. I. Wood)
Crawford, Mrs. R. L. .... '01 (Frances B. Rush)	Dey, Mrs. John .... '96 (Clarissa W. Smith)
Crew, Mrs. H. .... '89 (H. C. Coale)	Dickerman, Mrs. W. C. .... '99 (Alice Carter)
Criswell, E. H. .... '04	Dickey, Mrs. J. R. .... '02 (Caroline E. McManus)
Crosby, Phoebe S. .... '06	Dietrich, G. E. .... '03
Cross, Emily R. .... '01	Dillingham, Alice .... '01
Cross, Mrs. F. C. .... '00 (Dorothea Farquhar)	Dimon, A. C. .... '96
Cruise, Louise N. .... '06	Ditmars, H. S. .... '03 (Mrs. Willard F. Sewall)
Dabney, Edith .... '03	Dodge, E. .... '02
Daly, E. T. .... '01	Dogura, Masa .... '97 (Mrs. Yasuya Uchida)
Daniels, Caroline S. .... '01	Donnelly, L. M. .... '93
Danielson, R. .... '05	Douglas, Grace .... '02 (Mrs. M. L. Johnston)
Darlington, Mrs. H. S. .... '99 (Sibyl E. Hubbard)	Douglas, Mrs. J. Henry, Jr. ... '89 (Mabel Hutchinson)
Darlington, Mrs. P. J. .... '96 (Rebecca T Mattson)	

	CLASS		CLASS
Dudley, Mrs. C. B. ....	'96	Farmer, Mrs. M..(Feb. '99)	'98
(Mary V. Crawford)		(Lucile Merriman)	
Dudley, Mrs. C. T. ....	'00	Farnham, Lois A. ....	'00
(S. L. Emery)		(Mrs. David W. Horn)	
Dudley, Dorothy ....	'04	Farquhar, Dorothea ....	'00
Dudley, Helena S. ....	'89	(Mrs. Frederic C. Cross)	
Dungan, E. ....	'02	Farr, Clara E. ....	'96
(Mrs. G. W. Moore, Jr.)		Farwell, Leslie ....	'05
Durand, Edith P. ....	'06	Fay, Mary L. ....	'97
Durfee, Mrs. R. N. ....	'94	Fell, Edith N. ....	'00
(Abby S. Brayton)		Fetterman, M. G. ....	'03
DuVal, Kate I. ..(Feb. 1903)	'02	Fincke, F. A. ....(Feb. '98)	'97
Dyer, Margaret B. ....	'98	(Mrs. Learned Hand)	
		Fischel, Edna ....	'00
Earle, Doris ....	'03	(Mrs. George Gellhorn)	
Eastman, E. ....	'03	FitzGerald, Mrs. R. Y.....	'93
Eddy, Olive G. ....	'06	(Susan G. Walker)	
Edwards, Edith ....	'01	Fleischmann, Louise ....	'06
Ehlers, B. H. ....	'04	Fleisher, E. L. ....	'03
Elder, Grace ....	'97	Fletcher, Mrs. Henry M.....	'93
(Mrs. F. A. Saunders)		(Ruth Emerson)	
Elder, Louise R. ....	'89	Fletcher, Kate S. ....	'02
Ellis, Ellen D. ....	'01	Flexner, Mary ....	'95
Ellis, Lillian R. ....	'06	Flexner, Mrs. Simon ....	'93
Ellis, Mary F. ....	'95	(Helen W. Thomas)	
Ellis, Sara F. ....	'04	Flickinger, Alice ... (Feb. '06)	'05
Ely, Katrina B. ....	'97	Focht, M. M. ....	'04
(Mrs. C. L. Tiffany)		Follansbee, Blanche D. ....	'94
Emerson, Ruth ....	'93	(Mrs. Brown Caldwell)	
(Mrs. H. W. Fletcher)		Follansbee, Eunice D. ....	'03
Emery, Annie C. ....	'92	Follansbee, Susan D. ....	'97
(Mrs. F. G. Allinson)		(Mrs. W. G. Hibbard)	
Emery, S. Lotta ....	'00	Foltz, Mrs. C. S. ....	'02
(Mrs. C. T. Dudley)		(J. B. Kieffer)	
Emlen, Mrs. Samuel, Jr. ....	'02	Foote, Mrs. H. W. ....	'02
(Marion H. Haines)		(Martha B. Jenkins)	
Emmons, E. W. ....	'01	Fordyce, Mrs. W. C. ....	'99
Erismann, P. A. C. ....	'00	(Christine Orrick)	
Evers, H. M. ....	Ph.D.	Forman, Mrs. H. B., Jr. ....	'02
		(Elizabeth B. Chandlee)	
Failing, K. F. ....	'03	Foster, Dorothy ....	'04
Fairbank, N. ....	'05	Foulke, C. R. ....(Feb. '96)	'95
Farley, Mrs. R. H., Jr. ....	'01	Foulke, Mary T. R. ....	'99
(Corinne Sickel)		(Mrs. J. W. Morrisson)	



	CLASS		CLASS
Fountain, Mrs. Gerard	'97	Gignoux, E. M.	'02
(E. Caldwell)		Giles, Ellen R.	'96
Fowler, Eugenia	'01	Gillinder, A.	'04
Fowler, Katharine	'06	Girdwood, E. M.	'03
Fowler, Laura	'01	Githens, Mary U.	'98
Fowler, Susan	'95	(Mrs. Alan Calvert)	
Frace, M.	'04	Gleim, M. A.	'97
Frank, Myra B.	'00	Goff, Ethel P.	(Feb. '03) '02
(Mrs. Milton J. Rosenau)		Goff, Gertrude A.	'98
Franklin, Susan B.	'89	Goff, Leah	'89
Frelinghuysen, Mrs. P. H. B.	'05	Goffe, M. V.	'04
(A. Havemeyer)		Goldman, Bertha	'01
Fries, E. R.	'04	(Mrs. Bernhard Gutmann)	
Fronheiser, M. D.	'99	Goldman, Hetty	'03
(Mrs. P. T. Meredith)		Goldmark, Josephine C.	'98
Frost, M. G.	'97	Goldmark, Pauline D.	'96
(Mrs. W. S. Packer)		Goodell, Edith	'04
Fry, Anna D.	(Feb. '99) '98	(Mrs. J. Gregson, Jr.)	
Fry, Mrs. L. H.	'04	Goodrich, E.	'05
(Marjorie S. Canan)		Gould, A. B.	'89
Fulton, Louise O.	'93	Gowen, Emeline	'90
(Mrs. F. T. Gucker)		Gray, Elizabeth D.	'98
Furman, Rosalie A.	'95	Greely, A.	'04
Furness, R. W.	'96	(Mrs. Chas. L. Adams)	
(Mrs. J. F. Porter)		Green, Anna B.	'96
Gallagher, Mrs. P.	'02	(Mrs. Roberdeau Annan)	
(E. S. Corson)		Greene, Cornelia B.	'97
Galt, C. M.	'97	Greening, Mrs. Henry B.	'96
Gannett, Alice P.	'98	(Helen E. Haines)	
Gardner, Mrs. A. A.	'90	Gregson, Mrs. J., Jr.	'04
(Katharine Willets)		(Edith Goodell)	
Gardner, Mrs. Henry	'00	Gribi, M.	'04
(Julia Streeter)		(Mrs. O. A. Kreutzberg)	
Gardner, Julia A.	'05	Griffith, Elizabeth M.	'00
Garrett, C. H.	'03	Griffith, Helen	'05
Garrett, Ida M.	'06	Grossman, Isabella M.	'96
Garretson, Alice E.	'90	Grotevent, K. E.	'05
Gellhorn, Mrs. George	'00	Gucker, Mrs. Frank T.	'93
(Edna Fischel)		(L. O. Fulton)	
Gentry, Ruth	Ph.D.	Guffey, M. Emma	'99
Gerber, W. G. M. von	'03	(Mrs. Carroll Miller)	
Gerhard, E. H.	'04	Guilford, E. G.	'98
Gibb, L. W.	'01	Guillon, Mrs. H. E.	'96
Gifford, F. S.	'03	(A. B. Walters)	

CLASS	CLASS
Gutmann, Mrs. Bernhard . . . . . '01 (Bertha Goldman)	Havemeyer, A. . . . . '05 (Mrs. P. H. B. Frelinghuysen)
Gwinn, Mary M. . . . . Ph.D. (Mrs. Alfred Hodder)	Haynes, Mabel S. . . . . '98 (Mrs. Konrad Heissig)
Haas, Anna M. . . . . '98	Head, Harriet F. . . . . '91
Hacker, Emma L. . . . . '93 (Mrs. Arthur H. Norton)	Heissig, Mrs. Konrad . . . . . '98 (Mabel S. Haynes)
Hackett, Mrs. F. S. . . . . '02 (Frances D. Allen)	Hemphill, J. . . . . '04
Hahn, Dorothy . . . . . '99	Hendrickson, A. . . . . '03
Haines, Helen E. . . . . '96 (Mrs. Henry B. Greening)	Henry, Elisabeth P. . . . . '05
Haines, Jane B. . . . . '91	Henry, Jessie K. . . . . '03
Haines, Marion H. . . . . '02 (Mrs. Samuel Emlen, Jr.)	Hepburn, Mrs. T. N. . . . . '00 (K. M. Houghton)
Hall, Annette . . . . . '95 (Mrs. H. M. Phillips)	Heritage, Gertrude L. . . . . '96
Hall, Edith R. . . . . (Feb. '93) '92	Herr, Etta . . . . . '98
Hall, Margaret . . . . . '99	Herrick, C. M. . . . . '05
Hall, Margaret G. . . . . '05	Hewitt, Jessie G. . . . . '06
Halsey, C. V. W. . . . . '00 (Mrs. F. R. Kellogg)	Heyl, F. M. . . . . '99
Hamilton, Edith . . . . . '94	Hibbard, Mrs. W. G. . . . . '97 (Susan D. Follansbee)
Hamilton, Mrs. L. P. . . . . '94 (S. W. Darlington)	Hickman, Marian . . . . . '03
Hamilton, Margaret . . . . . '97	Hill, Mary D. . . . . '96 (Mrs. Gerard Swope)
Hammond, Alice B. . . . . '98	Hilles, Margaret H. . . . . '93 (Mrs. J. E. Johnson, Jr.)
Hand, Mrs. Learned (Feb. '98) '97 (Frances A. Fincke)	Hills, E. A. . . . . '00
Harbeson, L. M. . . . . '03	Hitchens, Mrs. A. P. . . . . '05 (Ethel M. Bennett)
Hardy, Cora . . . . . '99 (Mrs. E. S. Jarrett)	Hoag, Mrs. C. G. . . . . '96 (Anna Scattergood)
Harrington, C. E. . . . . '06	Hodder, Mrs. Alfred . . . . . Ph.D. (Mary M. Gwinn)
Harris, Elizabeth . . . . . '90 (Mrs. Edward H. Keiser)	Hodge, Mrs. C. V. R. . . . . '97 (Elsie Sinclair)
Harris, Frances B. . . . . (Feb. '93) '92 (Mrs. R. D. Brown)	Hodge, H. . . . . '00
Harris, Mrs. J. McA. . . . . '89 (Sophia Weygandt)	Hoffman, Mrs. A. S. . . . . '95 (Mary D. James)
Harris, Madeline V. . . . . '95 (Mrs. H. I. Brown)	Holden, C. . . . . '03
Harris, Mary . . . . . '95	Holliday, Mrs. C. C. . . . . '01 (E. S. Wray)
Hartman, G. . . . . '05	Holliday, Evelyn M. . . . . '04
Haughwout, H. P. . . . . '06	Holliday, Lucia S. . . . . '01 (Mrs. Norman Macbeth)
	Hollis, Mrs. J. H. . . . . '99 (Bertha P. Chase)

	CLASS		CLASS
Hood, Alice W. ....	'98	Jackson, Helen H. ....	'05
Hooker, Mrs. D. R. ....	'00	(Mrs. F. L. Paxson)	
(E. Houghton)		James, Catharine A. ....	'00
Hooper, Ethel E. ....	'99	James, Eleanor ....	'02
Hopkins, Elizabeth F. ....	'93	James, Mary Denver ....	'95
Hopkins, Helen R. ....	'94	(Mrs. A. S. Hoffman)	
(Mrs. H. R. M. Thom)		James, Mary L. ....	'04
Hopkins, Mary D. ....	'96	James, Rosalie T. ....	'03
Horn, Mrs. David W. ....	'00	Janney, Marianna ....	'95
(Lois Farnham)		Jarrett, Mrs. E. S. ....	'99
Houghton, Edith ....	'00	(Cora Hardy)	
(Mrs. D. R. Hooker)		Jaynes, Alice D. ....	'05
Houghton, Katharine ....	'00	Jeffers, Evetta T. ....	'00
(Mrs. T. N. Hepburn)		Jeffers, Mary ....	'95
Houghton, Marion ....	'06	Jenkins, Martha B. ....	'02
Howard, Jeannie C. ....	'01	(Mrs. H. W. Foote)	
Howe, Mrs. T. D. ....	'02	Jewett, M. W. ....	'96
(Anne S. Rotan)		Johnson, Mrs. Bascom. ....	'02
Howell, H. A. ....	'04	(S. F. Adams)	
Howell, Kathrine L. (Feb.'06)	'05	Johnson, Mrs. J. E. Jr. ....	'93
Howson, Agnes ....	'97	(Margaret H. Hilles)	
(Mrs. Rufus Waples)		Johnson, Miriam L. ....	'05
Hoyt, Florence S. ....	'98	Johnston, Mrs. Hugh ....	'03
Hoyt, Helen S. ....	'97	(Ethel Hulburd)	
Hoyt, Mary E. ....	'93	Johnston, Mrs. M. L. ....	'02
Hubbard, Frances J. ....	'05	(Grace Douglas)	
Hubbard, Sibyl E. ....	'99	Jonas, A. ....	'04
(Mrs. H. S. Darlington)		Jones, Alice ....	'97
Huddleston, Mrs. J. H. ....	'89	Jones, Eleanor H. ....	'01
(Mabel P. Clark)		Jones, Elsie P. ....	'06
Hulburd, E. ....	'03	Jones, Grace L. ....	'00
(Mrs. Hugh Johnston)		Jones, Helen E. ....	'06
Hull, K. D. ....	'03	Jones, J. M. ....	'05
Hunt, Evelyn ....	'98	Jones, Ruth L. ....	'05
Hunt, Frances E. (Feb.'93)	'92		
Hussey, Mary I. ....	Ph.D.	Kackley, Mrs. T. R. (Feb.'94)	'93
Hutchin, E. F. ....	'01	(S. F. Atkins)	
Hutchinson, Mabel ....	'89	Katzenstein, J. ....	'06
(Mrs. J. H. Douglas, Jr.)		Kawai, M. ....	'04
		Kay, Mrs. D'A. H. ....	'02
		(Jane H. Cragin)	
Ingham, M. H. .... (Feb. '03)	'02	Keay, Frances A. ....	'99
Irwin, M. E. ....	'00	Keen, Dora ....	'96
Ives, Mrs. F. M. ....	'92	Keiser, Mrs. E. H. ....	'90
(Edith Wetherill)		(Elizabeth Harris)	

CLASS	CLASS
Kelley, Annette M. (Feb. '06) '05	Langdon, Ida ..... '03
Kelley, Mrs. J. E. .... '01 (Bertha M. Cooke)	Lange, L. B. .... '03
Kellogg, Mrs. F. R. .... '00 (Cornelia V. W. Halsey)	LaPorte, Martha D. .... '95
Kellum, M. D. .... '92	Larrabee, E. D. .... '03
Kemmerer, Mrs. J. L. .... '01 (Frances M. Ream)	Latimer, C. W. .... '96
Kempton, H. P. .... '05	Lattimore, E. L. .... '00
Kidder, Anne M. .... '03 (Mrs. E. B. Wilson)	Laughlin, A. .... '03
Kieffer, J. B. .... '02 (Mrs. C. S. Foltz)	Lauterbach, Alice ..... '06
Kilpatrick, M. G. .... '00	Law, Sally P. .... '03
King, Georgiana G. .... '96	Lawrence, Edith ..... '97
King, Gladys ..... '05	Lawrence, Lina ..... '89
King, Helen D. .... Ph.D.	Laws, Bertha M. .... '01
Kirk, Abby ..... '92	Lawther, Anna B. .... '97
Kirk, Mrs. E. C. .... '92 (Helen Clements)	Lawton, Grace E. .... '98
Kirk, Mary B. .... '97	Lee, Elva ..... '93
Kirkbride, E. B. .... '96	Lee, Mary M. .... '01
Klein, G. .... '04	Lee, Mary Sarah ..... '06
Knight, Emma T. .... '05	Lee, Sylvia K. .... '01
Knoblauch, Mrs. C. E. .... '98 (Mary A. Bookstaver)	LeFevre, E. F. .... '05
Knowles, L. A. .... '00	Leffingwell, Aimée G. .... '97
Koroff, Baronne S. A. .... '00 (A. L. VanReypen)	Leftwich, Florence ..... '95 (Mrs. S. P. Ravenel)
Kreutzberg, Mrs. O. A. .... '04 (M. Gribi)	Lepper, M. A. .... '06
Kroeber, Johanna ..... '00	Leupp, C. D. .... '03
Laciar, Mrs. W. H. .... '01 (E. T. Darrow)	Levering, Ethel ..... '99
Ladd, Mrs. W. C. .... '89 (Anna E. Rhoads)	Levering, Mary A. .... '97 (Mrs. J. H. Robinson)
Lafore, Mrs. J. A. .... '02 (Anne F. Shearer)	Levin, Mrs. L. H. .... '95 (Bertha Szold)
Laird, Elizabeth R. .... Ph.D.	Lewis, Constance ..... '04
Lamberton, M. .... '04	Lewis, E. D. L. .... '01
Landers, Julia E. .... '94	Lewis, Mrs. F. N. .... '93 (Eliza R. Adams)
Landsberg, Clara ..... '97	Lewis, Mrs. H. R. (Feb. 1900) '99 (Carolyn T. Brown)
Lane, Mrs. E. B. .... '02 (Julia A. Tevis)	Lewis, Lucy ..... '93
	Linburg, Emma H. .... '96
	Little, Eleanor L. .... '05 (Mrs. Talbot Aldrich)
	Locke, Grace P. .... '98
	Loder, Eleanor ..... '05
	Loines, Elma ..... '05
	Lombard, Mrs. B. M. .... '00 (C. S. Sloane)
	Lombardi, L. .... '04

	CLASS		CLASS
Long, Anne D. ....	'06	Mattson, R. T. ....	'96
Longstreth, E. M. ....	'05	(Mrs. P. J. Darlington)	
Loose, K. R. ....	'98	McAllister, Mrs. F. A. ....	'98
Lord, Eleanor L. ....	Ph.D.	(Florence Vickers)	
Lord, Katharine ....	'01	McAnulty, Anna ....	'06
Loshe, Lillie D. ....	'99	McBride, Jessie C. ....	'00
Louderback, Jessie L. ....	'95	(Mrs. John H. Walsh)	
Lounsbury, Grace C. ....	'98	McCauley, K. L. ....	'06
Lovell, Alice ....	'03	McCoy, Anna A. ....	'05
Lowater, Frances ....	Ph.D.	McEwen, Madge ....	'05
Lowengrund, Helen M. ....	'06	(Mrs. Walter L. Schmitz)	
Lowenthal, E. ....	'05	McGeorge, Beatrice ....	'01
Lowrey, Maud M. ....	'00	McKeen, Elizabeth F. ....	'01
Lynde, Isabel A. ....	'05	McKeen, Helen J. ....	'00
Lyon, Dorothy W. ....	Ph.D.	McKnight, Mrs. G. S. ....	'03
(Mrs. Emmons Bryant)		(Marjory G. Price)	
Lyon, Elizabeth T. ....	'02	McLean, Mrs. A. E. ....	'96
(Mrs. R. E. Belknap)		(Helena Chapin)	
Macbeth, Mrs. Norman ....	'01	McLean, Charlotte F. ....	'99
(L. S. Holliday)		McManus, C. E. ....	'02
MacClanahan, A. E. C. ....	'06	(Mrs. J. R. Dickey)	
MacCoy, M. H. ....	'00	McMullin, Mary B. ....	'93
MacCracken, Fay ....	'94	McMurtrie, Mary ....	'89
(Mrs. F. E. Stockwell)		Meade, Addis M. ....	'99
MacDonald, M. B. ....	Ph.D.	Meigs, Alice M. ....	'05
MacIntosh, Marian ....	'90	Meigs, Grace L. ....	'03
Mackenzie, Mrs. A. S. (Feb.'93)	'92	Mendinhall, Mary A. ....	'96
(Mary L. Taylor)		(Mrs. J. H. Mullin)	
Maddison Isabel ....	Ph.D.	Meredith, Mrs. P. T. ....	'99
Magruder, R. S. ....	'04	(M. D. Fronheiser)	
Manierre, Mrs. A. ....	'05	Merriman, Lucile .. (Feb.'99)	'98
(F. E. Mason)		(Mrs. Malcolm Farmer)	
Mann, E. M. ....	'97	Middleton, Helen .. (Feb.'95)	'94
Mappin, Lilian M. ....	'96	(Mrs. Thomas Smith)	
Marble, E. D. ....	'02	Miles, Ruth H. ....	'02
Marcus, Bertha ....	'05	(Mrs. C. R. Witherspoon)	
Marshall, L. P. ....	'05	Miller, Mrs. Carroll ....	'99
Martin, Emilie N. ....	'94	(M. Emma Guffey)	
Masland, M. E. ....	'01	Miller, Mrs. C. O., Jr. ....	'00
Mason, F. E. ....	'05	(M. E. White)	
(Mrs. A. Manierre)		Miller, Emma L. ....	'01
Mason, Mary T. ....	'92	(Mrs. P. C. Taylor)	
Matsuda, Michi ....	'99	Miller, Madge D. ....	'01
		Miller, Mary R. ....	'05
		Minor, Marie L. ....	'94

CLASS	CLASS
Minturn, Mildred ..... '97 (Mrs. Arthur H. Scott)	Nichols, Elizabeth ..... '93 (Mrs. C. W. Moores)
Mitchell, Charlotte B. .... '99	Nichols, Margaret B. .... '05
Mitchell, Charly T. .... '98	Nichols, Margaret P. .... '97 (Mrs. W. H. Smith)
Mitchell, Elizabeth Y. .... '05	Nichols, Tirzah ..... '96
Mitchell, Grace D. .... '01	Nields, Elizabeth ..... '98 (Mrs. Wilfred Bancroft)
Mitchell, Renée ..... '00 (Mrs. T. M. Righter)	Norcross, Elizabeth ..... '97
Montague, M. .... '03	Norcross, Louise J. .... '00
Montenegro, Sara ..... '02	Norcross, Mary J. .... '00
Montgomery, A. .... '05	Norris, Bertha C. .... '04
Moers, L. V. .... '03	Norris, Mary R. .... '06
Moore, Mrs. G. W., Jr. .... '02 (Emily Dungan)	North, L. V. .... (Feb. '96) '95
Moore, Lydia ..... '05 (Mrs. Henry T. Bush)	Norton, Mrs. A. H. .... '93 (Emma L. Hacker)
Moores, Mrs. C. W. .... '93 (Elizabeth Nichols)	Norton, Mabel H. .... '02
Morgan, Mrs. T. H. .... '91 (L. V. Sampson)	Oberge, Ullericka H. .... '98
Morice, J. R. .... '99	Ogilvie, Ida H. .. (Feb. 1900) '99
Morris, Evelyn F. .... '03 (Mrs. F. R. Cope, Jr.)	Oliver, Rachel L. .... '93
Morris, Frances H. .... '02 (Mrs. John B. Orr)	Olsen, Sophia Y. .... '98 (Mrs. Henrick Bertelsen)
Morris, Margaretta ..... '00	O'Neil, Elizabeth B. .... '03
Morrisson, Mrs. J. W. .... '99 (Mary T. R. Foulke)	Orlady, Edith T. .... '02
Morrow, C. N. E. .... '05	Orr, Mrs. John B. .... '02 (Frances H. Morris)
Moser, Lillian V. .... '93	Orrick, Christine ..... '99 (Mrs. W. C. Fordyce)
Müller, Anna ..... '05 (Mrs. S. W. Prince)	Ostrom, Virginia ..... '01
Müller, L. E. .... '03	Otheman, M. S. .... '05
Mullin, Mrs. J. H. .... '96 (Mary A. Mendinhal)	Packer, Mrs. W. S. .... '97 (M. G. Frost)
Neall, A. W. .... '06	Paddock, Mrs. Brace W. .... '02 (E. K. Plunkett)
Neill, Mrs. Frank K. .... '99 (Elinor M. DeArmond)	Palmer, Emily W. .... '00
Neilson, Grace H. .... '06	Palmer, Henrietta R. .... '93
Neilson, Nellie ..... '93	Palmer, Madeline ..... '99 (Mrs. C. M. Bakewell)
Neville, Mary ..... '94	Palmer, Sara S. .... '04 (Mrs. F. L. Baxter)
Neville, Zelinda ..... '95	Park, Marion E. .... '98
Newton, A. M. .... '05	Parris, Marion ..... '01
Nichols, Content S. .... '99	Parrish, Ethel ..... '91

CLASS		CLASS
	Patterson, Margaret M. .... '90 (Mrs. R. C. Campbell)	Porter, Lucile A. .... '02 (Mrs. Ben P. Weaver)
	Patterson, Mary G. .... '88	Potts, Laurette E... (Feb. '97) '96 (Mrs. L. F. Pease)
	Paxson, C. E. .... (Feb. '90) '89 (Mrs. J. C. Stine)	Powers, Anna ..... '90
	Paxson, Mrs. F. L. .... '05 (Helen H. Jackson)	Pratt, Anne S. .... '06
	Pearson, B. .... '04	Price, Alice M. .... '03
	Pearson, Mrs. Henry G. .... '92 (Elizabeth W. Winsor)	Price, Majory G. .... '03 (Mrs. G. S. McKnight)
	Pease, Mrs. L. F... (Feb. '97) '96 (Laurette E. Potts)	Prince, Mrs. S. W. .... '05 (Anna Müller)
	Peck, Ethel R. .... '04	Putnam, Avis ..... '05
	Peck, Helen L. .... '03	Putnam, Bertha H. .... '93
	Peck, Louise L. .... '04 (Mrs. A. C. White)	Putnam, Mrs. G. H. .... '89 (Emily J. Smith)
	Peckham, Laura ..... '99 (Mrs. E. H. Waring)	Quimby, M. A. .... '06
	Peckham, Mary ..... '97 (Mrs. Josiah T. Tubby)	Ragsdale, Virginia ..... '96
	Peebles, Florence ..... Ph.D.	Randolph, Harriet ..... '89
	Pelton, Jessie ..... '01	Ransome, Mrs. F. L. .... '93 (Amy C. Rock)
	Pennypacker, A. M. W. .... '97	Ravenel, Mrs. S. P. .... '95 (Florence Leftwich)
	Pennypacker, E. B. .... '97	Rawson, Lucy ..... '02
	Perkins, Agnes F. .... '98	Rawson, Marjorie ..... '06
	Perkins, Elizabeth M. .... '00	Raymond, Helen T. .... '03
	Peters, Isabel M. .... '04	Ream, Frances M. .... '01 (Mrs. John L. Kemmerer)
	Pettit, Edith ..... '95	Ream, Marion B. .... '99 (Mrs. R. D. Stephens)
	Pew, Ethel ..... '06	Reid, Estelle ..... '94
	Pfaff, Ethel C. .... '04	Reilly, Marion ..... '01
	Pfuhl, S. A. .... '00	Reimer, M. .... Ph.D.
	Phillips, Grace ..... '01 (Mrs. Gardner Rogers)	Reinhardt, E. C. .... '02
	Phillips, Mrs. H. M. .... '95 (Annette L. Hall)	Rembaugh, Bertha ..... '97
	Pinney, Mrs. E. G. .... '92 (Harriet Stevenson)	Rhoads, Anna E. .... '89 (Mrs. W. C. Ladd)
	Pinney, Grace ..... '92 (Mrs. J. M. Stewart)	Richards, C. L. .... '06
	Plunkett, Elizabeth K. .... '02 (Mrs. Brace W. Paddock)	Richardson, M. T. .... '06
	Porter, Clara P. .... '05	Ridgway, Sarah S. .... '98
	Porter, Mrs. James F. .... '96 (Ruth W. Furness)	Riegel, Ella ..... '89
	Porter, Katharine ..... '94	Righter, Mrs. T. M. .... '00 (Renée Mitchell)
		Ritchie, M. H. .... '96

CLASS	CLASS
Robbins, Mrs. F. W. .... '89 (Emily Anthony)	Saunders, Helen M. .... '97
Robbins, Harriet ..... '93	Sax, Mrs. P. M. .... '99 (May C. Schoneman)
Roberts, Emma D. .... '03	Scattergood, Anna ..... '96 (Mrs. C. G. Hoag)
Robins, Florence E. .... '04	Schiedt, Alice E. .... '04
Robins, Helen J. .... '92	Schiedt, Helen L. .... '01 (Mrs. H. A. Woodward)
Robinson, Constance ..... '98	Schmitz, Mrs. Walter L. .... '05 (Madge McEwen)
Robinson, Helen L. .... '01	Schoff, Edith G. .... '98 (Mrs. John J. Boericke)
Robinson, Mrs. J. H. .... '97 (M. A. Levering)	Schoff, Louise ..... '02
Robinson, Virginia P. .... '06	Schoneman, May C. .... '99 (Mrs. P. M. Sax)
Rock, Amy C. .... '03 (Mrs. F. L. Ransome)	deSchweinitz, Agnes ..... '99
Rockwell, M. S. .... '04	Scofield, Jane ..... '91
Rockwood, E. R. .... '00	Scott, Mrs. Arthur H. .... '97 (Mildred Minturn)
Rogers, Mrs. Gardner ..... '01 (Grace Phillips)	Scott, Katharine E. .... '04
Ropes, Alice R. .... '06	Scott, Margaret ..... '04
Ropes, Ellen M. .... '02	Scribner, Mrs. A. H. .... '91 (Helen C. Annan)
Ropes, Margaret ..... '03	Scudder, Sylvia C. .... '01 (Mrs. I. Bowditch)
Rosenau, Mrs. Milton J. .... '00 (Myra B. Frank)	Seely, B. W. .... '05
Ross, Anna M. .... '05	Selleck, A. .... '04
Ross, M. J. .... '04	Sergeant, E. S. .... '03
Rotan, Anne S. .... '02 (Mrs. T. D. Howe)	Seth, Frances B. .... '02
Rowley, H. T. .... '01	Sewall, Mrs. Willard F. .... '03 (H. S. Ditmars)
Rulison, L. C. .... '00	Seymour, Clara H. .... '00 (Mrs. George C. St. John)
Rush, F. B. .... '01 (Mrs. R. L. Crawford)	Seymour, Elizabeth D. .... '97
Russell, Mrs. Bertrand ..... '90 (Alys W. Smith)	Sharpless, E. F. .... '05
Russell, Mrs. N. G. .... '02 (Ethel Clinton)	Shearer, Anne F. .... '02 (Mrs. J. A. Lafore)
Sackett, Mary J. .... '01	Shearer, Edna A. .... '04
Sampson, Edith ..... '90 (Mrs. J. H. Westcott)	Shearman, Marg'et H. .... '95
Sampson, L. V. .... '91 (Mrs. T. H. Morgan)	Sheppard, Mary ..... '98
Sandison, Helen E. .... '06	Sherwin, Anna I. .... '03
Saunders, Mrs. A. P. .... '93 (Louise S. Brownell)	Shields, E. L. .... '05
Saunders, Mrs. F. A. .... '97 (Grace Elder)	Shipley, K. M. .... '90
	Shoemaker, J. C. .... '05
	Shreve, Harriet R. .... '95

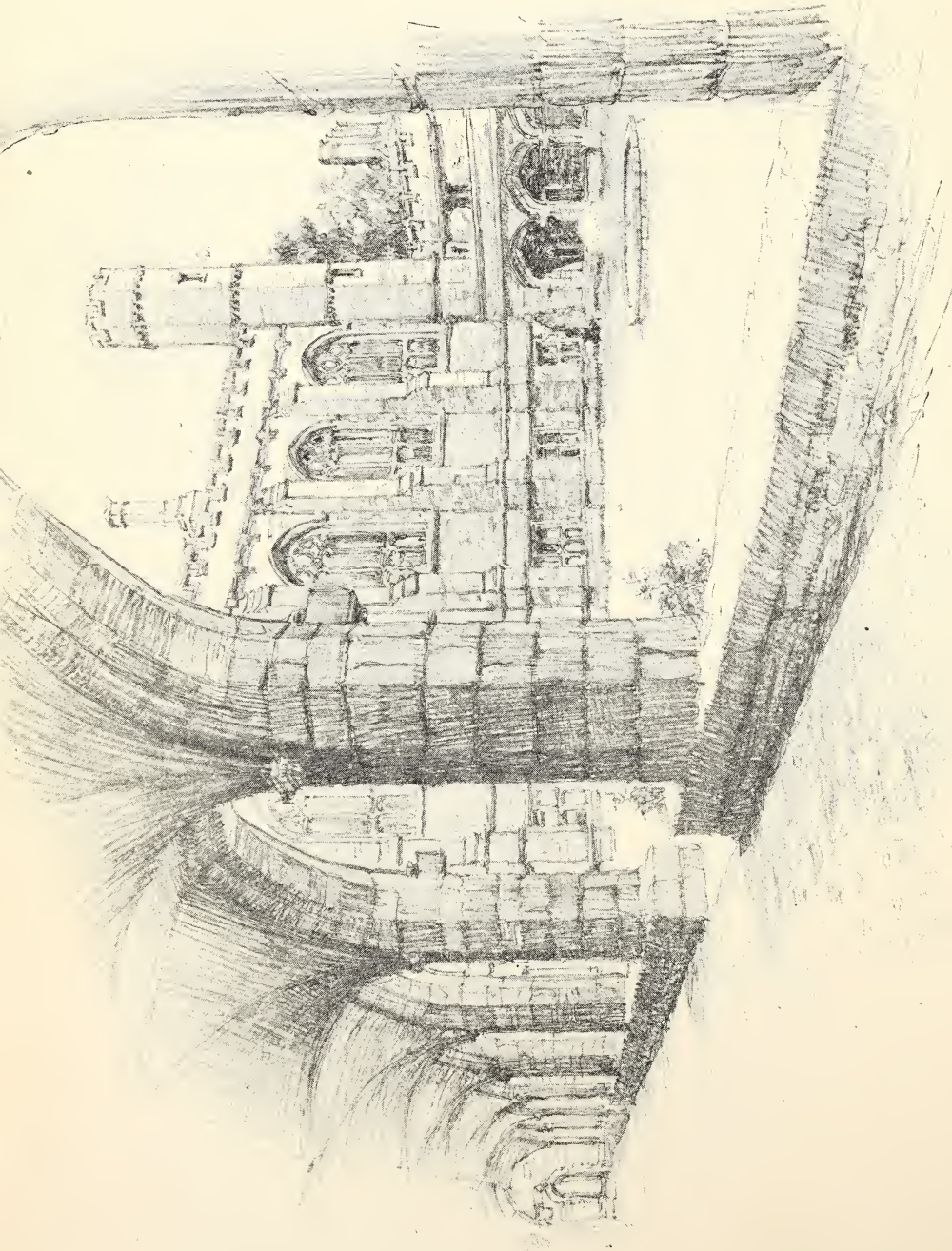


	CLASS		CLASS
Shugert, Kate D. ....	'06	Stevens, Helen L. ....	'02
Sickel, Corinne .....	'01	Stevens, Nettie M. ....	Ph.D.
(Mrs. R. H. Farley, Jr.)		Stevenson, Harriet .....	'92
Simpson, Frances M. ....	'06	(Mrs. E. G. Pinney)	
Simpson, Mrs. Frank .....	'89	Stewart, Mrs. J. M. ....	'92
(Anne Taylor)		(Grace Pinney)	
Sinclair, Agnes M. ....	'03	Stewart, Margretta S. ....	'03
Sinclair, Elsie C. ....	'97	Stine, Mrs. J. C... (Feb. '90)	'89
(Mrs. C. V. R. Hodge)		(C. E. Paxson)	
Sinclair, Fannie S. ....	'01	Stites, Sarah H. ....	'99
(Mrs. A. H. Woods)		Stockwell, Mrs. F. E. ....	'94
Simm, E. M. ....	'04	(Fay MacCracken)	
Sipe, Dollie H. ....	'99	Stoddard, Elizabeth F. ....	'02
(Mrs. J. C. Bradley)		Stoddard, Virginia T. ....	'03
Slade, Annie M. ....	'01	Stoner, M. Ella .....	'98
Slaughter, Mrs. Moses S. ....	'93	(Mrs. A. D. Willard)	
(Gertrude Taylor)		Stoughton, L. R. ....	'00
Sloane, Caroline S. ....	'00	Streeter, Julia .....	'00
(Mrs. B. M. Lombard)		(Mrs. Henry Gardner)	
Smith, Alys W. ....	'90	Strong, Anne H. ....	'98
(Mrs. Bertrand Russell)		Sturgis, Helen R. ....	'05
Smith, C. W. ....	'96	Sussman, Amy .....	'02
(Mrs. John Dey)		Swan, Mrs. Henry .....	'05
Smith, Emily James .....	'89	(Carla Denison)	
(Mrs. G. H. Putnam)		Sweet, Margaret .....	Ph.D.
Smith, Helen W. ....	'06	Swope, Mrs. Gerard .....	'96
Smith, Maria W. ....	'06	(Mary D. Hill)	
Smith, Mrs. Thomas (Feb. '95)	'94	Sykes, Edith E. ....	'03
(Helen Middleton)		Szold, Bertha .....	'95
Smith, Mrs. W. H. ....	'97	(Mrs. L. H. Levin)	
(M. P. Nichols)		Taber, M. R. ....	'97
Snyder, Elizabeth .....	'03	Tatlock, Jessie M. ....	'00
Southgate, Mary .....	'01	Tattersfield, E. H. ....	'05
(Mrs. William Brewster)		Taylor, Anne .....	'89
Spencer, Mary W. ....	'05	(Mrs. Frank Simpson)	
Spencer, Maude D. ....	'03	Taylor, Gertrude .....	'93
St. John, Mrs. George C. ....	'00	(Mrs. M. S. Slaughter)	
(Clara H. Seymour)		Taylor, Helen M. A. ....	'05
Staadeker, Jennie M. ....	'94	Taylor, Marianna .....	'03
Stanwood, Alice .....	'06	Taylor, Mary L... (Feb. '93)	'92
Stapler, M. G. ....	'05	(Mrs. A. S. Mackenzie)	
Staples, Helen R. ....	'93	Taylor, Mrs. P. C. ....	'01
Steiner, Amy L. ....	'99	(E. L. Miller)	
Stephens, Mrs. R. D. ....	'99	Temple, Maud E. ....	'04
(Marion B. Ream)			

	CLASS		CLASS
Tevis, Julia A. ....	'02	Tyler, Mrs. Asa M. ....	'98
(Mrs. E. B. Lane)		(Laura Wilkinson)	
Thacher, H. F. ....	'01	Tyler, Susan B. ....	'03
Thayer, Aurie C. ....	'00	Uchida, Mrs. Yasuya ....	'97
(Mrs. M. K. Yoakam)		(Masa Dogura)	
Thayer, Margaret ....	'05	Ullmann, M. ....	'04
Thom, Mrs. H. R. M. ....	'94	Urdahl, Margerethe ....	Ph.D.
(Helen R. Hopkins)		(Mrs. L. A. Anderson)	
Thomas, Annie H. ....	'97	Vail, Clara W. ....	'97
Thomas, Elsie C. ....	'03	(Mrs. H. S. Brooks, Jr.)	
Thomas, Helen W. ....	'93	Vail, Emily R. ....	'91
(Mrs. Simon Flexner)		Van Kirk, Edith L. ....	'98
Thomas, Louise M. ....	'01	Van Kirk, Susan F. (Feb. '94)	'93
Thomas, Margaret C. ....	'89	Van Reypen, A. L. ....	'00
(Mrs. A. M. Carey)		(Baronne S. A. Koroff)	
Thomas, Martha G. (Feb. '90)	'89	Van Wagenen, K. H. ....	'04
Thomas, Miriam ....	'02	Vauclain, Mary ....	'04
Thompson, C. deM. ....	'96	Vauclain, Mrs. S. M., Jr. ....	'04
Thompson, Emma O. ....	'05	(M. Hilda Canan)	
Thorne, Luella H. ....	'90	Vickers, Florence C. ....	'98
Thornton, Janet ....	'06	(Mrs. F. A. McAllister)	
Thorpe, Mrs. Warren ....	'01	Wade, C. L. W. ....	'04
(H. P. Converse)		Wade, Grace B. ....	'06
Thurber, Mary T. ....	'99	Wagner, Caroline F. ....	'03
(Mrs. H. S. Dennison)		Waldo, Alice G. ....	'04
Thurston, M. G. ....	'05	Walker, Anna M. ....	'95
Tierney, Mrs. J. W. ....	'97	Walker, Ethel M. ....	'94
(Lydia Albertson)		Walker, Evangeline H. ....	'93
Tiffany, Mrs. C. L. ....	'97	(Mrs. C. M. Andrews)	
(Katrina B. Ely)		Walker, Evelyn ....	'01
Tilley, Lydia L. ....	'95	Walker, Susan G. ....	'93
Todd, Anne H. ....	'02	(Mrs. R. Y. FitzGerald)	
Totten, Edith ....	'02	Wallace, Eleanor W. ....	'03
Towle, Elizabeth W. ....	'98	Walsh, Mrs. John H. ....	'00
Towle, Mary R. ....	'99	(Jessie C. McBride)	
Tracy, Martha ....	'98	Walsh, Mrs. Timothy ....	'91
Tremain, Eloise R. ....	'04	(Marian A. Wright)	
Trimble, Helen B. ....	'02	Walters, A. B. ....	'96
Trout, E. W. ....	'01	(Mrs. H. E. Guillon)	
Truitt, A. V. ....	'05	Waples, Mrs. Rufus ....	'97
Tubby, Mrs. J. T. ....	'97	(Agnes Howson)	
(Mary Peckham)		Ward, Jane S. ....	'05
Tull, Alice W. ....	'04	Waring, Mrs. E. H. ....	'99
Tunbridge, Helen E. ....	'97	(Laura Peckham)	

	CLASS		CLASS
Warner, A. H. ....	'05	Willis, Gwendolen B. ....	Ph.D.
Warner, Margaret .....	'95	Wilson, Mrs. E. B. ....	'03
Warren, Mrs. Joseph .....	'01	(Anne M. Kidder)	
(Constance Williams)		Wilson, Mrs. Geo. Arthur. .Ph.D.	
Warren, Winifred .....	Ph.D.	(Winifred Warren)	
(Mrs. Geo. A. Wilson)		Wilson, Helen A. ....	'03
Waterbury, Florence .....	'05	Wilson, M. B. ....	'05
Watson, Mrs. George .....	'95	Wines, Emma S. ....	'94
(Mary Atkinson)		Winslow, P. C. ....	'03
Wattson, Florence T. ....	'03	Winsor, E. W. ....	'92
Wayne, F. C. ....	'03	(Mrs. Henry G. Pearson)	
Weaver, Mrs. Ben P. ....	'02	Witherspoon, Mrs. C. R. ....	'02
(Lucile A. Porter)		(Ruth H. Miles)	
Weaver, Beatrice .....	'02	Withington, Mary C. ....	'06
Weil, Mathilde .....	'92	Wood, Bertha G. ....	'98
Weist, Mrs. H. H. ....	'97	Wood, Eleanor D. ....	'02
(Alice L. Cilley)		Wood, Ida .....	Ph.D.
Westcott, Mrs. J. H. ....	'90	Wood, Mary .....	'00
(Edith Sampson)		Wood, Ruth B. I. ....	'04
Wetherill, Edith .....	'92	(Mrs. Philip De Wolf)	
(Mrs. F. M. Ives)		Woodruff, C. L. ....	'04
Weygandt, Sophia .....	'89	Woods, Mrs. A. H. ....	'01
(Mrs. J. McA. Harris)		(Fannie S. Sinclair)	
White, Mrs. A. C. ....	'04	Woodward, Mrs. H. A. ....	'01
(L. L. Peck)		(H. L. Schiedt)	
White, A. Elizabeth .....	'01	Workman, A. C. ....	'05
White, Esther M. ....	'06	Wray, E. S. ....	'01
White, Leda F. ....	'04	(Mrs. C. C. Holliday)	
White, M. E. ....	'00	Wright, Edith B. ....	'00
(Mrs. C. O. Miller, Jr.)		Wright, Mrs. Henry C. ....	'02
White, Martha R. ....	'03	(C. Blöse)	
Whitehead, A. M. ....	'97	Wright, Lois M. ....	'03
Whiting, Agnes M. ....	'94	Wright, Mabel C. ....	'02
(Mrs. P. H. Wynne)		Wright, Marian A. ....	'91
Whiting, Elizabeth .....	'04	(Mrs. Timothy Walsh)	
Wilkinson, Laura E. ....	'98	Wright, Marion L. ....	'01
(Mrs. Asa M. Tyler)		Wyeth, H. E. ....	'06
Willard, Mrs. A. D. ....	'98	Wynne, Mrs. P. H. ....	'94
(M. Ella Stoner)		(Agnes M. Whiting)	
Willets, Katharine .....	'90	Yeazell, Mrs. H. A. ....	'02
(Mrs. Alfred A. Gardner)		(C. S. Campbell)	
Williams, Constance M. ....	'01	Yoakam, Mrs. M. K. ....	'00
(Mrs. Joseph Warren)		(A. C. Thayer)	
Williams, Helen E. ....	'98	Zebley, Helen M. ....	'98
Williams, Kate .....	'00		
Williams, Kate E. ....	'00		





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Vernon Henry Pagley

# BRYN MAWR ALUMNAE QUARTERLY

VOLUME I

JUNE, 1907

No. 2



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THE  
BRYN MAWR ALUMNÆ QUARTERLY



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# THE BRYN MAWR ALUMNAE QUARTERLY

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VOL. 1.

JUNE 1907.

No. 2.

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## A LETTER TO THE QUARTERLY.

*Tu, quid ego et populus mecum desideret, audi.*

Hor. Ars. Poet. V. 153.

*Now hear what every auditor desires.* Roscommon.

*Ride, si sapiis . . . .* Mart.

*Laugh, if you're wise.*

DEAR SIR:

I was reflecting this morning upon the fact that, over fifteen years ago, I had composed, with the aid of the art of the gentle *Lucretia*, a letter to the *Lantern*. Those were days when we accounted it a higher honour that our speculations should appear in the *Lantern*, than now that they should see the light in the *Albany Review*. I feel a little excitement in aspiring to a place in your pages, knowing that without *Lucretia's* art I must cut a sad figure indeed. Yet you have desired me to address myself to your readers concerning the *ideal alumnae magazine*.

It is a hard and nice subject, and I had some difficulty to persuade myself to it, till I had considered that I could not be justly charged with egotism, because what I shall write, will not, to say the best, redound to my praise. However, I shall apply myself to it with my utmost endeavors. I shall give an account of such a paper as I look upon to be as remarkable as any yet achieved.

It emanated, some few years ago, from a small but genteel college of my acquaintance. Upon its first opening, it announced that it should visit monthly each alumnus, desiring that each one who received it should send one dollar to help to the defraying of its expenses, but promising that in default of this, it should nevertheless not fail to make its regular appearance. This seems to me most laudably managed; I beg, sir, that you will consider the manifest advantages of such a plan, for the better effecting of which I recommend that the *Dues of the Association of Alumnae*

be such as to include the cost of the magazine, and that all members, the learned and illiterate, the dull and the airy, the philosopher and the buffoon, receive the *Quarterly* whenever it shall appear.

I cannot forbear mentioning another merit of the paper of which I am speaking; I mean that it devotes the largest number of its pages to recording the past and present doings and future plans of the college itself, and but a small proportion to information about the graduates of the college. The reason of this is, that the very essence of a paper for graduates consists in informing them about the college. For while each of us feels an interest in certain other alumnæ, there are many about whom we care little or nothing. What concerns a single alumna will, to say the best, have but a limited interest, whereas all of us, from greatest to least, and at whatever time we quitted *Bryn Mawr*, are eager to receive news of her, and are without exception knit together by interest in her.

As I have been ruminating, again, on the peculiar charm of the paper which I have in mind, I find it to consist, above all, in its personality. This it is, sir, that lends an interest to any paper whatever, that in setting forth, in an innocent, cheerful manner, its own views and opinions, it should make known its own humor and character. Thus, Mr. Quarterly, though you should be in other respects every way accomplished, I beg that you will, above all, *utter yourself*. There is nothing so delightful as the hearing or the speaking of a man's own self. Be assured, sir, that whatever the subjects under discussion, it is you that we desire to meet with, and we will lend ear to your discourse when we might grow impatient with that of others.

I, sir, should be glad to see the facts you give us used, but as material for your own note and comment. I mean such facts as "*Books or Articles Published by Alumnae*," which might be gathered into groups, and some observations exchanged between yourself and your readers regarding them. The "*English Club*" would awaken a livelier interest and a closer sympathy, did we learn something, and that in even a somewhat gay vein, of the "*English Pose*" in speech and dress that is part of the college to-day. I cite these instances, sir, though it may seem perverse amid so much delightful that you have furnished for us, in this the first of your speculations. We are old enough now not to take the world and Bryn Mawr any longer with unsmiling seriousness, and the desire for only colorless presentation of fact.

We are old enough, sir, to feel that the personal, rather than the impersonal, is the source of the inspiration and interest, the suggestiveness, the significance of the world. The first months of college we wore our college gowns, sombre, austere that they were, whenever an excuse could be found. Now we prefer a dash of colour here and there, we prize the social opportunity. We crave an experience that shall touch with hands of sympathy the most diverse possible aspects of life. We are glad of an occasional jest as to our age (I noted, with gratitude, one, sir, in your last issue); we are eager to join issue with you at times, know you as friend or even as foe, in any case, as a thing alive.

I was, two or three days ago, says Mr. Addison, mightily pleased with the observation of an humorous gentleman upon one of his friends, that *he wanted nothing but a dash of the coxcomb in him*, by which he understood a little of that alertness of unconcern which is usually so visible among those that have seen somewhat more of life than is enclosed by four college walls. It is that alertness and unconcern, sir, that I beg you to let appear. Your name, I admit, already belies it. Had you called yourself the *Bryn Mawr Spectator*, we might, perhaps, with more reason, beg for that gayety, that speed, that grace, that *dash of the coxcomb* that now you may see fit to deny us. But, to say the least, let us hear your own voice more and more in the future, in note and comment, and judgment and gossip. We have, all of us, a mighty mind to hear you talk. Let me retire and afford you opportunity.

I am, sir, already, your admiring and constant reader,

LOUISE SHEFFIELD BOONWELL SAUNDERS, '93.

*Clinton, Wednesday.*

## MOODS AND TENSES.

---

 THE QUARTERLY.

With the unforgettable warning of the old man and his ass well in mind, the editor has gone upon his way, hearing the voices by the wayside, but heeding them not at all, unless they are in accord with his own notions.

“The magazine should be nothing more than a brief record of events—something to be glanced over and disposed of in ten minutes.”

“Be sure to make it of literary value, a sort of anthology of the best work of Bryn Mawrters.”

“Don’t try to run it without outsiders and paid articles. You can’t make it a success if you do.”

“Avoid the discussion of all academic questions.”

“Have symposia of specialists on academic questions.”

So ran the advice, solicited and unsolicited, and if the editor had not had a few schemes of his own he would never have succeeded in bringing his wares to market.

It is not our purpose to disclose all our hopes and ideas for the *Quarterly*, but we would confess to an interest in the Alumnæ, individually and collectively, and we feel that, while we make much of the doings at college—grave and gay—we want to keep in touch with one another, too. Who among us would remain in ignorance of our sea-ladies, our mountain climbers, reformers in India, and in the Tennessee Mountains? The editor confesses to a perennial interest in the romantic, and finds in the doings of these adventurous Bryn Mawrters a strange and delightful exhilaration. Then, too, they make a claim upon the general public, for in a very real sense they are a contribution to the world’s progress. To them Bryn Mawr can point with pride when challenged to show reason why outsiders should help her to carry on and extend her work.

---

 DISTRIBUTION OF BRYN MAWR ALUMNÆ  
 THROUGHOUT THE WORLD.

A tabulation of the addresses of the alumnæ shows that we Bryn Mawrters are pretty well distributed over the earth; for we may be found in thirty-five States of the Union, and in thirteen foreign countries. Fifty members of the Association live beyond

the Mississippi, and thirty-five in foreign countries. We who stay at home, and can now and then refresh ourselves under the shadow of Bryn Mawr have begun to feel a serious concern for our absentees. They are drifting away from Bryn Mawr, not in feeling, we believe, but in knowledge, for the solitary Bryn Mawrtyr a thousand miles away must have a genius for correspondence and nothing at all to do, if she is to keep herself in touch with the varied activities and changing scenes of college life to-day. In our anxiety to keep fast hold upon them we started a magazine; and not content with informing them about us, and ourselves about them, we are beginning to consider whether it may not be possible to arrange for a system of representation and so to enable those at a distance to make their opinions felt at the alumnæ meetings.

We may, perhaps, be troubling ourselves unnecessarily, for those whom we regard as unfortunate in this one matter, may not covet a share in the work of the Association. A predominance of influence would then fall to those within reach of Bryn Mawr—a predominance unsought, but none the less real and unavoidable.

What form the representation shall take, if it is to exist at all, is a question open to discussion. A system of delegates-at-large has been proposed, but there may be other plans quite as feasible still to be suggested. What other place so fitting for their setting forth, as the columns of the *Quarterly*?

## UNITED STATES.

Arizona .....	1	Nebraska .....	2
California .....	12	Maine .....	8
Colorado .....	4	Massachusetts .....	58
Connecticut .....	19	Maryland .....	38
North Carolina.....	6	Michigan .....	5
South Carolina.....	1	Minnesota .....	1
District of Columbia.....	6	Ohio .....	14
North Dakota.....	1	Oregon .....	7
Delaware .....	3	Pennsylvania.....	288
Georgia .....	2	Rhode Island .....	8
Iowa .....	5	Tennessee .....	1
Indiana .....	15	Virginia .....	8
Illinois .....	30	West Virginia.....	1
Kentucky .....	9	Utah .....	1
Louisiana .....	1	Vermont .....	1
New Hampshire.....	1	Wisconsin .....	4
New Jersey .....	32	Washington .....	1
New York.....	135		

## FOREIGN COUNTRIES.

Austria .....	2	France .....	7
Canada .....	1	Finland .....	1
China .....	2	Hawaii .....	1
British Columbia .....	1	Malta .....	1
Cuba .....	1	Japan .....	5
Denmark .....	1	Porto Rico.....	1
England .....	8	Abroad (no special country) 2	

## MARKS.

To some of the Alumnæ the new Merit Law has a strangely unfamiliar sound, for there was a time when there was no question of attaining to Merit, but of falling to it. This is not to say that it was the day of better scholars—for everyone knows that all marks are relative. Who does not remember the Professor, who used to annotate his records with—"Credit from me is equivalent to High Credit in any other course."? Going far enough back we come to a time when Bryn Mawr knew not Merit. All who fell below Credit merely passed. When Merit made its appearance it was commonly felt that it was an invidious thing and it was hated.

Some verses among my *memorabilia*, I make bold to quote, since those who know them will not mind, I am sure, and those who do not may be interested in those bygone days.

English maidens, fresh and fair,  
 Learn from a Sophomore  
 To be content with Merit,  
 And never yearn for more.  
 We all have fallen from favour.  
 The Dean herself has said it.  
 We are not praised, because, alas!  
 Too many got High Credit.  
 I met a Sophomore, she came  
 From a reproachful scene,  
 And aye she looted the tears down fa'  
 For Credit from the Dean.

It is to be noted that the above verses were founded upon an historical occurrence, when almost an entire class had "High Credit" in an examination. The same contemptuous familiarity

with what are now remote and lofty marks is shown in the following lines :—

I would not be a maid too wise,  
 With brain o'er-pressed with ponderous lore.  
 On goals too high I waste no sighs,  
 To summit's chill I do not soar.  
 Blue stockings are an awful bore,  
 Such hideous frights they're apt to be.  
 On things like that I set no store.  
 Credit from Paul suffices me.

In the scheme of things thus indicated, there was no thought of Merit. Has it grown in popular favour, with the growth of interest in horses, automobiles, hockey and basket-ball; or have marks assumed a strictness unknown in our day?

---

#### ALICE AGAIN.

There were days when as a young and critical alumna, I regarded Freshmen plays as something of a bore. The state of mind, however, was not wholly due to the scorn with which the recent graduate regards all undergraduate doings, but in some part to the character of the performances. A fashion still in vogue in College entertainments had made its way into Bryn Mawr, and had substituted for the topical hits and College jokes that had made the fun for earlier efforts, elaborate fancy dances and spectacular effects.

Skillfully performed they may have been, but, however good as an exercise, fancy dancing in no way reflects life at Bryn Mawr, and can be enjoyed to even greater advantage elsewhere. Terpsichorean feats are to be mastered by any nimble-heeled Jack, while none but Bryn Mawrtyrs can do justice to Bryn Mawr jokes.

This year's Freshman play seems to have abounded in intimate illusions and to have touched with merriment the interests and activities of the undergraduates, and we would congratulate the class on its success.

To the Alumnae it seems like an echo and goes to prove the unfailling suggestiveness of Alice and her doings. Indeed, it seems as though the ghost of Lewis Carroll must haunt the Bryn Mawr Campus, whispering inspiration to succeeding Freshmen.

How far away seems that night on which a group of Freshmen



sat on trunks in Merion Hall attic and planned the first Freshman Entertainment.

On that historic occasion that benignant spirit hovered over them and lent them aid. Again who that reads it and is old enough to remember so far back can forget another evening when Ethel Parrish played Alice to the life? To instance more would be to enter a field of research which I prefer to leave to some kind correspondent who can do it fuller justice.

---

#### OTHER TIMES.

Moved, doubtless, by the uncompromising plainness of the clock that now hangs on the walls of Pembroke, the class of 1900 has decided to aid in the æsthetic movement now everywhere evident in Bryn Mawr. Is there not, however, a touch of vengeance in the suggested plan? That large white face, those distinct black numerals, might never be evaded nor misconstrued. And, yet, your editor, being an old fogey, cannot but sigh to think that a kind of clock which had come to be to many a symbol—common to, though not peculiar to, the Bryn Mawr Halls, should now make room for another—more beautiful, probably, but none the less different. Sentiment knows no laws of taste,

I would not be understood as caviling at the changes which have made Bryn Mawr so beautiful, nor of looking the gift-horses in the mouth; but merely as sounding a note of warning lest we lose all reverence for landmarks and such.

---

#### BRYN MAWR BUILDINGS.

There may be alumnæ of Bryn Mawr who do not know that they owe some of their truest ideas of beauty to Mr. John Stewardson and Mr. Walter Cope. The firm of Cope and Stewardson have been the college architects since the building of Radnor. There are certainly alumnæ who have never seen (though, perhaps, they did their share toward securing) the two latest and very beautiful buildings on our campus, Rockefeller Hall and the Library. To them, I think, the accompanying drawings will suggest a wish to see at once the harmonious and lovely originals, the completion of Mr. Cope's work for us, and the development of a style of architecture, perhaps, individual



View from South

Pembroke Gateway and Pembroke Hall East.  
North Front from the Campus.



enough to be given a name—American Collegiate Gothic. Other examples of this style, the work of these same architects, may be seen at Princeton, at the University of Pennsylvania, and at Washington University, St. Louis, but their first steps were made at Bryn Mawr in building Radnor, Denbigh and Pembroke.

In an address in memory of Mr. Walter Cope, delivered November 4, 1902, and now reprinted, with additions, from the *Lantern* of February, 1905, President Thomas commemorated the work of these two men for Bryn Mawr, and our most real obligation to them. The address is in part a history of our buildings, and we are glad to be permitted to quote from it here.

“Mr. Cope’s career as an architect is coincident in time with the life of the college. A year after its opening, in 1886, when he and his partner, Mr. John Stewardson, like Mr. Cope, a young architect of brilliant artistic promise, had just finished their studies, they were asked by our board of trustees to plan Radnor Hall, which thus became the first important building of the young architects. Beautiful as are our later buildings, Radnor, completed in January, 1887, possesses a beauty all its own; its quiet outlines and dignified repose show us to-day what was not then fully understood, that in it a new order of college architecture had come into being.

“In the year in which Radnor was finished, Mr. Cope and Mr. John Stewardson planned for us a little physical laboratory, now used as an infirmary, and in 1889 and 1890 they designed Denbigh Hall, which was completed in February, 1891. In Denbigh, burned last March and rebuilt from the original drawings last summer, we have, in completely developed form, the new style of collegiate architecture that has already done so much to transform the colleges of the United States. Never before in this country had such a beautiful college building been seen. Like Radnor, quiet and simple in all its lines, but far more homogeneous and academic, the soft gray mass of Denbigh rising from out its green lawns, like all beautiful things in art, satisfies the eye completely from every point of view. In sunlight, and twilight, and starlight—and, you will perhaps permit me to add, in firelight also—it is equally beautiful. As we look at it we feel that there is nothing about it that we could wish different; indeed, when we came to rebuild Denbigh after the fire, no one, not even Mr. Cope himself, could suggest any change that would not lessen its wonderful harmony of effect. In 1892, Mr. Cope and Mr. John Stewardson designed Pembroke West and East, begun in

May, 1893, and completed Pembroke West and the central tower in February, 1904, and Pembroke East, in September, 1904, and brought the new Bryn Mawr Gothic to its perfect flower. Although the style itself was created in Denbigh, the long low lines of Pembroke, extending four hundred and seventy-five feet, showed its capabilities better. In the gateway tower of Pembroke, Mr. Cope and Mr. John Stewardson created the first of their beautiful collegiate entrance towers, the first ever built in America. Pembroke differed from Denbigh also in the artistically uneven way in which the stones were built into the wall. All of these stones were laid under the direct supervision of the architects, and many by their own hands. Two years after the erection of Pembroke Hall, on January 6, 1896, Mr. John Stewardson was drowned, while skating in Fairmount Park, in the thirty-ninth year of his age."

"Mr. Cope also planned for the college Professor Andrews' house on college hill, remodeled the Deanery, designed the picturesque shingled building on the Gulph road above Low Buildings, known as the college shop, and Low Buildings itself, which is also charming in another architectural style.

"Since June, 1901, when the friends of the college gave us \$250,000 for our new Library, and enabled us to claim also Mr. Rockefeller's great gift of a residence hall and a heating and lighting plant, Mr. Cope and I have been very closely associated in planning the new Hall of Residence and the Library, and during this past summer we have spent many days together in perfecting the plans. Rockefeller Hall has been designed by Mr. Cope in the most minute architectural detail, and will, I believe, be the most beautiful of all our buildings except the Library, for which his plans are also complete in general outlines. It was a great delight to me that he consented to incorporate in the design of the Library my suggestion of a great reading-room, modeled after the dining-hall of Wadham College, Oxford, with the exterior aspect of an English college chapel, and that he also accepted our floor plans and agreed to design the building in the form of a hollow square with a cloister as an architectural feature. Only a few days ago Mr. Cope said to me—and, as it turned out, these were to be the last words I heard him speak—that he wished to take three months more to work over the details of the Library in order that it might be as beautiful as he could make it. He has also drawn the plans of Guild Hall, the students' building which the alumnæ and students have recently begun to beg for.

"It is impossible for me to express in words how great have been Mr. Cope's services to the college. For the past sixteen years he has aided us by counsel and advice in every matter concerning our buildings and grounds. He has spared no pains and no time, when time meant to him not only money, but fame. His interest in all that concerned the college could not have been more generous, or more self-sacrificing. His sudden death, when he had just reached the full maturity of his great powers, cannot but be regarded as an almost overwhelming misfortune. There are other good architects, of course; but no other architect can feel, as Mr. Cope felt, that his first important building, his first really artistic work was conceived here, and that the beauty of the college as a whole was in a peculiar sense due to his genius.

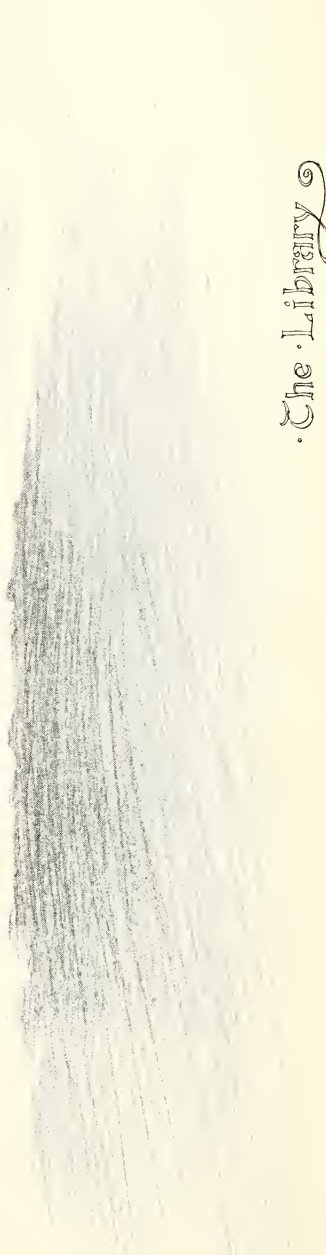
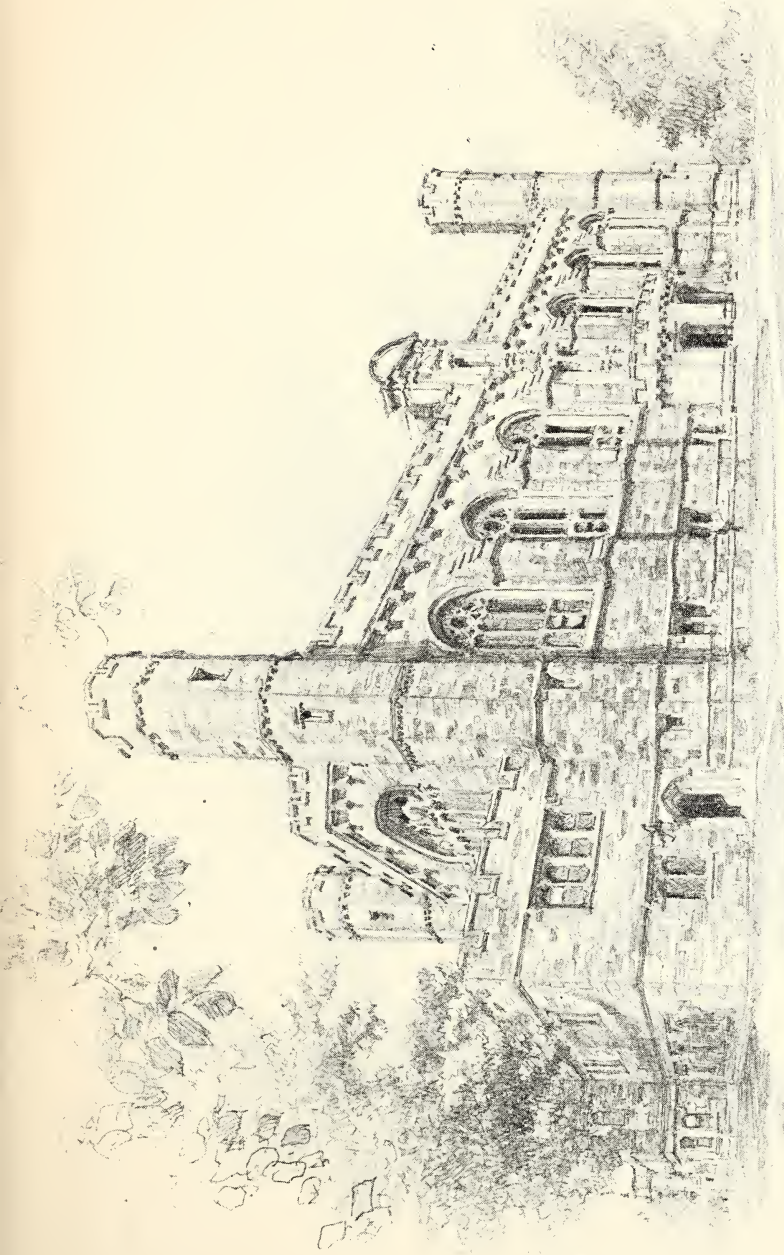
"We cannot, I think, honour too greatly the genius that creates for us a new form of art. The collegiate Gothic of Denbigh and Pembroke and of Mr. Cope's later collegiate buildings is surely not a copy of any Oxford or Cambridge building, or group of buildings; it is rather the spirit of Oxford and Cambridge architecture reproduced in a new form by a wonderfully sympathetic understanding of changed architectural conditions. During the past three summers I have examined attentively all the most famous and beautiful colleges of Oxford and Cambridge, and compared them on the spot with photographs of our college halls, and I have satisfied myself, as you may easily satisfy yourselves when you visit Oxford and Cambridge, that our Bryn Mawr College buildings are truly original in their adaptation of Jacobean Gothic, and possessed of more romance and charm than any except the very most beautiful of the older colleges of Oxford and Cambridge; and that in themselves they are far more sympathetic and satisfactory in their architectural effect than any of the many college buildings, erected in England after Jacobean models, since the latter half of the seventeenth century.

"It is tragic to die at the age of forty-two, but it is much, like Walter Cope, to have left behind, as a lasting memorial, so many beautiful buildings which make the world a better place to live in. His name will be revered by the professors and students of Bryn Mawr College as long as his buildings exist to inspire our love and admiration."

## THE LIBRARY.

"A library, the gift of the friends, graduates, and students of the college, begun in April, 1903, was completed in February, 1907. It is built of gray stone in the Jacobean Gothic style of architecture of the period of 1630, and forms three sides of a closed quadrangle. The main building, devoted to Taylor Hall at a distance of about fifty yards; the principal entrances of the two buildings face each other and are connected by a broad cement path. The east front is one hundred and seventy-four feet long and contains a three-story stack with accommodation for eighty-eight thousand volumes, and above this a large readingroom with desks for one hundred and thirty-six readers, screened to a height of two feet, as in the British Museum reading-room, to secure privacy to each reader. No books of reference are kept in the main reading-room. Beyond the reading-room on the south side is the newspaper and magazine room, and reached through this a study room. On the north side is the Art Seminary, containing collections of photographs, vases, and coins. The main building contains offices for the librarians and catalogues, a study room for the non-resident students, and four cloak rooms. The wings of the building, running symmetrically about two hundred feet in length from the north and south ends of the main building, contain twelve seminary rooms and twenty-five professors' offices. There is accommodation in each seminary room for ten or twelve graduate students, and graduate lectures are to be held in the seminary rooms, where the books needed principally for graduate and research work are kept. The total book capacity of the library, including the books for general study which are kept in the stack, is 168,449 volumes. The building is absolutely fire-proof. The seminaries are arranged as follows: Greek, Latin, English, German, French, Italian and Spanish, and Philosophy in the north wing; Mathematics, History, Economics, Psychology, and Semitic Languages in the south wing. Professors' offices for the senior professors in each department adjoin the seminary rooms. There are also two seminary lecture-rooms accommodating about fifteen students, four interview rooms, and a library for the use of the Christian Union of the Students.

"On the first floor of the south wing the department of experimental psychology has two large laboratories, one for general work and one for research. The basement of the north wing contains rooms for the Monograph Committee of the Faculty, the

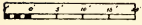


The Library  
East Front From The Campus.

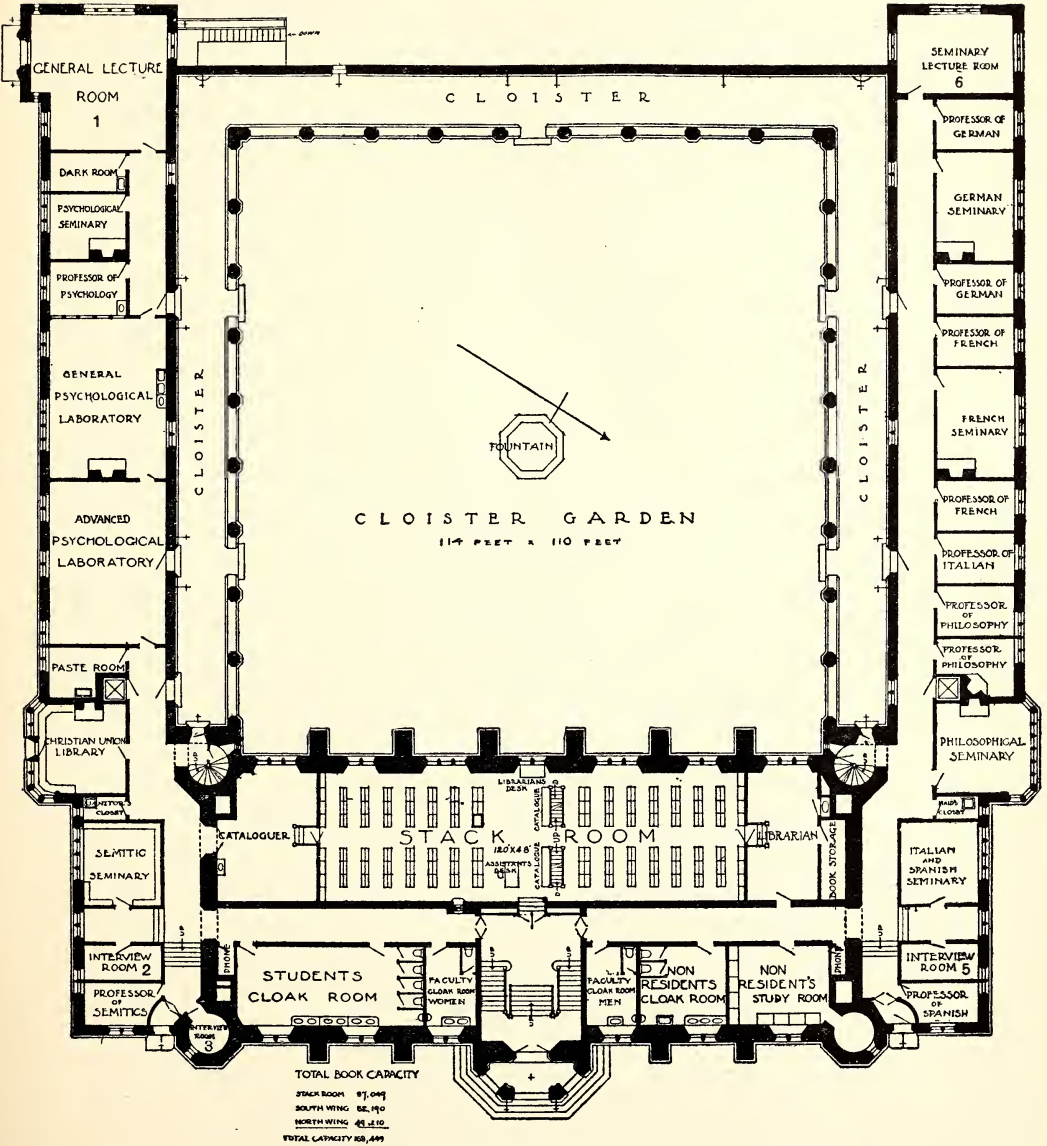
W. W. Brown & Co. (London)







FIRST FLOOR PLAN



Alumnæ Association, the Students' Association for Self-Government, and fireproof safe rooms for the records and archives of the college. The quadrangular court enclosed by the building is surrounded by cloisters and in the center of the grass enclosure is a fountain, the gift of the class of 1901."

The Library, fully described in the accompanying extract, has some peculiar beauties I would like to recall. One is the charm of the cloisters. Opening a heavy, low door in the angle of the Library main building, one enters the cool, quiet, gray and green world of a scholar's dream—a stone quadrangle enclosing lawn and fountain, and looking up on one side to the high-ranged windows of the reading hall. One who saw the masques of the 1906 May-fete acted in this setting will never forget it, and as romantic, I suppose, will be the beauty of the Ben Greet performance of the *Tempest* this June. On the Taylor side the Library does not, as some feared, crowd the campus, nor break the view to the northwest. The mass of the building is very strong and fine, and the long windows, which from within are a clear gray, add colour to its beauty, for an exquisite green light falls through them, especially from the evening sky.

The doors leading into the main reading-room were given by the undergraduates in memory of Mary Helen Ritchie. They are of teakwood and cost seven hundred dollars. A bronze plate is to be placed on them as a memorial to Miss Ritchie.

The Library shelves are, of course, still open to the students, but books must now be returned after two weeks. The new library regulations show a great regard for the neatness of the place, *e. g.*,

(1) No fountain pens or bottles of ink may be taken into the Library building. If students break this rule they are fined five dollars, and their pens are confiscated.

(2) No cloaks, coats, rubbers or umbrellas may be left in the reading-room. Students may not remove their cloaks or coats in the reading-room, but must leave them in the cloak-rooms.

#### ROCKEFELLER.

Rockefeller Hall stands across what was once the "board walk" to Taylor Hall, the foot-path to the campus leading through its arch, or Owl Gateway. Its reception rooms and dining-room, grouped on the northwest side of the arch, are very dignified in proportion, and beautifully finished in waxed cypress



Rockefeller Hall.  
Owl Gateway.

*Wm. H. H. H. H.*



floors and wainscott. On the other side the dormitory forms a completion of Pembroke West. The basement has some new conveniences; a luncheon-room for non-resident students, rooms for dressmaking and hair-dressing, and a grocery-shop—for which see the latter pages of this magazine.

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### THE MERIT LAW.

In 1899 a committee of the Faculty appointed for the purpose of investigating the standard required for graduation in different colleges and universities drew up a report proposing the repeal of the rule known as the "twenty-hour rule" and the substitution of the "merit law." The twenty-hour rule read as follows:—"Conditions in twenty hours of college work, whether incurred at one or several examinations, and whether any of these conditions shall have been passed off or not, shall, except by special grace of the Faculty, exclude a student from a degree and shall render her liable to exclusion from college."

On careful consideration and study of the methods in use elsewhere the committee recommended that instead of letting the degree depend on an arbitrary number of conditions incurred, some perhaps by accident, the standard should be regulated by a fair average grade on the entire work of the course, and with that object in view the present merit law was framed and passed in December, 1899, in the following form:—

"Every candidate for the degree of A. B. must obtain a grade above that of 'passed' (*i. e.*, merit, 70 per cent., or over) in one half of the 120 hours offered for the degree. In estimating the standing of students under this regulation every course offered for examination must be included."

The second clause prevents a student from canceling work in which she has obtained a low grade and repeating courses. The privilege of graduating under the twenty-hour rule ceased with the class of 1902, but all students who had entered under the twenty-hour rule could be governed by it if they so chose.

From 1903-1907 seventeen students have been excluded from their degrees under the merit law, but two of these students were indifferent as to graduation and remained at college without definitely working for a degree. Several students with low grades have left college without graduating.

In December, 1905, the merit law was extended so as to require every student who, at the end of her junior year, or in February of her senior year, had a grade of below merit in as many as one-half of the hours that she has taken out of the 120 hours required for the degree to take a longer time for graduation, namely an additional year. She is put on probation and her work is carefully planned out and watched by the Petition Committee of the Faculty, which prescribes the number of hours of work, as nearly as possible ten which count, which she must take in each semester. They may give her work in addition to that required for her degree, but this work does not count and the grades she obtains in it will not exclude her if below merit. At the end of the year 1905-06 nine students were placed on probation, one of whom left college.

The Trustees in 1905 decided that a student who has not obtained the grade of merit in as many as one-half of the hours she has taken out of the 120 to be offered for a degree is not to be permitted to take part in any college entertainment requiring preparation, or to hold any lucrative office in connection with the college. In January, 1906, the Trustees added the following requirement: That no student should be nominated for any executive office in the Students' Association for Self-Government, the Undergraduate Association, the Christian Union, the League for the Service of Christ, the Editorial Board of the *Lantern*, and the Students' Building Committee, who has not received the grade of merit in as many as one-half of the hours she has taken out of the 120 to be offered for a degree.

## EXPERIENCES OF A SEA-LADY.

Sitting around the open fire of the College Settlement club-room in November, 1905, was a group of neighborhood boys eagerly discussing a problem. The leader was telling how his father had sent word from an oyster-boat on the Chesapeake that he was not allowed to go ashore. The last that the son had seen of him was in a drunken stupor on the street corner. Another told how a message had come from Baltimore to a young woman with five children informing her that her husband had been found dead in a marsh where he had been put ashore by the captain of bug-eye. The neighbors were trying to take up a collection for her.

Several outrageous instances of abuse of seamen, brought to me as attorney for the Legal Aid Society, had led me to choose seamen as the subject for my joint Bryn Mawr and College Settlement fellowship investigation. So when I was told the stories of men confined on board the oyster-boats, and killed there, I started to find out the reason for such abuses. Jack, the leader in the talk around the fire, was an attendant in a nearby oyster saloon, and a friend of the Settlement. The next morning he called and asked me to take the case of his father. He said he would get the young woman to come and see me. He said, too, that both men were shanghaied by Pete, an employment agent.

My first task was to write urgent letters to every Government official in Baltimore who was connected with the State fisheries, and to the Governor of the State of Maryland. I also notified the detective bureau of this city. The captain of detectives said that he had received many complaints against this same agent. But as the crime was committed partly in Baltimore, the agent had no regular office in this city, and the witnesses were difficult to locate, we were doubtful how to proceed. He promised to let me know when the next information was given to him. A few days later, as I was entertaining a friend at dinner at the Settlement, a special officer from the detective bureau was announced. A pale-faced man of about two and twenty years was with him. This was the witness. Whether his vitality had been sapped by oyster-boat life or not, I have never found out, but a feeble specimen of humanity is not often to be seen. It was seven o'clock at night and no magistrate's office would be open. My friend who was an Organized Charity worker, was ready for whatever might happen. So we sallied forth, a party of four,

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NOTE:—A seaman in need of legal advice called one day at the Settlement and inquired for the "Sea-Lady." The title has clung to me ever since.



to try to find a magistrate. After a long ride in the cars, and some inquiries at a drug store, we succeeded in reaching the wife of one of the best magistrates in the city. She told us that he was out, but that we might find him at his son's house. So the cavalcade set out again, and to our great relief, he was at the given address and ready and willing to give us the warrant.

All this time the witness was growing weaker and weaker in spirit. He was of the class that is not encouraged by the presence of special officers and magistrates. We all returned to the magistrate's house and there around the dining-room table, under the bright gas-light, the story of drugging and abuse was told. The magistrate was greatly stirred, but when he came to make out the warrant, his knowledge failed him. He appealed to me. We had neither of us ever heard of any crime on the statute books called shanghaiing. In fact, there was none. For a moment it looked as if the case would fall through. Then a brilliant inspiration struck us. "I'll hold him for kidnapping," said the magistrate, and forthwith he prepared the warrant.

We left with the good wishes of the magistrate, and started out to arrest Pete. The witness, who had revived somewhat at the tale of his wrongs, completely collapsed. The special officer was obliged to take his arm lest he escape into some dark alley. It was a cold, cloudy, winter night. We were in a strange land. The only one of the party who was at home was the witness. He alone had ever seen Pete or knew his haunts. In a moment of confidence he had told us that the agent often stayed at his brother's house. We planned to have the witness go to the door and ask for Pete, and then at a sign, the officer could run up and arrest him. The house fronted a square. My friend and I seated ourselves carelessly upon a bench. The officer hid around the corner. The witness went to the door and our man or his brother opened it. A few words were spoken. The door was quickly shut, and the officer saw a dark figure scaling the back fence. Our witness had warned Pete to run for his life. It came out later that the witness and Pete had been partners in the shanghaiing business for some time, and his fear of being "given away" made the witness prefer warning Pete to gaining redress for himself. Our unwilling witness, after this feat, was escorted to the station house. Since that night he has never been seen or heard of.

In the evening of the second day the officer called to tell me Pete had been caught in Baltimore. The hearing was fixed for

the next morning. Our witness had disappeared, but, in the meantime, many other complaints had been made, and we were fortified with evidence. What troubled us was that the arrest had been made for kidnapping. By statute, a kidnapped man must be held for a ransom. The only other crime I could find to fit the case was the statutory offense of fraudulently running an employment agency. This gave a very mild punishment, and the facts, though showing great crime, did not exactly fit the words of the statute.

The court room was crowded. Reporters were busy drawing artistic reproductions of the leading characters. The river wards had sent their delegates of Pete's friends and allies. Political heelers watched for a chance to gain favor by protecting their own. Men and boys who live by defrauding seamen and "drunks" were there in force. The dingy room that had witnessed many strange and thrilling scenes was prepared for one of the most sensational cases it had ever known. Our case was called. The attorney for the defense arose and moved that the prisoner be discharged. He read the statute on kidnapping. The judge listened calmly and finally in a short speech admitted the justice of the plea and announced, "The prisoner is discharged." The tension relaxed. Everyone moved to go. The attorney smiled exultantly over at me. I kept my seat and tried to look as if nothing had happened.

The prisoner was taken from the cage and escorted to the hall. There he was allowed to move a few feet and then arrested on the charge of making false representations as an employment agent. He was led back. No one in the crowd understood what had happened. His lawyer's face was red with surprise and anger. He hurried up to the bar and demanded to know the reason of this outrageous arrest. The judge said that the arrest was perfectly legal. The lawyer rushed out to find a precedent. A huge book was brought back, but no precedent, and the attorney was forced to use the plea of "natural justice." His argument was unavailing, and the case proceeded. I examined the witnesses. The testimony was sensational. Drugging, beating, deceit, and brutal treatment of all kinds were brought out. After one witness had told of his being beaten, and referred to the murder of the young man, the lawyer for the defense tried to shake his statement. As the witness was about to repeat his story, the widow of the murdered man rose in her black veil and consigned the defendant and his attorney to the same class of

blackguards and ruffians. This was the last straw. The attorney's temper was tried to the utmost, and he shouted back, "There are too many women in this case anyway." It is true that there were too many for his success. Silence was finally restored and the defendant was held for court.

This case and two others of the same kind have never been brought up again. It is probable the defendants could escape on a technicality. But the witnesses were the ones who actually prevented the trial. They disappeared before the case could be reached on the list. They were of the homeless class which never remains long in one spot. They were too weak to demand justice after they were injured, just as they had been too helpless to protect themselves against outrages hardly conceivable in a civilized community.

There were many other cases against this agent and others. One young woman came to me weeping, saying that news had been brought to her that her boy had been knocked off of an oyster-boat. The captain had made no attempt to save him, and his body was never recovered. This case the Attorney-General of the United States investigated at my request, and reported on at length. The boy's wages were finally paid to his mother. They amounted to one dollar and fifty cents, a poor compensation for her son's life. In another, a man came to my office, haggard and worn, with only pieces of leather for shoes. He had been put ashore forty miles below Baltimore without a cent of wages, although he had worked for two months. He had been obliged to walk much of the way to Philadelphia.

These cases and the publicity given to the whole matter made the introduction into Congress of a bill to penalize shanghaiing the next step. I arranged for a hearing and asked some friends of the measure from Baltimore, New York and Philadelphia to be present. The committee of the House was greatly interested in the facts we presented, and the bill passed in June, 1906. The good news was sent to me in the mountains and I was rejoicing, when a letter from the United States District Attorney of Baltimore informed me that the bill had been so much altered in passage that it did not cover the oyster-boat cases. Here was all our work brought to nothing. This year we introduced an amendment to cover the crime when committed in State waters, and on the oyster-boats, and it passed in the last few days of the last session of Congress.

For nearly forty years, ship owners, boards of trade, and

philanthropists have urged the passage of such a measure. For two centuries the crimes of the shanghaiers have horrified the civilized world. Incredible as it seems, neither England nor America had ever passed a law defining the offense and punishing it. The prosecution of these cases in the face of certain defeat, because of the inadequacy of the law; the untiring work of interviewing witnesses, here, and in Baltimore; daily visits from the reporters and detectives; and the efforts to interest the Governors of Maryland and Pennsylvania, and the President of the United States; all were necessary to accomplish this result. Since the law passed, shanghaiing has almost ceased. Though the cases were not my own, I felt that my three months of hard work were crowned with success.

FRANCES ANNE KEAY.

May 6, 1907.

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#### THE HOPE OF THE EAST.

The Chief Justice lit another cigar and remarked, "my opinion has been formed after thirty years of civil service." We all listened. The discussion had been waging for more than an hour over the moral degradation of India, and all the possible solutions of the problem. For a moment the wind in the pines was the only sound. The commissioner folded together the binoculars with which he had been watching the road out of Simla toward the snows, and turned his entire attention toward the Chief Justice.

"Man after man I've seen go through Harrow and Cambridge, only to come back to India and treat his wife and daughter exactly as his grandfather did. He will talk to you about the importance of reform, in exquisite English, too, and his own wife is kept in 'purdah,' and his daughters are sold when they are babies. I tell you, the women are the hope of India, when they are reached and trained, things will change."

The Judge turned to a straight, spare old gentleman at his left, a member of the Viceroy's Council. "Bara Sahib," he said, "your opinion is worth more than ours, in rupees at least. Is there any way out but this?" The old man took off his glasses deliberately. "You're right," he answered. "The change will come some day from the women. They are as weak as water and

without a ray of sense. They've been ground into miserable slaves, but there is still a strain of moral consciousness in them. The Lord only knows how it happens to be left there—I don't—but let it be stirred into life and trained, and you will see the great change come." This reminded me so much of "The Enlightenment of Paget M. P." that I longed to quote, but I refrained, for I knew that Kipling would be no authority to these gentlemen.

A week later I was face to face with the problem of the education of girls in the great native city of Farrukhabad. A wonder had been accomplished there, in the form of a "central school," and a sign-board to that effect hung over a narrow alley that led away from the bazaar. As we turned in toward the alley we met a prosperous-looking Hindu in white clothes, holding by the hand a dainty little girl. Miss Fullerton, with whom I was, and under whom I was to work, greeted him and looked at the little girl. "Surely you have brought her to school?" she said.

"Oh, no," answered the man, "why should she need to learn? She'll never be a paundit and earn her living. It might make her strong-minded, like a foreign woman, to learn, and that would be a great calamity. No, indeed, she must stay in 'purdah.'" The little girl looked at us wistfully as the man made his salaam and drew her away.

On the way up the alley we saw an open doorway, and beyond it, in a little court, a woman scouring a brass bowl. Beside her crouched a little girl, about six years old. We salaamed, and the woman asked us to enter. The child brought us stools, and after the conventional courtesies were over, Miss Fullerton said, "When is the daughter here to be married?" "In a year," answered the woman sadly.

"And wouldn't you like to have her able to write you a letter when she goes to her mother-in-law's house?" Miss Fullerton went on. "For you know when you cannot see her it will be pleasant to have a letter."

"Will you teach her to write a letter?" cried the woman, springing to her feet and putting the little girl's hand in Miss Fullerton's. "Teach her to write to me," she said, apparently with a vision of the day when she must sell her child and renounce all claim upon her, and all right to protect her, and of the monotonous years of imprisonment stretching in front of the little girl.

The child walked with us the short distance to the school. It was a native house with a stone-paved court in the centre and a gallery running around above. There was a well at one end of

the court, where a dirty old woman was drawing water for a thirsty child. The old woman's caste was high, and so she could pour water for anyone, whereas our touch upon the bucket would have been defiling.

Upstairs the hum of the school-room reached us through the open doors. There was a tinkling of many bracelets and anklets, as the children arose to greet us, and another silver sound as they seated themselves again upon the floor. They were like a bed of tulips, in their "saris" of pure, bright scarlet, emerald, yellow and blue, and their delicate features and wonderful eyes shone out against the color. A thin Eurasian girl in European clothes was teaching them the Hindustani alphabet, and they bent over their primers industriously as she gave the command.

As soon as I could speak in Hindustani a little, I had a room and seventeen little girls of my own to teach. It was slow, but interesting, work; they learned to count to one hundred, to read words of one syllable, and to do the kindergarten games and calisthenics that I recalled with difficulty from my own kindergarten days. The part of the day they loved the best, however, was when they were memorizing: they learned the 23d Psalm and the chapter on "love" in Corinthians. I had always thought that it would be a very delicate and difficult matter to tell the children who had been taught to worship images, that their method and belief were wrong. I had dreaded that side of the teaching, but because the key-note of their religion is fear, it turned out to be singularly simple. Miss Fullerton would tell them that the "*devi deota*" (gods and goddesses) they feared, had no power to hurt them, that "*Parmeshwar*" (God) loved them and wanted them to serve Him by being good. Again and again, they would ask for books about a good *Parmeshwar*, to show their mothers, and sometimes they would tell us that they were trying to live in His way, even if they had to be shut up and treated like pieces of furniture.

It was often a heavy trial to the little girls when they had to stop coming to school. Marriage was the usual cause of their leaving, and it came before the child was eleven years old. After that she was shut up in her mother-in-law's house—to be her little servant. Often, as we walked through the narrow, winding mohullas, we would see slender brown hands waving to us through the barred windows, and sometimes a childish voice would beg us to come in and give her an examination. When we could go, she would bring all the women of the house to listen, and she would

read to us from her torn and dirty school-books. Sometimes the older girls would say that they could never have lived through the long days in the zenana—four walls of blankness and confinement—if it had not been for the memory and the comfort that their school days had given them.

In rare cases the school would prove the complete emancipation of the girl. One widow of sixteen who had never seen her husband, but was doomed for life to a shaved head and ragged clothes on account of his death, came to live next door to the school so that she might devote herself to it. Sometimes a girl wished to go on studying, so that she might teach in her town. She then went to the boarding-school in Allahabad, where she began to study in English, and to work toward the college entrance examinations. There caste has no place and the daughters of Hindus and Mohammedans and Christians live and work together, and there a beginning has been made toward training the women who are the despair and, at the same time, the hope of the country.

One day when I was visiting this school, the lesson for the day was the story of Esther, and the older girls were struggling to express it in English. One tall one, named Tara, with her face framed in her white chaddar, and her fine brown eyes full of fire, asked if she might tell her thought of the story.

“Esther was like us,” she said, “the daughter of a people in bondage. She was given rare privileges—she was a queen—and she would use that power for her people even though she perished for it. She said she had been brought to the kingdom for such a time as this, and it is a thought and a purpose to one, to be a Princess Esther to my people.”

A month later I heard that Tara had gone out to her people in a great native State, and that she had begun already to teach and enlighten the women and children about her. The scene and the conversation of the afternoon-tea at Simla flashed back to me and I wondered if the members of the Viceroy's Council had ever come across a concrete instance of the truth of his opinion so telling as this one I had seen.

“The change will come some day—and through the women.” Yes, when there are more Taras, filled with the desire to be Princess Esthers to their people, there *will* be a moral and a spiritual uplift to sad, old India. “And the change will come through her women.

LOUISE PARKE ATHERTON, '03.

## IN MEMORIAM.

## THOMAS SCATTERGOOD.

The Trustees of Bryn Mawr College and its Board of Directors share with numerous other bodies, with his many friends, and with all who knew him, a deep sense of loss in the death, at Naples, Italy, on the eighteenth of last month, of Thomas Scattergood.

He was elected a Trustee in 1894, and from that time was an active and much valued member of the Corporation and Board of Directors. He was regular in his attendance at meetings and faithfully served on important committees, where his business and financial training and experience were very helpful. He took a deep interest in the College and gave liberally to various college objects.

He was educated at Friends' Select School, Philadelphia, and at Westtown Boarding School, and profited by these advantages to a remarkable degree. Subsequent reading and study and mingling with men and large affairs, combined with much travel here and abroad, carried on the training of his active, vigorous mind, and made him the well-informed, instructive and desired companion whose loss his friends are mourning.

Entering business life early, as was then customary, he was actively and successfully engaged therein for nearly fifty years, and retired a few years ago to devote himself to his personal affairs and to the numerous financial and philanthropic interests with which he was identified.

A member of the Religious Society of Friends by birthright, descended from a long line of Quaker ancestors, one of them, whose name he bore, an eminent minister in that Society, Thomas Scattergood was, also, a member of it from heartfelt conviction of the truth of its principles, and in that Society he held an honored place.

No sketch of his life would be complete or just without mention of the deep religious faith which was his—his belief, living and vital, in those eternal verities which, for him, gave to life all its meaning. His faith and trust in God and in His Son, his Saviour, was “as an anchor to his soul, sure and steadfast,” which no stress nor storm in his voyage of life could move. He knew in Whom he had believed and he trusted Him wholly.



One unique work of his, now that he has gone, may be mentioned; a work which, while living, his modesty and dread of personal publicity made him unwilling ever to acknowledge, unless in strict confidence to a very few near friends.

Many readers of this journal have doubtless gotten daily help and inspiration, and fresh courage, from the little calendars which for years past they have kept upon their desks, the "Motto Calendar," as it is called. Twenty-five years have gone by since Thomas Scattergood prepared and caused to be printed the first issue, fifty copies, of these calendars, for the use and, as he hoped, the profit of the men and boys in his counting room. Since then, in ever-increasing yearly circulation, hundreds of thousands of these calendars have been distributed, in nearly every State of the Union, and in most foreign countries. This entire work has been carried on, as it was begun, entirely by himself—from the selection of the verses and mottoes to seeing the calendars through the press and their distribution.

He hoped, as he said to one close to him, that in this way he could sow some seed that might do good. Abundant testimony came to him, here, of the good which this seed, thus sown, had done, and we know it is said of good men that their works do follow them.

In this year's calendar the month of April is headed with these verses:—

"To the Overguiding Will  
 My own I gladly yield;  
 And while my little craft outstands,  
 I sail with orders sealed.  
 Some time, I know not when nor how,  
 All things will be revealed;  
 And until then, content am I  
 To sail with orders sealed."

He left us last winter, on his last voyage, "with orders sealed." He has found the port where he fain would be, towards which all his life he was journeying, and he has entered into his desired haven, into the joy of his Lord.

A COLLEAGUE.

*Fifth month 10, 1907.*

## THE COLLEGE.

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### CALENDAR.

MARCH 15th, meeting of the Oriental Club, address by Mrs. Cornelius Stevenson, on "Recent Finds in Egypt;" Freshman Entertainment to the Sophomores—16th, private reading examinations end—18th, collegiate and matriculation condition examinations begin—20th, College Fortnightly Meeting, sermon by the Reverend Charles R. Erdman, of Princeton, New Jersey—22d, Law Club, informal debate—23d, Senior oral examinations in German and French—25th, gymnasium contest, at four o'clock—26th, collegiate and matriculation condition examinations end—27th, Easter vacation begins at one o'clock.

APRIL 4th, Easter vacation ends at nine o'clock—5th, Philosophical Club, informal meeting—8th, Founder's lecture, address by Colonel Thomas Wentworth Higginson, on "Whittier's Spiritual Message to the World"—10th, Christian Union meeting, address by the Reverend John Timothy Stone, of Baltimore—11th, meeting of the Christian Union, address by Miss Umé Tsuda on her school in Japan—12th, meeting of the Law Club, address by Mr. Hampton L. Carson, of Philadelphia, ex-Attorney General, on "Reforms in English Criminal Jurisprudence"—16th, meeting of the Science Club, address by Professor Edward Bradford Titchener, Sage Professor of Psychology at Cornell University, in the Chapel at half-past eight, on "The Psychology of Smell"—17th, College Fortnightly Meeting, sermon by the Reverend Hugh Black, Jesup Graduate Professor of Practical Theology at Union Theological Seminary—19th, Senior Play—20th, Glee Club Concert in the Gymnasium at eight p. m.—24th, Christian Union meeting—26th, Sophomore Play for the Seniors—27th, meeting of the German Club, address by Dr. Karl Detlev Jessen on "The Influences of Scandinavian Literature on German Literature"—29th, President's "At Home" to the Seniors.

MAY 1st, May Day Celebration, 7 to 8.30 a. m.; College Fortnightly Meeting, sermon by the Reverend Wilton Merle-Smith, Pastor of the Central Presbyterian Church of New York City—3d, Class Supper of 1910; meeting of the Philosophical Club, address by Dr. Wilmon Henry Sheldon, of Princeton University, on "Abstract Ideals and Human Progress"—3d-5th, Week End Conference, under the auspices of the Bryn Mawr League for the Service of Christ—6th, President's "At Home" to the Seniors—7th, reserved for the Science Club—8th, Christian Union Meeting—9th, lecture by Mrs. Charles Park, President of the Boston Branch of the Equal Suffrage League in Woman's Colleges and Founder of the League, in the Chapel at eight o'clock, on "Equal Suffrage Leagues in Woman's Colleges"; President Thomas and Miss Garrett will be at home to the students from nine to ten

o'clock—10th, Junior-Senior Supper—11th, Junior Play; meeting of the Graduate Club, address by Professor Felix Schelling, of the University of Pennsylvania; Senior oral examinations in French and German—12th, meeting of the League for the Service of Christ, address by Miss Louise Holmquist, Industrial Secretary of the Y. W. C. A. for New York and New Jersey—13th, private reading examinations begin—14th, President's "At Home" to the Graduate Students—15th, College Fortnightly Meeting, sermon by the Reverend David McConnell Steele, Rector of St. Luke's Epiphany Church, Philadelphia—16th, unveiling of the Elizabeth Duane Gillespie Memorial Tablet, presented by the Colonial Dames of America, address by Dr. Horace Howard Furness—17th, Sophomore Supper—18th, private reading examinations end; lecture by Mr. Gilbert Murray in the Chapel at 8 o'clock on Greek Tragedy—20th, lecture by Lady Mary Murray on The Present Status of Woman's Suffrage in England, with an account of the suffragettes, in the Chapel at 4.30; President's "At Home" to the Seniors—21st, vacation—22d, collegiate examinations begin—28th, President's "At Home" to the Graduate Students—31st, matriculation examinations begin.

JUNE 1st, collegiate examinations end; performance of "The Tempest" by Mr. Ben Greet's Company, in the cloister at eight o'clock—2d, baccalaureate sermon by the Reverend Samuel McChord Crothers, D.D., Litt.D., in the Chapel at half-past eight o'clock—4th, President's Luncheon to the Senior Class—5th, matriculation examinations end; Senior Garden Party; College Breakfast—6th, conferring of degrees and close of twenty-second academic year in the Chapel at 11 a. m., address by the British Ambassador to the United States, the Rt. Hon. James Bryce, on "Has the Education of Women Distinctive Aims."

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#### GIFTS PRESENTED TO THE COLLEGE DURING THE YEAR 1906-07.

Mr. Albert Edmunds, Librarian of the Historical Society of Pennsylvania, presented to the College his library of four hundred volumes dealing with the history of religion, and some Pali texts. These books will be of great value to Oriental students. Mr. Edmunds wishes the rare books not to be taken out of the library and the library kept together till his death. After his death he imposes no restrictions on the use of the library.

The Undergraduate Association and the graduate students have contributed for the purchase of the late Professor David Irons' library of philosophical books, and have presented this library to the College. The collection is especially rich in seventeenth century books on philosophy.

The Trustees have founded a research fellowship in chemistry of the value of \$500, the holder to reside at Bryn Mawr College for one year

and to assist Professor Kohler, the head of the Department of Chemistry, in research work.

The Trustees have also founded a readership in Semitic languages.

The Society of Colonial Dames of America has presented to the College a tablet in memory of Elizabeth Duane Gillespie, and this has been placed in the cloister of the library.

The Class of 1896 gave to the College on the occasion of its decennial meeting a white marble bench in memory of Mary Helen Ritchie. It is an old Italian bench, and may now be seen in the corner of the maple row below Radnor.

The present and former students of Pembroke Hall and Denbigh Hall gave to their respective halls in the summer of 1906 tiled vestibules. Those in Pembroke Hall are made on the pattern of the tiles in Fountain Abbey. The students of Pembroke Hall have also given a leaded glass window, to be placed at the end of the corridor.

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#### CHANGES AND IMPROVEMENTS.

The Trustees have decided to make some improvements in Merion Hall. The suite next to the drawing-room on the first floor will be changed into a students' sitting-room, and the suite opposite this will be made into a warden's suite, with a sitting-room, bedroom and bathroom. The present warden's alcove and warden's room will then be available as single rooms for students, and the present students' sit-

ting-room and the suite above will be divided by partitions so as to make two very desirable double suites.

During the year 1906-07 a new professor's house was built on College Hill, to be occupied by Professor Wheeler. The money for this was lent by the *alumnæ* from the Endowment Fund, the College paying 4½ per cent interest. Some changes are also to be made in Professor Scott's house during the summer of 1907, and for these changes the *Alumnæ* Endowment Fund will lend \$1,000, and Professor Scott will duplicate the amount. During the summer of 1906 the third floor of Yarrow East was changed so as to make an apartment of four rooms available for two members of the staff.

In the summer of 1906 the lighting of the grounds by electric light was installed and paid for by an additional gift of \$3,000 from Mr. Rockefeller, and the hockey ground below Radnor Hall was enlarged to the full size required, at a cost of \$1,200. The money for this purpose was advanced by President Thomas, and has been partly repaid by the students, who have also decided to drain the athletic field.

Below Low Buildings it was found that the College was entitled to all the ground which could be gained by straightening the Roberts Road, and the College, in conjunction with the township, is changing the position and grade of the Roberts Road, thus gaining for the College a strip of ground about 20 feet by 330 feet.

**CHANGE IN THE PRICE OF BOARD.**

In March, 1907, it was decided that, on account of the great increase in the price of provisions, it was necessary to raise the price of board for all students in the College for the year 1907-08 to \$200. Since the students are in residence exactly thirty-three weeks, this makes the price of board \$6.06 per week. It is interesting in this connection to note that in the new dormitory which is just being opened at Barnard College the price of board is being placed at \$6.25 per week. In order that this increase in rate might not prevent students who are unable to pay higher rates from coming to College, it was at the same time decided to reduce the rents of sixty rooms to \$100, making the total cost of board and residence in these rooms the same as the lowest price charged at present for board and residence, namely, \$300. These rooms are almost equally distributed throughout the six halls of residence. Students who are unable to pay more than the minimum price for board and residence are required to file a statement to this effect in the Secretary's Office, and the rooms at \$100 are reserved for such students. In order that the College might not suffer a loss in the total room rent owing to the reduction in price of these sixty rooms, certain of the larger single rooms and more attractive double suites have been raised in price.

The College has this year published, in place of the inconvenient plans of the halls which were placed in the program and easily lost, a bound pamphlet containing plans and descriptions of all the halls and illustrated with drawings by Mr. Vernon Howe Bailey.

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**MAY DAY.**

The May Day celebrations opened at 6.45 on Wednesday morning with the Seniors, in cap and gown, singing at the Deanery the old English song, "The Hunt is up." Previous to this the Sophomores had hung May baskets on the Seniors' doors, but this was not part of the public festivities. From the Deanery the Seniors marched to Rockefeller towers, where they greeted the sun with the Latin hymn which is sung on Magdalene Tower, Oxford, on May Day morning. At 8.45 the three lower classes, waiting at their Maypoles in front of Merion for the Seniors, who, led by a band of four pieces, came dancing from Rockefeller to take their places at the pole, which had the place of honor in front of Denbigh. The poles had streamers of white, mixed with streamers of green, light blue, red, dark blue, according to the class, and the dancers were dressed in white, with sashes of their class color. The band played "To the Maypole let us on," and the poles were wound, unwound, and wound again. At a given signal all ran to the Senior pole, where each class formed a circle and all danced around, circling about President Thomas and the violet crowned May Queen, Esther Williams. Then followed speeches by President Thomas and the May Queen and a ballad sung by Marjorie Young. After cheering, the dancing began again and continued until time for Chapel.

### THE FRESHMAN SHOW.

On the evening of March fifteenth, the Freshmen entertained the Class of 1909, and made their first formal bow to the College public by their presentation of "Alice at Bryn Mawr." The performance went off smoothly, with as few hitches, I suppose, as ever fell to the lot of a Freshman show. The Sophomores and upper classmen were kind enough to say that they enjoyed the show immensely, and we, of course, believe them. We know that the songs were clever, the College hits numerous, and the whole pervaded by a spirit of jollity and brightness which augurs that we have made a good start toward living up to our newly adopted motto,

"ἮΠΟΣ ΗΩ Τ'ΗΕΛΙΟΝΤΕ "

(Towards the dawn and the light).

The chief characters and incidents of the play were purloined from our old friend, "Alice in Wonderland," and surrounded by a Bryn Mawr atmosphere. Alice, of course, was the unsophisticated Freshman who arrives in a strange land and finds everything different from what she has expected. The White Knight, with his pathetic tendency to tumble off his steed at exciting moments, was a not inappropriate representative of athletics, and he made his first appearance on the stage riding upon a gymnasium horse, and loaded down with hockey sticks, lacrosse sticks, tennis rackets, and basketballs. His song, "Ah, I have sighed to rest me from heavy gym and hockey," brought forth a large amount of sympathy and applause from the audience. The two College magazines were represented by

that eccentric pair, the March Hare and the Hatter. The former, who "goes mad in March," stood for the *Lantern*, and it was not hard to discover the identity of his friend, who greeted everyone he met with the familiar words, "Give me something for the Tip." Their boon companion, the drowsy little Dormouse, was not absent, but, in the guise of an "English shark" stumbled about with a pile of books under his arm, and dozed over his tea in very realistic fashion. The Lion and the Unicorn represented the Christian Union and the League, and both separately and together they pursued Alice with the demand, "Will you, won't you, will you, won't you, won't you join the League?" or "the Union," as the case might be.

Several characters not found in Lewis Carroll's version of the story appeared in the Bryn Mawr performance. The class animals, the 1907 Tortoise, 1908's Blue Heron, and the resplendent red Phoenix of 1909 were very much in evidence, while the Class of 1910 was represented by a frolicking band of babies and kittens, with the Cheshire Cat at their head. It was on our very first attendance at Chapel, I think, that President Thomas compared the Freshmen to kittens and babies, and this comparison has remained one of our earliest and strongest impressions of College. And of course Alice's adventures at Bryn Mawr would not be complete without at least one meeting with the Eddas, familiar to everyone who has struggled through the agonies of First-Year English. So they were both there, the Elder Edda, a little wiz-

ened-up old gentleman with a flowing beard and a short Norse tunic, and the Younger Edda, clothed in a huge fur coat, as if he had just arrived from his frozen Northland.

All through two bright, rollicking acts Alice and her friends are pursued by the terrible Jabber-work, the "spirit of work and courses," who drives them from their tea, breaks up their parties, and is particularly zealous in his pursuit of the White Knight and his votaries. The climax and close of the play is reached in a duel between the White Knight and the Jabber-work, who have a "kind of innate antipathy for each other." The White Knight strikes off the monster's head with a hockey stick, and the curtain falls on a scene of general rejoicing. The play was written by Mary Worthington, and the part of Alice was acted, with a great deal of sweet simplicity and charm, by Ruth Babcock.

KATHRINE FORBES LIDDELL, 1910.

#### GROCERY SHOP.

As another means of raising money for the Students' Building a grocery shop was opened in the basement of Rockefeller in October, 1904. Besides the sale of crackers, olives, chocolate, sugar, and other groceries, there were catering, florist, and photographic departments carried on as agencies, with a percentage on the sales. The shop was kept open each afternoon from four until six, with two or three students as clerks. The new enterprise was met with enthusiasm by the undergraduate body, and many donations were received. Such was the zeal and industry shown during that first

year that five hundred dollars was handed over to the Student Building Committee in June, after paying back a loan of three hundred dollars advanced to stock the shop, and there still remained two hundred dollars to use in starting the next year. That year (1905-1906), however, the profits of the shop diminished appallingly. The photographic department had to be discontinued because no one could be found to take charge of it, and the catering and florist departments were seldom patronized. Even the sale of regular groceries fell off, partly because people were so busy with May Day that they did not care to bother about preparing food in their rooms, and partly because they could obtain easily all they wished to eat at one or the other of the newly established tea houses. In consequence of all three drawbacks, the profits of the shop for last year amounted to very little over one hundred dollars. This year we have had to face the same problem—competition with the tea houses, perhaps even sharper this year because of the even greater nearness of the College Tea Room—and, from present appearances, we shall make very little more than we did last year. Now, this undertaking has entailed a tremendous amount of work. Every month about two hundred and fifty charge accounts must be entered and bills brought out and collected. Then the ordering and gauging the amount that will be eaten before the next wagon comes from town takes many hours, and finally the accounts of the whole enterprise must be kept. All this work is, of course, done by undergraduates for purely altruistic

reasons, and almost invariably by those who have a great many other interests also. Besides the labor entailed, there is the difficulty of the place itself. The room is so small and hot that many things spoil and are, therefore, a complete loss. Also, the shop has to pay the College a large rent for the use of the room, and about ten dollars a month besides for cleaning. In consideration of all these difficulties, together with the ebbing enthusiasm and ebbing receipts, it seems best to the board, after consultation with the Students' Building Committee, to bring the undertaking to a close in June, after turning over to the fund about one thousand dollars as the result of the three years.

ALICE MARTIN HAWKINS.

#### THE CONSUMERS' LEAGUE.

The Bryn Mawr Consumers' League was first organized as a branch of the College Settlement Chapter, in the winter of 1904-05, and not until 1906 did it take an independent form. But, in spite of the comparatively short time in which it has had to work, much has been done, and many people have been interested. Its members at present number one hundred and ninety-seven, and they have sent this winter to the Philadelphia Consumers' League a contribution of seventy-five dollars, to aid the work there. During the past year the speakers on child labor and on the work of the Consumers' League have been Mrs. Frederick Nathan, Mrs. Kelly, and Miss Florence Sanville. All through the winter the League members, in shopping, have patronized the stores on the white list, and

have made a point of asking for union label goods.

But perhaps the most notable feature of the work of the Consumers' League has been the making of statistical charts, which were carried out under Dr. Mussey's directions, for the Philadelphia Industrial Exhibit. Since then they have been sent to the New York, Boston, Chicago and Pittsburg exhibits, and are now on their way to the Jamestown Exposition. Some of them showed various sized blocks painted in various colors, which revealed appalling facts in regard to the relative height, weight and chest measurement of laboring and non-laboring children. One particularly graphic chart, picturing an unending row of little children, illustrated the fact that the child laborers of the United States, if standing in line, would stretch from Philadelphia to Pittsburg.

By such activities the Bryn Mawr Consumers' League has given moral and financial support to the Philadelphia League, and has kept the student in touch with the work of the League throughout the country.

#### GLEE CLUB.

The Glee and Mandolin Clubs gave their annual concert in the Gymnasium in April, and delighted the large audience with their singing and playing. For the first time in several years notes were not allowed to be used, and a great improvement in the music resulted. The financial outcome of the concert was also very satisfactory, as about \$165 was received. Altogether the general opinion is that the two clubs have had a very successful year.



**ATHLETICS.**

A new hockey field and three gravel tennis courts have been made between Radnor and Low Buildings. But, even with the new field, we did not have room for the throngs of candidates who came out for hockey, and the third teams had to play on the slope back of Radnor or on the campus in front of the Gymnasium. Seventy-five per cent of the resident students played hockey this fall. The hockey championship cup was won for the year 1906-1907 by the Class of 1907. The Varsity hockey team played several games with outside clubs. The scores were:

First game—Belmont, 0; Bryn Mawr, 1. Second game—Belmont, 2; Bryn Mawr 2.

Merion, 2; Bryn Mawr, 1.

Germantown, 2; Bryn Mawr, 13.

Moorestown, 1; Bryn Mawr, 4.

The game with the Alumnæ had to be given up on account of rain.

*Lacrosse.*

Lacrosse was started in the winter of 1904-1905, and the interest in it seems to be increasing each year, although we have not yet reached the point of organized match games.

*Swimming Contest.*

The swimming cup was won this year by the Class of 1907. Three records were broken at the meet. Ethelinda Schaefer broke her own record of 140 feet (front) in 21 seconds by covering the distance in 20 seconds.

Carola Woerishoffer and Pleasance Baker both broke the under water swimming record, which was held by Baker at 43 feet. Woeris-

hoffer swam 70.8 feet, and Baker 61.10.

The 20-foot swim (back) record was broken by Woerishoffer at 23.2 and Ashton at 23.6.

*Water Polo.*

The water polo championship was won by the Class of 1907.

*Track Meet.*

Nineteen-Seven presented a cup this year to be awarded to the class winning the greatest number of points at the meet. The cup was won by the Class of 1908. The individual cup was won by Anna Platt.

Records broken were: Shot put, 33 feet 1 inch, by Marjory Young, breaking the world's record by 10 inches. Rope climb, 12 2-5 seconds, by Platt, breaking her own record by 1-5 second.

*Tennis.*

The cup for singles was won in the fall by Gertrude Hill. The doubles are being played off now.

The Fencing Club, organized this year by Miss Applebee, met once a week during the winter.

The shield given this year by Miss Applebee for the Gymnasium contest was won by the Class of 1909.

*Basket-Ball.*

Basket-ball practice has been going on since Easter. The match games began on Monday, May 6th.

**SELF-GOVERNMENT.**

The following changes in connection with the organization of the Advisory Board have been made in the Constitution of the Self-Government Association:

(1) Article V, Section II—1, to read: The officers and the other three members of the Executive Board shall be annually elected by ballot by the Association in the fortnight after the assignment of rooms, and shall enter upon their duties immediately at the conclusion of all the elections.

(2) Article VIII to read:

Section I. There shall be a representative elected by each hall to act as Head Proctor and to be generally responsible to the Executive Board for the conduct of her hall.

Section II. There shall be an Advisory Board, composed of three representatives, together with a representative of the non-resident students and of the Graduate School. The duties of this board shall be to advise with the Executive Board at the request of one or more members of the Executive Board.

Section III. The Advisory Board shall be annually elected by ballot, in

the fortnight following the election of the officers and Executive Board, the term of office to be for the following academic year.

By these changes it is hoped that a more truly representative and effective Advisory Board may be elected. The Hall Representatives on the board are elected by the students to be in the hall for the year over which the term of office extends, with the exception of the outgoing Seniors, who, in a measure, take the place of the new Freshman class. These representatives act as Head Proctors and are, as stated in the amendment, generally responsible for the conduct of their respective halls. The non-resident representative will fill a long-felt need, the non-resident students, before this, having had no representative on the Self-Government Boards.

The amendments, if ratified by the Board of Trustees, are to go into effect this spring.

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### CANDIDATES FOR HIGHER DEGREES.

#### *Doctor of Philosophy.*

Hope Traver, Connecticut. A.B., Vassar College, 1896. Graduate Student, Bryn Mawr College, and Private Tutor, Whitford, Pennsylvania, 1901-02; Graduate Scholar, Bryn Mawr College, and Teacher of English in Miss Wright's School, Bryn Mawr, Pennsylvania, 1902-03; Fellow in English, Bryn Mawr College, 1903-04; Holder of the Mary E. Garrett European Fellowship and Student, University of Munich, 1904-06; Fellow by Courtesy and Graduate Scholar in English, Bryn Mawr College, Second Semester, 1905-06; Teacher of English in Huntington Hall, Los Angeles, California, 1906-07. Subjects, English and History. Thesis: *The Allegory of the Four Daughters of God.*

#### *Master of Arts.*

Theodora Bates, Massachusetts. A.B., Bryn Mawr College, 1905.  
 Marianna Nicholson Buffum, Rhode Island. A.B., Bryn Mawr College, 1902. Scholar in Latin, Bryn Mawr College, 1906-07.

- Julia Anna Gardner, South Dakota. A.B., Bryn Mawr College, 1905.  
Scholar in Geology, Bryn Mawr College, 1906-07.
- Ethel Mary Bennett Hitchens, Pennsylvania. A.B., Bryn Mawr College, 1905.
- Helen Moss Lowengrund, Philadelphia. A.B., Bryn Mawr College, 1906. Bryn Mawr European Fellow, and Scholar in Latin, Bryn Mawr College, 1906-07.
- Lillian Virginia Moser, New York. A.B., Bryn Mawr College, 1893.  
Pd.B., State Normal College, 1896.
- Virginia Pollard Robinson, Kentucky, A.B., Bryn Mawr College, 1906.  
Scholar in Philosophy, Bryn Mawr College, 1906-07.
- Helen Estabrook Sandison, Indiana. A.B., Bryn Mawr College, 1906.  
Scholar in Latin, Bryn Mawr College, 1906-07.
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#### **SPECIAL EUROPEAN FELLOWSHIP IN TEUTONIC PHILOLOGY.**

A fellowship of the value of \$500.

Awarded for the year 1906-07 to Anna Sophie Weusthoff, of New York City. A.B., Woman's College of Baltimore, 1906.

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#### **RESIDENT FELLOWSHIPS FOR THE YEAR 1907-08.**

##### *Greek.*

Mary Swindler. A.B., University of Indiana, 1905, and A.M., 1906.  
Graduate Scholar in Greek, Bryn Mawr College, 1906-07.

##### *Latin.*

Lily Ross Taylor. A.B., University of Wisconsin, 1906. Graduate Scholar in Latin, Bryn Mawr College, 1906-07.

##### *English.*

Rose Jeffries Peebles. 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, Bryn Mawr College, 1906-07.

##### *French.*

Florence Donnell White. A.B., Mt. Holyoke College, 1903. Student at the Sorbonne and the Ecole des Hautes Etudes, 1903-04; Ecole des Chartes, first semester, 1903. Graduate Scholar in Romance Languages, Bryn Mawr College, 1906-07.

##### *History.*

Margaret Shore Morriss. A.B., Woman's College of Baltimore, 1904. Holder of Foundation Scholarship, Bryn Mawr College, 1904-06.

*Philosophy.*

Margaret Mary Anne Molloy, B.A., University of Ireland, 1905, and M.A., 1906; University of Edinburgh, Winter Semester, 1905-06; University College, Dublin, 1906-07.

*Mathematics.*

Elva Cooper. A.B., University of Wisconsin, 1904, and A.M., 1906. Graduate Student, University of Wisconsin, 1905-07.

*Chemistry.*

Dorothy Hahn. A.B., Bryn Mawr College, 1899. Professor of Chemistry and Biology, Pennsylvania College for Women, Pittsburgh, Pa., 1899-1906; Professor of Biology, Kindergarten College, Pittsburgh, 1904-06; Student, University of Leipsic, 1906-07.

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**UNDERGRADUATE SCHOLARSHIPS FOR THE YEAR 1906-07.**

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

Mayone Lewis, of Philadelphia. Prepared by the Girls' High School of Philadelphia. Holder of Trustees Philadelphia Girls' High School Scholarship. Holder of the James E. Rhoads Sophomore Scholarship.

*James E. Rhoads Junior Scholarship.*

Anne Garrett Walton, of Media, Pennsylvania. Holder of Foundation Scholarship and of Maria Hopper Sophomore Scholarship, 1906-07. Prepared by the Westtown Boarding School, Westtown, Pennsylvania.

*James E. Rhoads Sophomore Scholarship.*

Ruth Anita Wade, of Helena, Montana. Prepared by the High School, Helena. University of Chicago, 1904-06.

*Mary E. Stevens Junior Scholarship.*

Elise Donaldson, of St. Denis, Maryland. Prepared by the Flushing Seminary, Flushing, Long Island. Holder of Maria Hopper Scholarship, 1906-07.

*Maria Hopper Scholarship.*

Josephine Chapin Brown, of Ogdensburg, New York. Prepared by the Ogdensburg Free Academy, and by the Balliol School, Utica, N. Y.

Marion Shelmire Kirk, of Philadelphia. Prepared by the Girls' High School, Philadelphia. Holder of City Scholarship, 1906-07.

*George W. Childs Essay Prize.*

Margaret Emerson Bailey, of Providence, Rhode Island. Prepared by Miss Bowen and Miss Gilman's School, Providence, and by Miss Florence Baldwin's School, Bryn Mawr. *Honorable Mention*—To Mary Isabella O'Sullivan, of Philadelphia, and Elizabeth Bogman Pope, of Massachusetts.

**NOMINATIONS FOR GRADUATE SCHOLARSHIPS FOR 1907-08  
AS FAR AS ANNOUNCED.**

*Greek.*

Anna Ward Aven, of Clinton, Mississippi. A.B., Mississippi College, 1905. Graduate Student, Bryn Mawr College, 1906-07.

Clara Lyford Smith, of Los Angeles, California. Holder of the First Bryn Mawr Matriculation Scholarship for the Western States, 1903-04; Holder of the James E. Rhoads Sophomore Scholarship, 1904-05; Holder of the Maria L. Eastman Brooke Hall Memorial Scholarship, 1906-07.

*Latin.*

Edith Florence Rice, of Philadelphia. Holder of Trustees Philadelphia Girls' High School Scholarship, 1903-07.

*German.*

Lillian Virginia Moser, of Syracuse, New York. A.B., Bryn Mawr College, 1893. Student of French and German in Paris and Hanover, 1893-94, and in the summer, 1900 and 1905; Teacher of Modern Languages in "The Seminary," Clifton Springs, New York, 1894-95; Student of Pedagogy, State Normal College, Albany, New York, 1895-96; Pd.B., State Normal College, 1896; Teacher of French and German in the Granger Place School, Canandaigua, New York, 1896-1905; Graduate Student, Bryn Mawr College, and Teacher of German and French in Miss Wright's School, Bryn Mawr, Pennsylvania, 1905-06; Graduate Student, Bryn Mawr College, 1906-07.

*Mathematics.*

Margaret Elizabeth Brusstar, of Birdsboro, Pennsylvania. A.B., Bryn Mawr College, 1903. Teacher of Latin and Mathematics in Miss Gleim's School, Pittsburgh, Pennsylvania, 1903-04; Teacher of Mathematics in the Misses Shipley's School, Bryn Mawr, Pennsylvania, 1904-07.

*Physics.*

Helen Lamberton, of Philadelphia, Pennsylvania. Holder of City Scholarship, 1903-07.

*Geology.*

Julia Anna Gardner, of Chamberlin, South Dakota. A.B., Bryn Mawr College, 1905. Graduate Scholar in Geology, Bryn Mawr College, 1906-07.

*Chemistry.*

Helen Williston Smith, of South Wilton, Connecticut. A.B., Bryn Mawr College, 1906. Graduate Scholar in Biology, Bryn Mawr College, 1906-07.

*Semitic Languages.*

Helen Hawley Nichols, of Marietta, Ohio. A.B., Marietta College, 1906. Graduate Student, Bryn Mawr College, 1906-07.

*Foundation Scholar in Semitic Languages.*

Eleanor Densmore Wood, of Wichita, Kansas. L.B., Earlham College, 1896; A.B., Penn College, 1897. Foundation Scholar, Bryn Mawr College, 1897-99; Principal of Earlham Academy, Earlham, Indiana, 1899-1900; Settlement Worker, Indianapolis, Indiana, 1900-01; Student, University of Chicago, 1902-03; University of Marburg, Winter Semester, 1904-05; Graduate Student, Bryn Mawr College, 1906-07.

*English.*

Helen Moss Lowengrund, of Philadelphia. A.B., Bryn Mawr College, 1906. Holder of the Bryn Mawr European Fellowship, 1906-07; Graduate Scholar in Latin, Bryn Mawr College, 1906-07.

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**A WEEK-END CONFERENCE.**

A Week-end Conference was held at the College May 3, 4, 5, under the auspices of the Bryn Mawr League for the Service of Christ.

The speakers at all the meetings were alumnae student volunteers. On Friday evening, May 3, Louise Atherton, '03, gave an interesting talk on present conditions in India, as she saw them during her recent visit there. At a meeting Saturday morning, in the Merion students' sitting-room, a brief history of the Student Volunteer Movement was given by Dorothea Day, '03, followed by a general discussion of the volunteer declaration. In the afternoon Kath-

rina van Wagenen, '04, addressed a gathering in the Chapel on the subject of Association work in foreign countries. At 8 o'clock that evening, Margaret Shearman, '94, and Dorothea Day, '03, spoke of practical ways in which Christians at home may aid the cause of foreign missions.

The last meeting of the Conference was held in the Chapel at 5.15 Sunday afternoon. Edith Crane, 1900, gave an address on "The Non-Christian Religions Inadequate to the Needs of Men," and Bryn Mawr's special responsibility to meet the needs in foreign countries.

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**AN ALUMNA AS DEAN OF THE COLLEGE.**

An appointment of unusual interest was announced on May 20th,—that of Marion Reilly, '01, to the office of Dean. Marion Reilly graduated from the Agnes Irwin School just ten years ago, and entered Bryn Mawr the following autumn. After a distinguished career as an undergraduate she pursued post-graduate studies at Bryn Mawr and has now been appointed to the position of Reader in Philosophy as well as that of Dean. Her work in the Alumnae association has been untiring, and she carries with her our hearty good wishes, and our confidence that the valuable services already rendered to the college are but an earnest of those to come.

## ALUMNAE CLUBS.

### THE BRYN MAWR CLUB OF PITTSBURGH.

The Bryn Mawr Club of Pittsburgh was organized four years ago. Though small at first, there was no lack of friendly intercourse among the members and warm interest in College affairs. Meetings have been held at Miss Gleim's School, on Shady Avenue, and at the residences of other members.

During the past year the club membership has increased, owing to the fact that a number of former Bryn Mawr students have come to live in Pittsburgh.

With growth in numbers, enthusiasm and interest in the College have increased. On February 16, 1907, the club gave a luncheon at 827 Shady Avenue. Miss Jeffers and Miss Peebles, of Bryn Mawr, were the guests of honor.

At present the club is bending all its energies toward carrying through successfully an entertainment to raise

money for the Endowment Fund. The Ben Greet Company has been engaged to give two Shakespearean Pastorals, "The Comedy of Errors" and "The Tempest," on the afternoon and evening of June 4th. These plays are to be given in the beautiful outdoor amphitheatre of the Western Pennsylvania College for Women. Arrangements are also being made for a supper and garden party to be given between the two performances. For this purpose the club has been offered the use of the attractive grounds of an old mansion, Greystone. Already (May 1st) fifty patronesses have promised their support, and the club hopes for a full measure of success.

The officers of the club are: Mary A. Gleim, 1897, President; Margaret Goodman Hall, 1905, Secretary; Mrs. Charles R. Porter, Treasurer.

### THE BRYN MAWR COLLEGE CLUB OF BALTIMORE.

In February of this year there was formed an organization of all the Bryn Mawr alumnae and former students now in Baltimore. The following officers were elected: President, Caroline McCormick; Vice-President, Katherine Lürman; Secretary, Calvert Myers; Treasurer, Mary G. Kilpatrick; Finance Committee—Chairman, Mary G. Kilpatrick, Mrs. Henry M. Thomas,

Juliette Baldwin, Jean Butler Clark, Claris I. Crane.

The club has no social side, as yet, but was formed with the aim of uniting all those connected with Bryn Mawr in work for the Endowment Fund. A beginning has been made in a small skating carnival, which brought in about \$175; and the Finance Committee has several plans for next winter.

## THE ALUMNAE.

'89.

Louise R. Elder has a story in the *Century* for May.

'90.

Marian T. MacIntosh sails on the *Cymric* from Boston on June 19th. She will go first to Ireland and then to the south of England and on to Brittany. Her address will be care of Brown, Shipley & Co., 123 Pall Mall, London.

'97.

'97 holds its decennial this year on June 4th, and expects to have a very glad reunion.

Mary A. Gleim is sending up seven candidates for the Bryn Mawr examinations from her school, 827 South Negley Avenue, Pittsburgh.

'01.

Eugenia Fowler has announced her engagement to Mahlon Neall.

'02.

The Class of '02 reports that the interest in the Triennial Fund is to be spent for books on Modern Italian History.

Eleanor James will spend the summer traveling in Germany.

Jane Cragin Kay with her husband will spend the month of June in New York. They will return to England on July 2d.

Paxton Boyd Day has gone to live in Kirkwood, Mo. Her address is Harrison and Adams Street, Kirkwood.

'03.

Marjorie G. Price McKnight has a daughter, born April, 1907.

'04.

Mary Vauclain has announced her engagement to Mr. Franklin Abbot, a Pittsburgh architect.

Eleanor Silkman has announced her engagement to Mr. Theodore Gilman, of New York City, a banker.

Marjorie Canan Fry is now in this country, to remain until August.

Hilda Canan Vauclain has a daughter, born March, 1907.

Ethel Peck spent the winter in California, visiting Lucy Lombardi.

'05.

Eleanor Little Aldrich has a son, Bailey Aldrich, born April 23, 1907.

Isabel Ashwell sails in May for England, where she expects to stay for two years.

Margaret Goodman Hall will spend the summer in Italy and Switzerland.

'06.

May Norris, with her sister, Bertha Norris, '04, has taken the Pelham School, in Pelham, Germantown.



## THE FRIENDS' SUMMER SCHOOL OF RELIGIOUS HISTORY.

The Friends' Summer School of Religious History, the third session of which is to be held at Bryn Mawr College June 14th to 22d, was organized in 1900, for the purpose of fostering religious life and helping to bring religious thought into correlation with modern knowledge. The purpose stated in all the circulars of the school is "to strengthen the religious life by reverent and intelligent study of important epochs in Biblical and Church History, and to equip Friends for better service by a study of the conditions which surround us to-day."

Two sessions of the school have been held at Haverford College, one in 1900 and another in 1904, both of which most successfully fulfilled the purpose of the organization. The study of the Bible by means of modern historical methods was joined with devotional exercises in a happy union, stimulating both to the intellect and to religious life; present-day scientific knowledge was frankly welcomed in its bearings upon theological views; at the same time the spirit of consecration deepened from day to day. The devotional spirit of the session of 1904 was even more marked than that of the first session. In the two sessions already held the interest of many persons in Christianity has been reawakened. As they have been shown that Christianity is not inconsistent with a frank acceptance of modern scholarly points of view, and have seen that its old doctrines have, when translated into the language of to-day, a vital meaning that they had not suspected, they have given themselves to its service with renewed devotion. Although at these sessions some problems were considered which arose from the peculiar polity of the Friends, the school was in its spirit and its attendance thoroughly catholic. Members of thirteen different denominations attended the session of 1900, and of ten denominations the session of 1904. These felt so much at home that some of the most enthusiastic supporters of the movement are not Friends.

At both the sessions held at Haverford about 150 people were in residence the whole time. The evening lectures were largely attended by people from along the main line, so that from six to eight hundred people participated in each of the former schools. At the approaching session, to be held at Bryn Mawr, there are to be two morning courses of lectures, one on the Religious Message of the Bible, the other on Mystical Movements in Church History. The evenings will be given up to miscellaneous topics, each of which will be treated by a distinguished lecturer. As the Christian Union Conference is to unite with the Summer School in most of these lectures and is publishing its program in this number of the *QUARTERLY*, it is unnecessary to add further details.

GEORGE A. BARTON.

## PROGRAM OF THE BRYN MAWR CHRISTIAN UNION CONFERENCE.

### BRYN MAWR COLLEGE, JUNE 14-22, 1907.

- JUNE 14th—2-4 p. m., registration; 4 p. m., opening service, leader, Louise Milligan; 5-6 p. m., lecture, A Historic Preparation for the Prophetic Message, Professor Barton; 8-9 p. m., opening addresses, President Sharpless, Chairman of the Summer School Committee; President Thomas, of Bryn Mawr College; Esther White, Bryn Mawr, '06; William Littleboy, late of the Wordbroke Settlement, England.
- JUNE 15th—8.30-9 a. m., morning service, leader, Helen MacCoy; 9-9.30 a. m., Bible Class, Isaiah XL-LV, conducted by Professor Bewer; 10-10.50 a. m., lecture, Message of the Eighth Century Prophets, Professor Bewer; 11-11.50 a. m., lecture, Aspects of Mysticism, I, Professor Jones; 7-8 p. m., student conference; 8.15-9.30 p. m.
- JUNE 16th—10.30 a. m., morning service; 5 p. m., service, leader, Carolina M. Wood, Mt. Kisco, N. Y.; 7.15 p. m., Vesper service; 8.15 p. m., service, leader, Professor Rufus M. Jones.
- JUNE 17th—8.30-9 a. m., morning service, leader, Esther M. White; 9-9.50 a. m., Bible Class, Isaiah XL-LV, conducted by Professor Bewer; 10-10.50 a. m., lecture, The Message of Jeremiah, Professor Bewer; 11-11.50 a. m., lecture, Aspects of Mysticism, II, Professor Jones; 7-8 p. m., student conference, leader, Jane Addams, Hull House, Chicago; 8.15-9.30 p. m., lecture, Changing Ideals in Philanthropy, Jane Addams.
- JUNE 18th—8.30-9 a. m., morning service, leader, Jane Addams; 9-9.50 a. m., Bible Class, Isaiah XL-LV, Professor Bewer; 10-10.50 a. m., lecture, Message of the Great Prophet of the Exile, Professor Bewer; 11-11.50 a. m., lecture, Mystic Movement from Eugene to Eckhart, Professor Geer; 7-8 p. m., student conference, mission study, leader, Mrs. J. Nicholas Mitchell; 8.15-9.30 p. m., lecture, Professor Koenig.
- JUNE 19th—8.30-9 a. m., morning service, leader, Margaret Morison, Bryn Mawr, '07; 9-9.50 a. m., Bible Class, Isaiah XL-LV, Professor Bewer; 10-10.50 a. m., lecture, Message of Job and the Psalms, Professor Bewer; 11-11.50 a. m., lecture, Mystics of the Fourteenth Century, Professor Geer; 7-8 p. m., student conference, leader, Dr. Kimball, Vassar; 8.15-9.30 p. m., lecture, Religious Situation in France, Professor Koenig.
- JUNE 20th—8.30-9 a. m., morning service, leader, Dr. Kimball; 9-9.50 a. m., Bible Class, Isaiah XL-LV, Professor Bewer; 10-10.50 a. m., lecture, Christian Message in the Synoptic Gospels, Professor Russel; 11-11.50 a. m., lecture, Aspects of Mysticism, III, Professor Jones; 7-8 p. m., student conference, leaders, Mrs. Bradford, of "The Lighthouse," Kensington, Philadelphia; Miss Davies, of the

College Settlement, Philadelphia; 8.15-9.30 p. m., lecture, *The Missionary Outlook*, Professor Knox.

JUNE 21st—8.30-9 a. m., morning service; 9-9.50 a. m., Bible Class, Isaiah XL-LV, Professor Bewer; 10-10.50 a. m., lecture, *The Message of St. Paul*, Professor Russel; 11-11.50 a. m., lecture, *Mediaeval and Modern Christianity, I*, Professor McGiffert; 7-8 p. m., student conference; 8.15-9.30 p. m., lecture, *The Mystic Element in Modern Thought*, Professor Giffert.

JUNE 22d—8.15-8.30 a. m., morning service; 8.30-9.20 a. m., Bible Class, Isaiah XL-LV, Professor Bewer; 9.30-10.20 a. m., lecture, *Christian Message in the Johannine Writings*, Professor Barton; 10.30-11.20 a. m., lecture, *Mediaeval and Modern Christianity, II*, Professor McGiffert; 11.30-12.00 a. m., closing meeting.

VIRGINIA ROBINSON, Bryn Mawr, '06.

# BRYN MAWR ALUMNAE QUARTERLY

VOLUME I

OCTOBER, 1907

No. 3



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# THE BRYN MAWR ALUMNAE QUARTERLY



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# THE BRYN MAWR ALUMNAE QUARTERLY

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VOL. I.

OCTOBER, 1907.

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## THE PRESENT COURSE IN ENGLISH COM- POSITION AT BRYN MAWR.

“To lick into shape” the Freshman and Sophomore classes is one of the great problems which confronts the College each year, and this is the problem with which the English Department has to grapple. The General English classes, as they come before the department in the autumn, present year after year two sets of serious faults to make the task difficult. They are, on the one hand, muddle-headed and unable to see things in wholes, and, on the other, they are singularly unalive in any thinking or intelligent sense to the world about them. Accordingly, their minds are vague, confused, unable to cope with a subject at all complex, unable to see the real relations of things; and they are, moreover, blind to the interest in what is about them, either in the world of thought or in the concrete world. The problem of forming these classes then resolves itself into trying to clear their heads and trying to make their attitude more alert. An effort of this sort takes on a wider educational value than teaching simply how to write a clear and live page: and it is with distinct recognition of this broader bearing that the course in English Composition has been re-planned.

In the old days, when a maturer mind was expected than we now get, the necessity of awakening a student's interest and of leading her slowly was not considered. The result came to be that the many students, who were hardly able to think in clear sentences, became completely dazed by the demand made upon them for a comprehensive grasp of a subject, and the many others who were of an imaginative but not critical turn of mind were stultified by the load of uncongenial work set them. In 1900-1901 came the



first change in the course and each year since some further improvements have been made, until now there have been introduced, more thorough drill in Rhetoric rules, more carefully graded work with Critical Papers and, most distinctive change of all, short Daily and Weekly Themes that are impressionistic rather than critical. There come now many more meetings with the class, always one a week, and many more interviews also between student and reader. In the Freshman year each student has on an average a talk with her reader once in two weeks during the first semester, and in the second, once a month. It may be noted that to meet the extra work entailed by hundreds of short papers and in unceasing stream of interviews, two more readers since 1901 have been added to the department. Now, when every student talks over so frequently, and, towards the end of the year, so freely, the many difficulties of technique, of way of thinking, or perhaps of human life in general, it is a far cry from the old days when, four times a year in long hour interviews, students had to absorb a mass of corrections until they scarcely had mind enough and, usually not time enough, to pose or even really form the questions that were surging confusedly in their minds.

When the present student comes to her interview she already knows something of the principles of clear writing from the drill she is undergoing in Rhetoric. This Rhetoric work the department thinks very valuable, both in giving to the inept student some definite aid as she prepares to write, and in offering to all students short cuts by which to determine what is faulty in their work. Every one is helped by being able to put a bungling sentence, as it occurs in her work, to definite tests of parallel structure and of mass; and many a person in despair over a description is started writing by learning that smells, color, and motion all add force. To give as many of these aids as possible, and also to make clear the bearing of these rules on larger principles of writing and thinking, two Rhetorics are studied in which the same idea is shown by the two authors in different relations and is made fuller by their differing phrasing. The substance of both books has to be learned for frequent quizzes requiring detailed knowledge, and it has also to be so digested that it can be applied. During part of the year the Daily and Weekly Themes give practice in the matters with

which the Rhetoric is at that time concerned; the corrections on the Critical Papers, moreover, are as often as possible couched in terms used by the Rhetorics; and in the examination at the end of the semester the questions involve the application of the rules. The Freshmen, for instance, in their last examination were set several verses from different parts of the Old Testament in which to detect the descriptive devices used, and they had also chapters xiv-xx, II Samuel, to discuss whether the substance was better suited to the novel or to the short story. During the first year the Freshmen have studied the main divisions of the Rhetorics and there is left for the second year some literary devices, and some ideas of the structure of large wholes to be gained by the Arnold Analyses. The student now can hardly remain long with her mind a blank about matters of literary form or with spirit hopeless before a piece of required writing.

But the Freshman at present cannot be so discouraged before her first paper as her predecessor used to be, so simple a task has that first essay become. Instead of writing twelve pages she writes six and those, instead of dealing with an author almost unknown to her, are composed upon a carefully selected subject for which part of the material may be found among her Literature notes.

The subjects of all the Critical Papers except the last follow the course in English Literature and since the difficulty in getting material is thus in part removed, the student's attention is directed by carefully chosen topics to various points in structure. From the subject, "Which do you consider the greater hero, Roland or Beowulf?" she learns to state in what the two are alike first and then to think the differences of each hero into one line, so that the distinction between them may be sharp and clear, and the writing smooth. In writing a "Portrait of Chaucer" she finds that she must see an author's character steadily from one point of view, and in expressing her impression hit upon a quality or conflict of qualities as the nucleus round which to build her paper. Again, when she attacks the topic "Spenser, as Typical of his Age," she comes to see that she will write more clearly if she first gives a definition of the English Renaissance in Spenser's day. Before writing each essay, the Freshman hands in a plan containing in sentence form the central idea of the essay and the paragraph topics by which she

establishes that idea. This plan the reader pulls to pieces, usually, criticising it for lack of unity, sequence and mass, both in the general conception and in the expression of each sentence. Thus the student is not allowed inertly to let pass inconsistencies and weaknesses in her thought, but is forced to face the subject as it stands and really think through it. For further drill in logical construction she writes in the second year two arguments. Here, where a non-literary subject such as "Spelling Reform" or "Co-education" is debated, the stress is not put upon delicate, appreciative expression, but is turned entirely upon a clear, connected, and forcible thought order. To feel how greatly this kind of writing was needed in the course, a person has only to look at the arguments written this year, where often the basis of proof is shifted several times in a paper and where often the points grow continually feebler as the paper nears the end. After these arguments and three long Critical Papers the second year and nine or ten Critical Papers the first year, ranging from six to twelve pages, the student should have learned to shape her material and her mind should have been somewhat clarified.

The Critical Papers, however, have, of course, a function other than clarifying, and it is perhaps misleading to have left it so long without mention. They strive, as well as the impressionistic papers, to wake the students up, for their subjects are chosen, not only for the problems in structure they may contain, but for theories of criticism they may suggest to the student, and for certain larger ideas they may start for discussion and definition. Brought out with comparative fulness by the frequent class meetings and interviews, these ideas must open up to many students entirely new channels for their thought. Many a Freshman, for instance, has only the vaguest feeling for what "æsthetic" means, and has firmly fixed in her mind a very narrow conception of moral. To these Freshmen a subject given this year, "The Æsthetic and Moral Preferences of the Norsemen," inculcates a wide sense of the word æsthetic, and it broadens their idea of moral to embrace bravery and magnanimity as well as duty and obedience to law. Again, "Is Chaucer's genius pre-eminently a prose genius or a poetic genius?" starts a confused rout of ideas in the students' minds. Some of the class think descriptions of nature the mark of a poet

and descriptions of people the sign of a prose writer, and it is only after long discussion that they get at something more fundamental which shall put on one side Stevenson their stumbling-block, with his descriptions of nature, and shall at the same time put Chaucer, with his descriptions of people, safely on the other. In these cases the Freshman may be puzzled and confused, but she is aroused to try to think, and for that very effort takes in and fixes more firmly in her mind the decisions finally reached by class discussion. When the long essay comes at the end of the second year, the essay for which each one chooses her own author and her own subject, the average student, attacking it with mind open to more lines of criticism, receives from it a fuller reaction and writes more intelligently.

Though the ideas are started by the new topics planned for the Critical Papers and the mind is thus taught how to be alive to books, it still has not been taught to see the life about it interesting as in a book. This the Daily Theme tries to do, and the Weekly Theme continues, while it adds a new function of its own. Four Daily Themes a week are written, one a translation and the other three on subjects which have usually been assigned. The Daily Themes, which are one page papers written in twenty minutes, tend, of course, to increase the facility with which the student expresses herself; they teach her to shape her thought without mulling over it, and to keep at her fingers' ends vocabulary and constructions. This function is, however, subordinate to that already mentioned of opening the eyes of the student to the literary value and hence to the interest of things about her. As a matter of fact, it is not long before descriptive themes begin to come in containing, perhaps, an appreciation of the high and wide sky over the hills on autumn days or, perhaps, a clear-cut description of the character of the student's next-door neighbor who, earlier in the year, was to the student only "a very nice girl." Again, there may appear a theme which has taken some chance remark heard in the corridor, and followed it out, estimating its value or giving it a new and individual turn. The daily tax on the stores of subject-matter has necessitated a search for new wherewith to replenish, and the habit has been formed in each student of putting words to what she sees. In this way she has learned to appreciate many a thing which she might have passed unrealized because not expressed to herself.

So far the Daily Theme course is in theory like that given at Harvard, but from this point we shape it rather differently. In making the Freshmen feel that fact as fact is not so interesting as personal sense of fact, we go to work by awakening in each one the consciousness of her own sense of fact, the consciousness that is, of her own personality. She must be led to realize that, if she is wide awake and sincere, what she specially notes about a pine tree, let us say, will be different from what the next person notes and that it is that difference in great part which gives value to her paper. Accordingly, the head of the first year work assigns the subjects of the three Daily Themes directly to force in each one a searching for her individual idea instead of leaving each student free to choose her topic, as is done at Harvard. The subjects begin with: "Your reaction in college," "The person who has most interested you since you entered college," "What is in your opinion the most interesting phase of college life?" Most of the papers are at first vague and very general in character; in answer to the last question, for instance, there will come in detached commonplaces about the value of athletics, or the value of an atmosphere of study or of contact with so many people. But in almost all amid the generalities there will be a happy sentence or two which the reader can work out and build up with the student till it expresses what is really the essence of the latter's idea. Later in the year passages are read aloud to the class and the students are told to branch off in a line of their own suggested by some sentence in the reading. When passages from Newman's "Idea of a University" are read, presenting ideals of college education for men, the students show often how those ideals are applicable or inapplicable to women; or from Newman's definition of a gentleman they define their idea of a lady. Often again they are given obviously conventional themes to write upon, in dealing with which each person has really to struggle to avoid stock phrasing and to describe what is actually present to her eye or imagination. In dealing with the first few subjects most of the class fall into the trap; they write tiresome platitudes about "Town Life and Country Life," and give vent to much "fine writing" in describing "A Snowstorm." But then when the conventionality and sentimentality have been roundly censured, a subject such as "Spring" calls forth

several short sketches with life and charm. One student, for instance, will write a few lines expressing the start of new feeling that came to her as a scarlet tanager darted through the leafless baux woods. By the interviews and by the detailed comments on the themes themselves, the reader tries to correct any tendency there may arise to priggishness and absurdities as well as to vagueness and false rhetoric. In the attempt to develop in each person her own individuality the department does not wish to make each an eccentric; it simply wishes to lead each one to look upon what passes with open eyes and sensitive mind.

Towards the end of the year as the Daily Theme, with its incessant demand upon the student for the quick working out of a single impression, becomes irksome and as the writing perhaps grows mechanical, a sustained narrative of ten pages takes its place. This year the narratives were reminiscences, and dealing as they did with something really experienced, they often contained passages where the movement had life and spirit or where the feeling though necessarily simple was delicate and true. One narrative, I remember, told directly and sympathetically of the loneliness of a little girl at the death of her friend, of the mute sympathy that grew up between the child and her friend's grandmother and the solace that came to them both from the sudden presence of a little white bird which suggested to them the child that was gone. There was no false pathos, but quick and natural feeling; and this was only one among several papers that had some charm. If the call in these narratives for individual opinion is not so insistent, the paper evidently teaches quite as well the value of very simple experiences and continues the process of making the facts of their existence take on form and color.

When a student begins her second year she has some feeling for interesting material, but she has to learn to express it in a way that shall be more surely pleasing or amusing. In place of the Daily Theme and Narrative she writes Weekly Themes of two or three pages which, while demanding the same kind of material, require also a fuller knowledge of literary forms and devices. The subjects for these themes range over a wide field to give the variety that shall keep the Sophomores stimulated. One week the student makes an analysis of character; another, she writes a piece of

satire; another, she may write a piece of figurative and allusive prose. Each kind of writing is talked over in class, and many good examples of it are read and analyzed, that the class may grow keen to the infinite variety of ways of expression, and the painstaking art with which an excellent passage is built. Before analyzing a character they listen to Green's characterization of Elizabeth or to the thorough analyses of Mr. Henry James or of Flaubert. For the satirical prose, they may discuss, in class, irony, invective and satire, and listen to passages from men as different as Dryden, Butler, Lowell, Whistler, Henley. Sometimes the tone or the subject of one of them directly inspires a student to write; sometimes, also, they further stimulate her in arousing her curiosity to read an author as yet unfamiliar to her. The cleverer students quickly respond and turn out papers where some more or less happy invention has been carefully worked with; in all cases the student has learned ways of appreciating the style of an author and she has received ideas that will guide her if something grows up in her later requiring expression.

As the course lies thus mapped out, it must seem full and ambitious, and the wonder may be what has happened in general when it has been applied. For tangible results throughout the College, we have far many more students concerned with English; taking English courses, busied in doing English "stunts" of their own, and pursuing, I believe, far wider and more varied reading. This awakened interest, as it reaches the vigorous, sincere girl, must lead to publication. It is notable that in 1903, the first class upon which the system was at all fully tried, there are several people who have published literary articles, thereby starting a somewhat new order of things for Bryn Mawr. But the really valuable result of the course lies not so much here as in its wider educational effect, and this, of course, cannot be accurately estimated. What happens in general is, I believe, this: that the girl who needs help in ordering her thoughts and thinking them precisely gets that help, and that no girl leaves the College without a line drawn in her mind between what will do and what will not do in English writing; more than that, I think every girl is somewhat stirred by the constant stimulus to sight and thought and feeling induced by the continual turning of experience or reaction into

expression. Every alumna, I suppose, apprehends most distinctly those phases of a college's ideal that she would have most important and in so doing remakes the ideal for herself. That the College should strive specially to clarify its students' minds and to stimulate them, will seem to many all important, and it is to this end that the course in English Composition as given at present tries steadily to work.

KATHARINE LORD, 1901.



## MOODS AND TENSES.

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### OUR AUTHORS.

As the editor has looked from time to time over the Alumnae records, she wonders why, with so many honours won, we should still have so few to boast of in the field of literature, and she is rejoiced to hear that in a year or so she may look for a full reviewer's shelf. Miss Lord's explanation of the changes in the method of teaching English Composition kindles the hope that we may expect a blossoming forth of Bryn Mawr writers as a result of the new system.

Interesting indeed is the account of the changes in the course, and the editor finds herself indulging in a vision, not only of what may be, but also of what might have been, had she and others like her been subjected to so rigorous a discipline. Fortunate, without a doubt, are they who now write themes and essays at Bryn Mawr. Class drill, and many interviews, and constant oversight accompany their efforts, and they are gently and gradually led up to the critical essay. The writer of the article speaks with horror of putting a Freshman down to write a *twelve-page* essay; but the editor remembers a time when she went to work on a criticism of Keats with nothing to guide her but a large enthusiasm, and the knowledge that she had to spread that enthusiasm over thirty pages of foolscap, that the foolscap was to be doubled lengthwise, and that the left-hand side was to be left quite blank for corrections. She remembers even more vividly how she puzzled over the corrections and could not for the life of her imagine why the comment, "not a sentence," should be written over against a group of words ushered in by a capital letter and followed by a period. To confess so much is to show herself a most ignorant and ill-prepared Freshman; but perhaps for that very reason more typical of those unfortunate creatures, described as being "on the one hand muddle-headed and unable to see things as wholes, and, on the other, singularly unalive in any thinking or intelligent sense to the world about them." She realized that she would have produced just that

impression upon any one who sought to elicit from her her personal sense of fact.

The attempt to awaken the consciousness of their own personality in Freshmen and Sophomores seems to be the peculiar aim of the Bryn Mawr English course; for this, we are told, marks the difference between our course and that given at Harvard. At this point we reach debatable ground; for it may be maintained that silence with regard to the personal sense of things is the normal condition of the awkward age, and that any attempt to break it down would result in insincerity or morbid introspection. The editor wishes that the whole subject might be discussed at length in the *QUARTERLY*. Is no one like Tullus Hostilius looking about for an occasion of war, or, as my own people would say, "spoiling for a fight"? Here is one ready made.

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#### FACULTY CHANGES.

"Faculty Changes"—the words fall upon our ears once more and the inevitable regret fills our minds that these changes must come. To the alumnae they bring a special sorrow, for they may never hope to know the newcomers as they did those friends and counsellors of old. This year has seen many changes, and with the going of Dr. Andrews and Dr. Collitz all but two of the links that bind these days to those are snapped. Some of us can remember the coming of Dr. Collitz and his initiation into our vernacular. Can he recall, we wonder, his endeavours to find out what a "deck-grandmother" was, after first meeting the lady in Rudder Grange? Was there ever a course of private reading like that set for him by his colleagues at cottage number one?

And Dr. Andrews, who has come to be regarded as venerable if not ancient, can he remember a song in which he, together with Dr. Lee and Mr. Harkness, figured as those "Fresh professors three"? We go abroad into the world and we hear how those whom we were privileged to call our professors are regarded by scholars in their own fields; but we do not need to be told what teachers we have had. Wherever they now are, whether they like it or not, we claim them as in a great part makers of Bryn Mawr.

## TEACHING IN JAPAN.

I have come to believe that schools and students and a true teacher's work are about the same everywhere in the world, that most of the so-called national traits are not inborn, but develop from environment and education, and that in dealing with the young, our material, whether we are in the East or West, Japan or America, does not differ essentially. Lafcadio Hearn says, his pupils whom he loved and knew so well in the middle schools, suddenly changed after a few years in the world, so that he could not understand them. The environment had given them those artificial touches covering the more fundamental qualities,—the outward cloak that makes the grown-up people of one nation so different from another, and leads us falsely to believe that there are insurmountable barriers between East and West. It is therefore with no feeling of giving you anything unique that I tell of my work among the young girls of Japan, dealing with them, and looking after young minds and hearts, just as the teachers here are doing in America.

For over twelve years I had taught in conservative government schools in Japan, noting the educational problems in them, and the advantages and disadvantages of official help and oversight. I had felt keenly the need of better teachers and leaders,—those with a broader outlook, especially with a knowledge of Western thought. I felt that not only must we have more general education for girls, but better and higher. Gradually, there grew the wish to start in a small way, a private school, unhampered by officialdom, which would give higher courses of study, do thorough work, and would fit women for teaching. In September, 1900, in a small house, the rent of which had been guaranteed by American friends, the beginnings were made with fifteen pupils, and the *Joshi-Eigaku Juku* had its birth. This step seemed to some of my Japanese friends a foolish one. I was giving up my position in the Empress' school for the daughters of the nobles, besides some work at the government Normal School. I had, moreover, only the promise of help towards the rent or purchase of a house, and

private schools, without financial aid and endowment, are sure to have a hard struggle for their very existence. Fees are according to government rates, and in our case were 10 *yen* (\$5.00) a term, 30 *yen* (\$15.00) a year.

Every room in our small house was used for school room. The teachers were three in number, and we had little else than the scant furnishings of an ordinary Japanese home, few books, not even hymn books to sing by, and little or no school paraphernalia of any kind. Yet from the very beginning we had splendid material in our girls, and the bare small rooms and crowded seats did not prevent enthusiastic hard work for teachers and pupils. It was narrow space for a school and a home, and only the pretty garden gave us breathing space. Once when we had sickness we had to arrange to go to another house for some of the lessons. But we grew steadily in numbers and six months later, with forty pupils, we moved into the former residence of a marquis. The old house was palatial only in its size, the roofs leaked unexpectedly and always at different places, the beams were bent and threatened to tumble down, bedroom and classroom were side by side with such gaps in the walls and doors where the wood had shrunk that every sound passed through,—a great advantage, one of the pupils remarked, when one was ill and could not attend class, and yet could follow all the lesson in bed. Moreover, the house had once been the scene of a tragedy, and two of its rooms were especially marked off by the superstitious. One of these became the parlor, and the other my bedroom, and since I never saw the ghosts, our girls ceased to expect them, and in spite of the stories we grew to like the old house, which had been bought for at least half its value, after having been empty two years.

Barely a year passed here, when the offer of a most favorable site made us move again, this time into permanent and comparatively luxurious quarters. A school building given by friends in Japan went up, the dormitory was begun, and finally the land itself became ours through the gift of a friend in Boston. Later, we have added to building and ground, but no one can tell the joy we had when we first moved into our permanent home, away from leaking roofs, sagging beams, and a ghost-haunted bedroom.

Now we have four separate buildings, conveniently planned,

though very simple, and nearly an acre of ground in the heart of the city of Tokyo, and yet with 170 pupils and 20 teachers this spring, we are overflowing. New school rooms and a new dormitory have become pressing needs.

As to the educational side, we have gained a corner for ourselves in the educational world, our school has government recognition as preparing teachers of English, and our graduates of the normal course receive the teacher's license in English for government High and Normal schools without further examination, a privilege held by no other girls' school in Japan. Applications for teachers have come to us from all parts of the country, and we had last year among our thirty-one graduates, nine teaching in Tokyo government and private schools, and three in the country, two working as governesses and three studying in this country. Our course of study covers three years, and our girls come to us graduates of the government High Schools, or private schools of similar grade, but they also must pass our entrance examinations. They have already had what in Japan is considered a very good education, for up to a few years ago, a high school graduation was the exception rather than the rule in even the higher classes. They are usually girls who are ambitious, fond of study, and eager for any knowledge they can get. I wish I could show our American friends the delight they have in study. I think they must be like the students who were in the first women's colleges here. The work means the gaining of much that had been thought unattainable.

Although we have courses in Japanese and Chinese literature, history, psychology, etc., we have made in the school a special point of teaching English language and literature. Apart from its usefulness and its commercial value, the thorough mastery of a Western language, especially a close study of the literature, gives to us of the East the key to Western thought, ideals and point of view. Often the simplest book or story gives us subject-matter for discussion because of the different mental attitudes of the East and West, an understanding of which helps vastly to bring our nations closer together. Though it may be through many years of toil, English literature is a treasure worth our seeking, the thoughts in it are immensely broadening and inspiring. The reading of trans-

lations is not adequate, for many of the ideas are not translatable, and are only gained together with a knowledge of the words.

English literature leads us also to the best ethical thought and teachings, which has already done much to mould new Japan. The old standards and traditions, the old ethical ideals which were in many points beautiful ones produced women charming, modest, innocent, with great powers of self-sacrifice and self-restraint, but alas! the old standards are too quickly changing or passing away under the new régime. Our women are coming forth from secluded lives, and taking up new responsibilities, and the spirit of progress has come to stay. The feudal lord and the old ties have gone, and our women are pushing aside the restraints of the narrow old ethical code. They need those higher qualities which fit in with modern civilization and modern life. We educators feel that if the Spartan simplicity of the past and the old habits of self-control are lost, and the day of materialism, and freedom and self-assertion come in without higher education, giving mental training and mental balance, together with moral teachings and Christian ideals to lend their force, then the new civilization is a menace to our people, and the change a retrograde one. We need the best education in these critical times for our women.

I believe that our efforts have helped and are helping in the right direction. Each year we see our girls grow and develop. They learn to think and act on their own initiative. Many of them are from conservative homes, and have come in contact with Christian thought for the first time. They gain by a broad education, just as women here gain, and, moreover, they lose a certain recklessness, born of the times, which many of them think must accompany progress. I trust that they may thus escape some of the dangers which lie in wait for the progressive and radical women of our day, dangers which do not exist for conservative ones. How important it is to have them think for themselves, and realize the perils about them in these times of reconstructive work taking place among the wreck of our old social system!

Although our school is a very young one, we have many inquiries as to our system and methods of teaching. At certain times of the year, the Tokyo Normal School for men, and the Tokyo Foreign Language School, both government institutions, send

numbers of its pupil-teachers to watch the language instruction. So many young men in our small classrooms were at times embarrassing, and finally last year, I sent a request not to have more than twenty-five of them come in one morning.

One of our tasks is to teach our girls to lead and organize in play as well as in work. It is hard for them to take the initiative, and learn to lead. They are used to obedience under the guide of a superior. They have to learn, too, to work together. We have them take responsibility in arranging social entertainments, plays, and they help in all school functions. Such things are a matter of course here, but in Japan there are few amusements which take the place of college sports and entertainments. As compared with the American boy or girl, there is little social life among them. They must be taught to cultivate it, and learn to like it.

It is not just in speaking of the work not to mention the help of friends both here and in Japan. Their sympathy and aid have alone made our success possible. Two American women have in turn taught and lived in the school and worked for it without remuneration, how faithfully and well it is impossible to tell here. Japanese friends have aided us in many ways, and have often given instruction also without remuneration, as our income from school fees is very small, and gifts to the school have in great part been put into the land and buildings which now are valued over \$25,000, and of that, there remains only \$3,500 yet unpaid. A movement was begun in Japan a year ago to clear this off, and to begin an endowment fund, and Philadelphia friends have seconded this, and are working for our needs. The financial strain hitherto has been great, and it is impossible to enlarge under our present conditions. Out of one hundred applications last April only forty-one were entered. It has been my hope that the school having passed the experimental stage could now be put on a sounder financial basis. Though not a college, the school is yet giving in its line the highest education possible for women at the present time in Japan, and I earnestly wish that it might have the interest of college women here, especially of Bryn Mawr, the Alma Mater of five Japanese women, the greatest number in any one college anywhere. Of these five three of us are working in the *Joshi Eigaku Juku*, so Bryn Mawr life and Bryn Mawr training are finding a field in Japan, in this

one school, which some day we hope will grow into a college. The income from \$50,000, the sum proposed to be raised, would enable us to carry on work with more efficiency and ease, and add new courses which are much needed.

Aid towards the salary of a resident American teacher coming to us this autumn has been gratefully received from the alumnae and undergraduates of the College. She is to take the place for two years of the present teacher who is returning. The coming of a substitute relieves us of a great burden. The lady who will probably receive the appointment offers to pay her own traveling expenses.

It is my firm belief that there is a great future for our women. They are already desirous and prepared to accept higher education as is given here in the colleges, yet in Japan, we can only offer the beginnings, for we are hampered. Is it a wonder that we look with longing eyes on the splendid educational institutions here, the massive buildings, great libraries, gymnasiums, and magnificent endowments? Such things may some time come for our women, but at present they are not.

UMÉ TSUDA.

August, 1907.



## CHILD LABOR AND PUBLIC OPINION.

In offering the *QUARTERLY* a brief account of recent progress in the campaign against child labor, one necessarily foregoes any general statement of underlying principles. There scarcely needs discussion in these pages, of the evils of premature labor—its disastrous results, moral as well as physical and mental; nor of its subtler injury in taking the edge off youth, so to speak, and presenting to the world, after years of effort too early begun, young men and young girls whose springs of action, of initiative, are spent before maturity.

It is worth while, however, to reflect that psychologists and physicians are laying special emphasis precisely upon the value of this reserve of vitality and power for healthy effective living—the “wider potential range” as Mr. William James calls it in his inspiriting essay on the “Energies of Men.” And in the larger national life, loss or impairment of such spontaneous resources is perhaps even more crippling than for the individual. It would mean, at any rate, loss of qualities hitherto reckoned the distinction at once and the superiority of American industrial life.

The cause of child labor has emerged into an almost surprising prominence during the past few years. From a forlorn hope, it has become recognized as a national concern. Encouraging to the friends of children as is this awakened interest, it may yet be a menace to real progress. Little is gained by indiscriminate agitation. To represent all employers as brutal and all working children as puny little slaves, not only alienates fair-minded persons, but obscures the essential fact that young children confined in mills or mines are as surely robbed of education by the well-meaning employer, as by the most mercenary; that a State which permits its children to be handicapped by the relentless speed of modern industry, is false to the first need of democracy. For the children of to-day are the Republic of 1925.

What, then, are the facts at issue? The National Child Labor Committee estimates that there are now at work in the United States 2,000,000 children under sixteen years of age. In 1900 every sixth child under sixteen years in the country was “gainfully

employed," and the number of working children is steadily increasing. These estimates are based on the Federal Census of 1900, on State reports since that date, and on special investigations.

It is indeed a standing reproach to the central government that these figures are necessarily in the nature of estimates. A Federal department exists at Washington which studies in detail the conditions of animal life throughout the country—such, for instance, as the supply of young fish in the streams of Wisconsin, or the decrease of lobsters on the coasts, and again, experts are sent abroad yearly to perfect methods of combating the bollweevil and other pests. But the extraordinary increase in the number of working children has been left unstudied with all its allied problems—the ages of the children and their physical condition, the effect on education, accidents and diseases of occupations, and the like. The very extent of the problem is unknown and an inquiring world must fall back upon estimates (which may be contradicted by advocates of cheap child labor), and an almost eight years old census. But the point of vital interest is not the number or condition of children at work in 1900, but those at work in 1905 and 1906 and 1907. Neither the Department of Labor nor the Department of Education at Washington has even published regularly the diverse laws which protect working children in the different States. It has been left for a small volunteer body like the National Consumers' League to bring out annually a compendium of these State laws, turning the light upon their extraordinary lack of uniformity, a very patchwork of statutes.\*

During the last two sessions of Congress a bill was introduced to provide for a Children's Bureau at Washington to study the various problems of child life, and twice has Congress adjourned without enacting it. Twice, too, has Congress left unpassed a bill to protect children who work in the District of Columbia, hitherto destitute of all legal restrictions. With this repeated failure, Washington is left the only capital city of a civilized nation where the labor of children is wholly ignored by the law.

Most significant of the child labor bills considered by the last Congress is the so-called Beveridge bill. This measure proposes to

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\*See Handbook of Child Labor Legislation for 1907, by Josephine Goldmark, published by National Consumers' League.

establish a certain uniformity for all States, setting a *minimum* standard below which none may fall. The plea for national control is based precisely upon the contradictions and omissions of the State laws, whereby, for instance, a manufacturer in Ohio may not employ a boy under sixteen years, nor a girl under eighteen years, after seven o'clock in the evening; but in the neighboring State of Pennsylvania, fourteen-year-old boys may be regularly worked for nine hours at night in the exhausting heat of glass-houses. The Beveridge bill attempts to throw identical safeguards about children to the age of fourteen years employed in manufacture and mining, in every State in the Union. It provides that no carrier of interstate commerce may transport the products of any factory or mine in which children under fourteen years of age are employed. To the States is left the duty of amplifying this protection and making it effective in *all* occupations which employ children.

Briefly stated, an effective child labor law requires that children should not be employed under the age of fourteen years; that they should not be employed during school hours nor more than eight hours in one day to the age of sixteen years; that some education, by means of compulsory attendance, be demanded before employment, and that the child's age be proved by written documents (such as birth or baptismal certificates, passports, etc.) instead of the parents' oath, which experience has proved valueless. Most important of all, the proper means of enforcement must be provided. Any law which fails to designate special officials to carry out its provisions, is a sham law, for it remains—and must remain, a dead letter. Seven Southern States—Alabama, Florida, Georgia, Mississippi, North and South Carolina and Texas,—all fail to provide for any inspection of child labor whatsoever, and their laws may accordingly be evaded. But the lack of enforcement is not the failure of the South alone. To a greater or less degree it is the reproach of every State, since enforcement depends quite as much upon an enlightened public interest, as upon the officials appointed to carry out the law. Where public sentiment is lax, enforcement suffers; where it is strong, and makes itself felt, enforcement inevitably follows, as, notably, in Illinois and Ohio during the last few years.

If public interest be the *sine qua non* in enforcement, it is

scarcely less in enactment of laws. The proverbial slips are many and melancholy, between the bill introduced and the law passed. Even the most cherished measure, safely steered past the Scylla of an unfriendly committee and the Charybdis of an irate opposition may be wrecked in the open sea of debate. A few years' experience of legislative ways opens one's eyes to the delicate nature of the game. The whole *mise en scène*—the hearings before committees charged with the work of detail, the play of strong personalities, the interminable delays of adroit opponents, the sordid compromises, the occasional vivid debate—all has the dramatic interest of a world in miniature. Theoretically, of course, the intelligent constituency should play the rôle of critical audience of the performance. How far in reality *is* the audience critical or discerning? For just in proportion does it exert a controlling influence upon the politicians. A cause obviously popular, or by way of becoming so, may even serve as so much political capital. During the last session of the New York Legislature, for example, the child labor issue was sufficiently "up" to be politically worth while. The so-called Page bill, reducing children's hours in factories to eight hours in one day, was relatively unimportant compared with more prominent measures, but a wave of popular enthusiasm carried it triumphantly over the moneyed interests of the opposition.

Consider, then, by way of contrast, the dishonorable record of Pennsylvania. Two years ago this State enacted a child labor law which, on technical points, was declared unconstitutional. Instead of replacing the measure by a new one acceptable to the courts, the Legislature adjourned after months of effort on the part of the children's friends, without passing any law. The working children of Pennsylvania, therefore, who in 1900 numbered more than in any other State in the Union, are thrown back upon a mutilated statute, which leaves them free to work practically at any age under the perjured affidavits of parents. For the next two years at least, until the Legislature meets again, boys of fourteen years will be subject to all the rigors of night work in the glass industry.

A bit of personal experience in New York may serve by way of further illustration. Four years ago, the Child Labor Committee with which the writer happened to be associated, turned its attention to the condition of children who sell newspapers on the streets

of New York. At that time regulation of the trade existed only in Boston and in certain English cities. To the superficial eye, newspaper selling appears a sufficiently innocent and enjoyable occupation. The newsboys, gay, nimble and lighthearted, add a touch of the picturesque to the prose of city streets. But at a nearer view, the picture changes. The news trade—without any regulation of the hours or ages of the newsboys—is found to be a round of irregular work, irregular meals, irregular sleep, destructive to health and all normal habits. For newsboys do not rise, there is obviously nothing to which to rise in the trade; they do not go to school except at haphazard; they fall below their classes and tend gradually to learn only the evil lessons of the street, earning just enough money to stay away from home for days at a time. Many parents were visited and confirmed this view of newsboy life as a preparation for the truant and tramp. It seemed worth while to investigate it further, at the grim goal of many boys' adventures—the reformatory. Accordingly, the writer made a detailed study of ex-newsboys confined in several great institutions for delinquent children. The significant number of those whose misdemeanors had begun with their careers as newsboys was sufficiently large to raise a presumption against the trade, particularly against night selling; all the unhappy histories of vagabondage or worse, confirmed it. Some poor products of the street I remember, handicapped on the threshold of life, whose newspaper selling and vagrant habits had begun at four or five years of age. Obviously, the first need was to protect the youngest children,—to prohibit the sale of newspapers by boys under ten or twelve years. Second, to provide that boys under fourteen years should not sell during school hours nor at night after nine or ten o'clock. The English system of licensing newsboys through the schools, offered a practical method of procedure. Hence, after consultation with school authorities and others, the facts at issue were published, and a bill, including, among others, these two above mentioned points, was introduced at Albany. After a long legislative struggle, the measure passed. But, unfortunately, in compromising with its opponents, enforcement of the law was taken from the school authorities where it properly belonged, and given to the ordinary police. This change was fatal to the success of the law, for the spectacle of burly policemen over-

powering and arresting diminutive newsboys could never be sympathetic to public opinion. Clearly, the proper course is not to arrest the offender and bring him into the criminal court, save as an occasional example, but to deprive him of his newsboy badge temporarily or permanently. This difficulty of enforcement baffled our efforts for four years. The law remained practically a dead letter. Last winter the field was again investigated. Interviews followed once more with school commissioners and principals, the bill was redrawn and after another legislative fight we have secured what appears to be an enforceable newsboy law—strengthening the authority of the school by empowering each principal to give or withhold or revoke the newsboy's badge.

The difficulties in the passage of the newsboy law were of course slight, compared with the violent opposition of unscrupulous employers when more important bills are at stake. On the whole the record of 1907, perhaps in consequence of the Beveridge bill, registers a large number of gains. Besides the Congressional measures mentioned above, child labor bills were considered by thirty-three State legislatures. Many of these were defeated, but gains were registered in seventeen States.

First in efficiency is the New York law previously mentioned. This requires not only that children under sixteen years be employed no more than eight hours in factories, but that these eight hours fall between 8 a. m. and 5 p. m. Hereafter the mere presence of a child in a New York factory after the prohibited hour is *prima facie* evidence of a violation of the law. Massachusetts also shortened the working day for children in textile mills, while two other New England States, Maine and Vermont, strengthened their educational requirements. In New Jersey, as in Pennsylvania, the powerful glass industry defeated a bitterly needed bill to prohibit night work, but one good measure passed, extending to children in the stores of Newark, Trenton, etc., the protection hitherto denied them. In the middle west Illinois and Michigan raised the age for compulsory education; Nebraska, Minnesota and Missouri adopted comprehensive new statutes. Further south, Tennessee and South Carolina shortened children's hours of labor. North Carolina raised her age limit to thirteen years, but still explicitly authorizes the inhuman working week of sixty-six hours for all persons under

eighteen years. In the far west, Idaho passed an admirable new law; Wyoming and Colorado improved their compulsory education laws. The new statutes of Florida and Alabama are not yet accessible.

The child labor problem is, of course, not solved with the enactment, or even with the enforcement of law. Children who are dismissed from workshop or mine or store, must have other provision than the street or the alluring crowd. The valuable Industrial Commission of Massachusetts has led the way for further investigation of the needs of children between fourteen and sixteen years for technical instruction. In several cities the so-called "School Scholarship" has been established to meet the poverty plea. A weekly sum equal to the child's discontinued earnings (from \$1.50 to \$3.00 per week) while at school, is paid to families dependent upon these wages. But investigation has brought to light surprisingly few cases of actual dependence on children's assistance. The widowed mother, against whose alleged claims most of the laws have had to be urged, is too often proved a figure of sentimental figment rather than of fact.

The study of child labor leads directly to the consideration of many vital problems of democracy, such as the death-rate among adults, occupational diseases, employer's liability, and many others. To turn on the light! That is the great need, at least for the cause of child labor. To discover the facts by trained investigation, to make them known, and so to kindle public interest in getting the abuse checked—the program is simple enough, but involves years of effort and wisdom. It offers also a widening field to those whose interests lie along social lines. Where ten years ago the college graduate had perforce to turn to teaching, she may now exercise a wider choice. The social field waits for efficient workers. And the cause of children, in particular, calls for that wide interest and enthusiasm which alone can usher in a better era.

JOSEPHINE GOLDMARK, '98.

## BOOK REVIEWS.

*The Next-Door Morelands*, a story by Emily Westwood Lewis, formerly a student at Bryn Mawr, has been received from Messrs. Little, Brown & Co. Distinctly a story for girls, *The Next-Door Morelands* has an interesting and healthy tone that distinguishes it from many of its kind. Corinne Thayer, the child of an American father and a French mother, had been brought up in France; but, on the death of her mother, comes to America to live with her uncle. The story opens with her arrival in the New England town, toward evening of a rainy day, and brings into sharp contrast the new impressions and the memories of her home. Corinne is an attractive figure, and wins our affection, as she did that of those about her. The narrative moves along easily with no startling or sensational happenings, but with enough excitement to save it from the reproach of dullness, and variety is given by the well-drawn characters of Corinne and her young friends, the next-door Morelands.



## A BRYN MAWR SCHOOL IN THE EAST.

### MISS TSUDA'S SCHOOL—CAN'T WE HELP?

As material for the QUARTERLY comes in, it becomes striking how many of our alumnae are taking part, not only in philanthropic, but also in religious work. Among the news of the classes you will see notes of some of our members in branches of the Y. W. C. A. We have our roll of missionaries: Elizabeth Marble, '99, who, though now home on furlough for a year, has been in the field at Meerut, India, under the Methodist Board; Louise Atherton, who worked for a year in India; Elizabeth Blauvelt, head of the Woman's Hospital at Liokhe, near Amoy, China; Fanny Sinclair Woods, and Elsie Sinclair Hodge. In Japan, Bryn Mawr has the keenest of interests; but to that I wish to return later.

The interest in religious things that appears in those years or lives devoted to them, as in many other quietly Christian lives we recognize among our college friends, is truly, I believe, an outgrowth of religion at Bryn Mawr. The spiritual life is a deep source there. To be sure, around our religious organizations have risen controversies in several years—some even of the bitterest divisions that have rent Bryn Mawr; but we do not contend with our best friends over matters indifferent to us. These divisions are a lamentable proof of the deep interest of Bryn Mawr girls in their Christian beliefs and practice. Moreover, they have sometimes almost unexpectedly brought out an admirable forbearance and kind fellowship among those most separated in theology and organization.

These expressions may be unintelligible to some of the early Bryn Mawrtys, who perhaps organized the Christian Union, or gathered together the Evening Meeting. Or, perhaps, on the other hand, alumnae may already have puzzled over the phenomenon of *two* religious societies at College, each with its committees, Bible classes, and complement of workers. The characters of these two societies cannot be better explained than in the accounts given by their officers in the QUARTERLY of April, 1907. Both are in earnest, both at work. Thus June, as proposed, the Christian Union held a conference at Bryn Mawr, an account of which can be found elsewhere in this magazine; the League for the Service of Christ sent about thirty to the Silver Bay conference. An observer from an earlier class, returning to college, finds a new activity there around religious centers, both in questioning of belief and in making of disciples. This might be, as notoriously in "split churches," the effect of a radically unchristian emulation, but to at least one observer it appears that there is at work among these diverse elements the spirit of faith, of devout worship and of service—the essential spirit of Christianity. It does not seem as if the present position of the societies at Bryn Mawr could be the final solution, but it holds much good, and may be maintained until the rightful issue makes itself clear.

These two societies have both, as the Union always has, supported philanthropic and religious work. To no point of need and opportunity are they more warmly drawn than to Japan. For abstract and for personal reasons. In Japan, more obviously than in many places, social and religious betterment are interwoven; in Japan Michi Matsuda, '99, Michi Kawai, '04, and Utu Suzuki are working for their countrywomen. The cause most thoroughly appropriate to Bryn Mawr, after her own strengthening, is that of Miss Tsuda's school in Tokyo. Here are our best ideals for Bryn Mawr reproduced in another country; here are our own alumnæ carrying them out so far away; here is Miss Tsuda overcoming obstacles in language, in temperament, in buildings, in books, in money. Ought Bryn Mawrtys to let her struggle on and overcome the rest unassisted? Miss Tsuda has not complained, but it seems to the QUARTERLY a hard thing that of the mere \$600 which she needs for an American teacher's year's salary, only \$443.65 had been received by her up to September 1st. The teacher has been found, and will pay her own traveling expenses, but her salary for this year and next ought to be fully assured *at once*. Could we ask better use for our money?

This fine Japanese school needs more—a dormitory of fifteen rooms, each to hold two girls and each to cost \$150.00. Five rooms have been promised; could Miss Tsuda or her committee but obtain the gift of several more, building might be begun. Reread her story; perhaps you will want to be a part of it. Miss Abby Kirk, Rosemont, Pa.; Miss Martha Thomas, Whitford, Chester County, Pa., or the QUARTERLY will receive and forward gifts.

## THE COLLEGE.

Regret will be general among the alumnae on reading some of the announcements that follow. The ties that—often unknown to them—bind us to our professors, ties of enthusiasm, sympathy and respect, grow stronger with time, and are somehow bound up also with the place where we studied under them. We must be sorry to think of Bryn Mawr without "Dr. Andrews," "Dr. Collitz," as before we felt great gaps left by the going of "Dr. Lodge" and of other heroes of our reminiscence. They go to fill fine ends elsewhere.

The loss of Miss Helen Hoyt will be much felt both by readers and scholars, as of an intensely suggestive and alert mind and a teacher who could make the obscure luminous and the dull significant. The working out of the present essay course, described in the foregoing part of the magazine, has been largely in the hands of Miss Hoyt as head of the First Year Course, and the results due no doubt in great part to her quick logic and clear insight.

Recent graduates who have been members of the Consumers' League will be particularly sorry that we lose Professor Mussey, who led them in some of their most interesting work. Professor and Mrs. Mussey have a warm place in Bryn Mawr remembrance, too, for the hospitality of their house, and we consider it a piece of good fortune that becoming professor in the University of Pennsylvania does not in this case mean leaving Bryn Mawr village.

Of the names of incoming members of the Faculty some are already familiar to all, others no doubt to some of us. To our successors now at College these new names will soon be as full of meaning, as inspiring of liking and loyalty—can we believe it?—as those of our own old professors.

### CHANGES IN THE FACULTY AND STAFF.

Several changes in the Faculty and Staff of Bryn Mawr College have been announced to take effect next year. In the Department of Philosophy Professor Theodore de Leo de Laguna, now Assistant Professor of the Philosophy of Education in the University of Michigan, has been appointed Associate Professor to fill the place left vacant by the death of Professor David Irons, which took place very suddenly last January. Professor de Laguna is A.B. and A.M. of the University of California and Ph.D. of Cornell University,

1901. He was Honorary Fellow and Assistant in Philosophy at Cornell University from 1904-05, when he went to the University of Michigan. Besides the regular undergraduate courses he will give a graduate seminar on English Evolutionary Ethics.

Dr. David Wilbur Horn, Assistant in Chemistry in Bryn Mawr College from 1901-06 and Assistant Professor of Chemistry during the present year, has resigned and his place will be taken by Dr. George Shannon Forbes, A.B., A.M., and Ph.D. of Harvard University, Lecturer in Physical

Chemistry, Harvard University, 1905-06, and now John Harvard Fellow and student in Germany. Dr. Forbes will give special graduate work in Physical Chemistry in addition to the regular undergraduate courses.

Dr. Benjamin Leroy Miller, Assistant in Geology at Bryn Mawr College since 1903, has resigned to accept a full professorship in Lehigh University, and Mr. Daniel W. Ohern, of Johns Hopkins University, has been appointed to fill the vacant position. Mr. Ohern is an A.B. of Drake University, '98, and A.M. of the University of West Virginia, '99. Since 1903 he has been Assistant in Geology and Scholar and Fellow in Geology at Johns Hopkins University. Dr. Florence Bascom, Professor of Geology, will return after a year's leave of absence.

Miss Marion Reilly, A.B., Bryn Mawr College, 1901, has been appointed Dean of the College and Reader in Philosophy. Miss Reilly has been a graduate student at Bryn Mawr College for the last five years, and is now studying at Newnham College, University of Cambridge. At present only the Freshman Class has advisers, the wardens of the halls acting in this capacity, and the need of an adviser for the other classes has been felt.

Professor Charles McLean Andrews, who has been head of the Department of History at Bryn Mawr College since 1888, when he succeeded Professor Woodrow Wilson, who is now President of Princeton University, has resigned his professorship at Bryn Mawr College to accept a professorship at Johns Hopkins University. He will be succeeded by Mr. Robert Matteson Johnston, who

has been since 1904 Lecturer in Modern History at Harvard University. Mr. Johnston was educated in England and is a B.A. and M.A. of the University of Cambridge, and a Bachelor at Law of the Inner Temple. His specialty is Modern European History, and he has written on special periods in French and Italian History. In addition to the ordinary undergraduate work he will offer graduate and post-major courses in Historical Method and Criticism, the History of the French Revolution, and Modern History.

In the Department of Political Science, Professor Henry Raymond Mussey, who came to Bryn Mawr two years ago from New York University, has resigned to accept a professorship in the University of Pennsylvania. His place will be taken by Mr. Charles Clarence Williamson, A.B., of Western Reserve University, 1904; Assistant in Economics and graduate student, Western Reserve University, first semester 1904-05; Scholar in Political Economy, University of Wisconsin, second semester, 1904-05; Graduate Student, University of Wisconsin, 1905-06; University Fellow in Political Economy, Columbia University, 1906-07; Research Assistant of the Carnegie Institute, 1905-07. He will give the ordinary undergraduate courses, a post-major course in Public Finance, and a graduate seminary in English Economic Theory. Associated with him as Reader in Economics and Politics will be Miss Marion Parris, a graduate of Bryn Mawr College in 1901; Graduate Student, Bryn Mawr College, 1903-05, and Fellow in Economics and Politics, 1905-06. Miss Parris now holds the Bryn Mawr Eu-

ropean Research Fellowship, and is studying for a year at the University of Vienna. Her chief interest is in the relation between Economics and Ethics and she will give a graduate course in this subject, and undergraduate courses in Modern Economic Theory and Elementary Economics and Politics.

Professor James H. Leuba, Professor of Psychology and Education and Director of the Psychological Laboratory, has been granted leave of absence for one year, which he intends to spend in studying abroad, and his lectures will be given during the year 1907-08 by Mr. Clarence Errol Ferree, A.M. and M.S., Ohio Wesleyan University; Fellow in Psychology, Cornell University, 1902-03, and Assistant in Psychology, Cornell University, 1903-07. Miss Grace Maxwell Fernald, of Mt. Holyoke College, now Fellow in Psychology at Chicago University, formerly Graduate Scholar and Graduate Student, Bryn Mawr College, has been appointed Reader in Education and Demonstrator in Psychology, and will assist in both departments in the coming year.

Professor Hermann Collitz, so long a member of our Faculty, goes to accept a professorship at Johns Hopkins University.

Miss Helen Hoyt, Reader in English, who has been a member of the English department since 1897 and has had charge of all the first year required work in English Composition, has resigned her position to travel abroad. Dr. Crandall will give the elective course in Argumentation

now offered by Miss Hoyt. Miss Katharine Lord has also resigned her readership in English, and Miss Bertha Marion Pillsbury, A.M., Radcliffe College, 1898, and Miss Helen Ward, A.B., Radcliffe College, 1900, have been appointed Readers in English. Miss Pillsbury will give elective courses in the Literary Study of the King James Version of the Bible and in Milton, in addition to her regular work in Composition. Dr. Clarence Carroll Clark will return to take up his work again as Associate in English, after a year's absence on account of illness.

Miss Maud Downing, A.B., University of Toronto, 1902, and Graduate Scholar in Semitic Languages at Bryn Mawr College since 1903, has been appointed Reader in Semitic Languages, and will give the elementary courses in Hebrew, Arabic, and Assyrian.

Miss Una McMahan has been appointed Demonstrator in Art and Archæology. A.B., Smith College, 1894. Graduate Student, University of Chicago, in Greek, 1894-95; in Classical Archæology, 1896-99; Student, University of Berlin, 1900-01; Member of American School of Classical Studies, Rome, Italy, 1902-04; student, Oxford, England, 1906 and 1907.

Anna Bell Lawther, A.B. Bryn Mawr, 1897, will be Secretary to the College, 1907-1908. Miss Lawther has filled several executive positions in the College, having been assistant to Miss Kerr in the Bursar's office, and warden of Merion Hall.

**WORK UNDER DR. ANDREWS.**

It is a cause of great regret to those interested in the welfare of the College that Dr. Andrews has accepted the chair of American Colonial History at Johns Hopkins University and will no longer be at Bryn Mawr. For more than a decade he has been the head of the Department of History here, and his enthusiasm, his generous encouragement of students in their work and the high standard he set for himself and them made him an exceptional instructor. The large number of students who specialized in history testify to the appreciation of him and his work.

Dr. Andrews always aimed not to give facts because they were facts, but to place events in right relation to each other, to trace the great movements of history and bring out and lay emphasis upon the important facts,—in other words, he sought to teach his students to appreciate the value of perspective in the study of the historical development of nations. Those who worked in American colonial history under his guidance had perhaps a wider opportunity to appreciate this. The older generation of scholars, proud of what our forefathers had accomplished by the Revolutionary War, and looking not much farther back than 1760 for the beginning of our freedom and national government, failed to do justice to the colonial period and to acknowledge our close connection with England, the influence of English thought in shaping colonial institutions, and to point out the relatively unimportant position of the thirteen colonies. Other students of American history have studied the colonial

period from the inside only, paying very little attention to our relations with England except to show how unjustly the colonists were treated; but Dr. Andrews taught his students that historical perspective demanded that the colonies be studied as parts of the British Empire, and that we think of them as dependencies and sources of supply for the mother country. From this point of view the governmental agencies, such as the Privy Council, the Lords of Trade and Plantations, the Lords of the Treasury, the royal governors and customs officials, take on a new interest and significance, and together with the Acts of Trade, the annulling of colonial charters at the end of the seventeenth century and the various other attempts to establish more direct control over the colonies, such as the short-lived Dominion of New England,—were the means, we see, of holding them firmly to the mother country. In this period it was generally accepted by the countries of Europe that colonies exist primarily for the benefit of the mother country. But Dr. Andrews at the same time never lost sight of the constitutional development of the colonies and the causes and importance of the struggles which culminated in the Revolutionary War, so that after having taken all his courses in American history one felt that he had demonstrated the direction in which lay the ideal for the study of early American history.

Then, too, his students have much to thank him for in that he always insisted upon honest, thorough work. We soon learned that interest and enthusiasm did not take the place of

careful, accurate work, and the better the work done the higher Dr. Andrews raised the standard. I don't believe he ever allowed his students to be satisfied with what they had accomplished, and he seems to have the gift of detecting every weak

point in a piece of work. This might have caused his students to lose heart and give up future efforts, but Dr. Andrews is as generous in his praise as he is just in his censure.

GRACE ALBERT, '97.

#### ALUMNAE SUPPER.

June 6, 1907.

As to the food, it was Trower's; and we ate it. But what of that? The real fare was the meeting of old friends and talking of Bryn Mawr, and the menu:

"The Class of 1907," Esther Williams; "The American Bachelor of Arts," Mr. James G. Crowell; "The Education of Women in Japan," Umé Tsuda; "Bryn Mawr Ideals," Mr. James Wood; "No Representation Without Taxation," Elizabeth Butler Kirkbride, '96; "In Retrospect," Professor Charles M. Andrews (Bryn Mawr College, 1889-1907); "The American Uncommonwealth," Mary James Hoffman, '95; "The Education of Women in England," The Right Honourable James Bryce; "The College," President M. Carey Thomas. Toastmistress, Ida Langdon, '03.

We met in the entrance of Pembroke East, and though certainly less closely reunited in the morning at Commencement—where after every one is seated there cannot be a movement of the feet or a clutch at the cap without communicating movement to the entire row adjoining—we had more air and even more chances for talk. It seemed a pity to go up and range ourselves around the Pembroke tables. But it was worth while; never, perhaps, have the speeches at an Alumnae Supper been in themselves more worth while. The most beautiful of Alumnae Suppers was that served under the trees in 1900, but Pembroke dining-room quite contents us.

We should like to reproduce here all the speeches; and if desired by you, readers of this magazine, another June will see the attempt. Now we can give merely notes on a few.

Mr. Crowell: No wonder the Brearley School girls are attached to their principal! He won the liking of Bryn Mawrtyrs who had never known him before. In quaint allusive speech, rich in humorous turns and in reminiscences of a wide reading, he yet dealt gravely with questions we care about. Mr. Crowell deplored the lowering of the American A.B. degree by three-year courses by feeble or superficial study, by failure to ground culture deeply in our students; and for Bryn Mawr to be true to the highest opportunities of the four years' honest and liberal work. Mr. Crowell did not take the false tone that "we only" are a self-sufficient school of culture, or a class set apart and holier than all they, but with a sympathy sometimes flattering and sometimes ironic, he made us feel that he does, as he said, "understand what we mean."

Mr. James Wood: The voice of a trustee was a good thing to hear at an Alumnæ Supper. May they come often! and tell us with frankness where we stand, and what they would have us do and become.

Elizabeth Kirkbride: The time has not come to rest from our labors. We had not in June secured even the whole first \$100,000 of our Endowment Fund; and if Bryn Mawr is to *be* Bryn Mawr, and not a lingering memory of its own past, we *must have* more.

Dr. Andrews saw in retrospect a friendly acquaintance with many classes. He recalled scenes of the old days when Merion and Taylor composed the College: when he and his graduate students gave up days to rooting out the dark corners of the south attic room of Taylor in order to make it into a Historical Seminar; when "social engagements" were still permitted and enjoyed in the intervals of earnest work. Dr. Andrews finds in his memories of the first classes perhaps more of scholarly enthusiasm than in the girls of to-day. (It is a fear that continually haunts us now. '91, '92, '93. O '93! we can never be like them.) He told us of the ideals he has had in teaching history, and vindicated the study of history as the best persuader to liberality, sane judgment, and, above all, a habit of fairness.

Miss Thomas' address was a friendly talk about the College, a continuation of her talk to alumnæ on the last day of Chapel; and indeed by that time we hardly needed more information about that subject. She noted again, as in her Commencement address, and with some regret, the tendency of late to turn from the classics into sociological and economic study. But Miss Thomas thinks that if girls choose in place of the older these new lines of work, they can at any rate put them to very good use in the wide fields that open beyond college.

There lingers in my mind as one of the most vivid of the evening, the only speech not down on the program, and volunteered by its author—Mrs. Bryce—with a generous emotion that she said sprang from the sight from the Commencement platform of so many young faces, full of enthusiasm, she pointed out to us wherein must lie the secret of any success—in *character*. The feeling that prompted the few simple words, modulated the beautiful voice, and changed the controlled and graceful woman into a gracious presence, was emphasized by the authority both of social experience and of character in herself who spoke.

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## REUNIONS OF 1907.

### '92 QUINDECENNIAL.

Only Helen and Abby Kirk were able to be present!

### '97 DECENNIAL.

Ninety-seven gathered on June 4, 1907, a marshaled host forty-one strong, for their tenth reunion. We seemed still able to move about with a certain



agility and grace despite the years that had been swiftly heaped upon us since June, 1897. Our hearts throbbed with delight at the pleasant flattery which Rumor brought to our ears—that we looked fresh and young and carried our years well—and perhaps we believed it. A supper of tasty viands served (as only the omnipotent Trower can serve) in Pembroke dining-room was the scene of much merrymaking and the renewal of hours of “Auld Lang Syne.” But the feature of the evening was an exhibition of fifty lantern slides of many members of the class. Husbands and babies were there in profusion; and where they were wanting, effective scenes of spinsters were portrayed. It was a memorable occasion in every way and many of the pictures are never to be forgotten. On Thursday, June 6th, Miss Mary Converse gave at her home in Rosemont an out-of-door luncheon to '97. Barges took us from Pembroke arch to our destination, and we had a gay and festive party.

We are very glad to have this opportunity to thank again our old friends of the Class of '98 for their message—the verses which we received with joy 'midst tender memories of the past; and our new reunion friends of the Class of 1907 for their lovely flowers and verses, and their cheers, to the latter of which we responded with a certain feminine treble in our voices perhaps, but none the less with heartiness and sincere appreciation.

As for the kindness of Miss Thomas and Miss Patterson, of Pembroke, we cannot say enough, for their hospitality and the freedom they gave us made us realize that we were not strangers in a strange land.

M. C., '97

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#### '04 TRIENNIAL.

The '04 Triennial fulfilled our brightest hopes. Some enthusiasts returned to their Alma Mater as early as the 1st of June, but the greater number of those who intended to take part in the week's festivities arrived during the morning and afternoon of the 3d. Most of the class were fortunate in securing quarters in Rockefeller Hall.

On Monday evening, June 3d, we assembled in Rockefeller dining-room, which was made bright and attractive with many lights and fragrant flowers. Perhaps the greatest drawback to the dignity of the occasion was the absence of the numerous class brides, only one being present, Anne Buzby Palmer, our toastmistress.

Eagerly gathering about the festive board, '04 waited expectantly for the familiar Irish dialect of "Buz," listened to with so much enjoyment at previous class functions, but it was heard only occasionally, when unconsciously our toastmistress slipped into the well-known vernacular.

The class practised the pleasant custom, not observed, alas! at all banquets, of alternating food with toasts so that "Aspects and Suspects of the 83 per cent," as represented by Helen Arny, added to the spice of the dinner; while Helen Howell seasoned the entrée by bits of gossip gleaned

from far Japan, the Philippine Islands and other distant places, where some of the class are making a temporary home.

Speaking of foreign countries, recalls the delightful stories Mary Christie told us of her experiences in Turkey. Owing to her life among the natives she was able to give us vivid glimpses of their manners and customs.

A detailed account of the various toasts, though they were very entertaining to the members of '04 present, might prove wearisome to other Bryn Mawr alumnæ. The titles alone are sufficiently graphic to suggest to anyone versed in class history their general trend. "Purple Cows," alias alumnæ, by Alice Waldon, perhaps expresses the general feeling of all Bryn Mawrtys they "would rather see than be one."

Agnes Gillinder described with pathos "Our Class-ical Letter." "O Tempora, O Mores," as set forth by Emma Fries, proved how sadly we need the Endowment Fund. Kathrina Van Wagener's "Reminiscences" will without any aid from my pen recall to '04 scenes and events of varying degrees of amusement or gravity.

At our eager knock the gateways of the German universities opened to us; with Clara Wade for a guide, we were admitted to the lecture halls and learned some of the curious customs of the German students. Still another type of college life was shown to us by our learned class physician, Dr. Mary James.

Messages from some who could not be at the reunion were given by our President in her greetings to us.

Class and college songs we had in plenty, and these, together with the ready wit of our toastmistress, kept the spirit of mirth constantly a guest at our table.

E. O. T., '04.

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#### THE CHRISTIAN UNION CONFERENCE AT BRYN MAWR.

The Christian Union Conference was held, as planned, in connection with the Friends' Summer School, from June 14-21. The Friends occupied Pembroke, while Radnor was kept open for the Christian Union delegation. The Christian Union registration, including those who attended separate lectures and meetings, as well as the resident members, numbered sixty-five. About twenty of these were alumnæ.

The program was planned to allow both separate delegation meetings and joint meetings with the Friends. The lectures were held in the Chapel, the smaller meetings and conferences in the cloisters or on the campus. The day opened at 8.30 A. M. with an informal Christian Union meeting, generally led by a member of the delegation, and followed by general discussion. At 9 began a Bible Class on Isaiah, led by Dr. Bewer, of Union Theological Seminary. The next two hours were devoted to two lecture courses, one on Biblical history, by Professor Bewer, Professor Russell and Professor Barton; one on mysticism, by Professor Rufus Jones, Professor Geer and Professor McGiffert.

The afternoons were left free for athletics and recreation. Several tennis tournaments and a game of hockey were played between "Friends" and "Christians," and the swimming pool was in frequent use.

In the evenings a short delegation meeting was followed by a lecture in the Chapel. Among the speakers for these meetings were President Jane Addams, Professor McGiffert, President Sharpless, Professor Murray, William Littleboy, of Woodbrooke Settlement, England, and others.

The day usually closed with singing of hymns in the cloisters or college songs on the steps of Merion.

The character of the Conference will be evident from the names of the speakers. Its spirit was primarily critical and intellectual, rather than pragmatic and emotional, aiming to teach and educate as well as to inspire. The difficulties that the Christian Union had met at Silver Bay, owing to the difference between its fundamental principle and that of the Y. W. C. A., were obviated here, where the Christian Union principle was taken for granted. But of greater value even than the encouragement afforded to the Christian Union to find itself in line with the best religious thought of the day, was the stimulus to further growth and development of the religious life of the organization, given by contact with a religion of a larger, deeper, higher growth than its own, more convincing because more rational, more powerful because it was suffused with a greater emotion.

Only those who were present at the Summer School can appreciate the great benefit of such a Conference to the Union. To the Friends and to the alumnæ whose support and assistance alone made the Conference possible, they would express their gratitude and the hope that next year when there is no Friends' Summer School to rely upon, it may still be possible with the continued aid of the alumnæ for the Union to organize and finance a Conference of its own, as much on the order of this one as possible.

V. P. ROBINSON, '06.

## THE ALUMNAE.

'95.

Mary Jeffers came back August 19th from a trip to Spain and Italy with Florence Peebles. In Naples Miss Peebles again held the biological "table" allotted to some woman scientist, while Mary Jeffers continued her studies of the Pompeian excavations and attended lectures at the School of Classical Studies. No doubt this trip will have results in materials for her lectures. Instead of returning to Miss Shipley's School, she will this year live in Bryn Mawr and be prepared to do private teaching and coaching for entrance and college examinations, while continuing her lecture work and study. This year Mary Jeffers published an excellent Beginning Latin book.

'96.

Grace Baldwin spent the winter of 1906-07 in a trip around the Mediterranean. Since her return announcement has been made of her engagement to the Rev. Israel White, of Summit, N. J.

Ruth Furness Porter (Mrs. James F. Porter) has a son, Fairfield Porter, born June 10, 1907. She has moved from Lakeside to Hubbard Woods, Ill.

Mary Flexner has been traveling abroad this summer.

Ruth Underhill White's little son, born December 29, 1906, died July 13, 1907.

'97.

Anne Lawther returns to College this fall to be Secretary. Any girls who remain from the years when

she was warden of Merion will be delighted to think of that unflinching good sense and good nature in the office, and so will '97.

Annie Thomas has been doing medical work among the poor in Baltimore.

Cornelia Greene married on June 4th, the night of the class reunion, Mr. Paul King, an artist.

Margaret Nichols Smith (Mrs. W. H. Smith, East Orange, N. J.) has a second little daughter, Margaret Hemans Smith, born May 14th.

Fanny Fincke Hand has a child, born this year.

Eleanor Brownell is about to leave the Y. W. C. A. work in New York State. She will start this winter for Tokio, Japan, where she will enter work preparatory to that of the general secretaryship of the Y. W. C. A. in Japan.

'99.

Announcement is made of Frances Keay's marriage to Mr. Ballard, of Cleveland, in Boston, on August 30th. Mr. Ballard is a widower.

Madeline Palmer Bakewell (Mrs. Charles M. Bakewell) has a son, Henry Palmer Bakewell, Jr., born June 1, 1907. She spent the summer at the Glenmore Camp in the slope of Mt. Hurricane, in the Adirondacks. This camp, to which lecturers in Philosophy, Psychology and Literature are invited during the months of July and August, was left to Dr. Bakewell by the late Professor Thomas Davidson, by whom it was founded in 1889. For the sum-

mer of 1907 some of those invited to speak are: J. Clark Murray, formerly of Magill University; Stephen F. Weston, Antioch College; Charles Harris, Western Reserve University; Charles M. Bakewell, Yale University; Dickinson S. Miller, Columbia University.

Dorothy Hahn, after several years of teaching in Pittsburg, and a year abroad, returns to College as Fellow in Chemistry.

Mary Norcross spends a good deal of her time in weaving mats and fabrics at her home, in Carlisle. She has two looms for the different kinds of work, and makes a very interesting study of colors and texture in this division of craftsman work.

Amy Steiner and Content Nichols represented '99 at the Alumnae Supper in June, and were rather lonely among the assemblies of other classes, though happy. Will all other members of the class begin now their plans in order to appear at the decennial in 1909, and accomplish things such as no decennial class has done before?

#### 1900.

Jessie Tatlock has spent August and September at Horricks, on the Maine coast.

Helen Mac Coy will be teaching at Miss Wright's in Bryn Mawr this year.

Edith Crane will leave her work as Y. W. C. A. Secretary in New York State to go home to Baltimore. She will do work there in Maryland for the Woman's Foreign Missionary Society of the Baptist Church.

Grace Latimer Jones has been traveling in Holland, Germany, Switzerland and Italy during the summer.

#### '01.

Marion Parris and Marion Reilly, as everyone knows, will return to Bryn Mawr this year. An account of their positions and work will be found in the notes on changes in the faculty.

Katharine Lord has resigned her readership in English, and gone home to Winchester.

#### '02.

Marianna Buffum has been traveling abroad this summer.

Our Sexennial Reunion in June, 1908.

#### '03.

Fanny Sinclair Woods is in this country on a holiday. She will spend the winter in Philadelphia.

Sarah Ellen Davis was studying last winter at Leipsic for her doctor's degree in chemistry.

Dorothea Day made, during the winter, a tour of the Eastern colleges in the interest of religious work.

Alice Price taught last winter at Hampton Institute.

Maud Du Puy Spencer was married on March 9th, in Cambridge, England, to Mr. George Holmes Corbett.

#### '04.

Michi Kawai, who is teaching in Miss Tsuda's school, Tokyo, distinguished herself by an address before the World's Christian Student Federation. It was called a remarkable speech.

Isabel Peters has been traveling in France during the summer.

#### '05.

Announcement is made of the engagement of Greta Whitall to Charles Partridge.

Leslie Farwell was married in Chicago in June, 1907, to Edward Hill.

Elma Lonies spent two weeks in August at the Glenmore Camp, in the Adirondacks.

Eleanor Little Aldrich (Mrs. Talbot Aldrich) has a son, born this year.

Many of 1905 are abroad. Alice Meigs is traveling around the world with Florence Waterbury. Margaret Otheman and Margaret Thurston have been abroad this summer. Grace Isabel Ashwell will spend the next two years in Europe, her present address being Bromeley Park, Kent, England.

#### '07.

Grace Hutchins was business manager of the City Conference of the Y. W. C. A. at Silver Bay, Lake George, this year.

Carola Woerishofer spent the summer on the Continent.

Clara Smith and Catherine Utey spent the month of August at the Glenmore Philosophical camp, in the Adirondacks.

A large number of engagements, marriages, and births were reported after the magazine had gone to print, too late for the usual classification.

#### MARRIAGES.

1900—Elisa Dean to Dr. Joseph Dy-sart Findley, September 10.

1901—Marian Wright to Robert Laughlin Messimer, October 23.

1902—Elizabeth Congdon to Alexander Johnston Barrow, September 26.

1903—Edith Neergaard to Henry Hathaway Wheeler, October 1.

Anna Phillips to Raynal Cawthorne Bolling, June 25.

1906—Mary Richardson to Robert Wolcott, October 12.

1907—Susan Delano to Charles McKelway, October 8.

Miss Hannington, formerly a Fellow, and Secretary of the College, was married on October 3d to Mr. Charles Reginald Carter.

#### ENGAGEMENTS.

1902—Marianna Buffum to Mr. Perry Hill.

1903—Louise Atherton to Samuel Dickey, Professor of Greek, McCormick Theological Seminary, Chicago.

#### BIRTHS.

1896—Clarissa Smith Dey has a daughter, Clarissa Dey.

1898—Elizabeth Nields Bancroft has a son, John Nields Bancroft, born in August.

1899—D. Fronheiser Meredith has a daughter, Catherine Scriven Meredith, born in April.

Cora Hardy Jarrett has a son, Edwin Seaton Jarrett, Jr., born in July.

1901—Frances Ream Kemmerer has a daughter, Frances Carolyn Kemmerer, born in March.

1902—Elizabeth Lyon Belknap has a son, Robert Layton.

## ALUMNAE CLUBS.

### NEW YORK BRYN MAWR CLUB.

The New York Club started about seven or eight years ago. We had two small rooms in Seventeenth Street. Five years ago we took an apartment at 138 East Fortieth Street, where we had three bedrooms. Two or three girls lived at the club, and lunches, dinners and teas were served to all members when wanted. When there were but two resident members, we had a transient room to rent. It has been the policy of the club to try to keep a transient room always, and it was on account of the demand for rooms both for the winter and for short periods that we became interested in buying a house the winter before last.

Euphemia Whittredge was chairman of the committee appointed to raise the money and to buy a house suitable to the needs of the club. At our midwinter meeting in January, 1907, Miss Whittredge announced to the club that this had been accomplished, that the house 137 East Fortieth Street had been bought. It is a very attractive English basement house of five stories, with five rooms for permanent residents and two rooms for transients.

We shall have a small restaurant there next winter, a club room on the first floor, and a library on the

second floor, besides the bedrooms mentioned above.

The club is for social purposes, but after the house is in running order we hope to add squash courts at the top of the house, to bring in a little athletic element. We have at present about eighty resident members and 100 non-resident members. We are the only woman's college club in New York that has a separate house of its own. Each Wednesday is club day, when two members are always on hand to receive.

The President is Alice Day; Vice-President, Mary Campbell; Chairman of House Committee, Clara Vail Brooks (Mrs. H. S. Brooks); Treasurer, Helen Sturgis; Corresponding Secretary, Mary James Hoffman (Mrs. A. S. Hoffman); Alteration and Decoration Committee, Katrina Ely Tiffany (Mrs. C. L. Tiffany), Euphemia Whittredge.

Miss Whittredge, Mrs. Tiffany and Mrs. Brooks will start the club in running order this autumn.

All five permanent rooms are rented for the coming winter. We could have rented more if we had had them. Our club is anxious to extend its house privileges to members of all the other Bryn Mawr clubs.

### BRYN MAWR CLUB OF BOSTON.

Officers: President, Eleanor H. Jones, '00; Vice-President, Sylvia C. Bowditch, '99; Corresponding Secretary, Evelyn Walker, '99; Recording Secretary, Christina Garrett, '03.

The club had its last monthly "tea"

in May, and will have no more meetings until the fall business meeting at the end of October. This summer it has been helping Miss Helen Dudley, '89, with her vacation camp for the young working girls.

# BRYN MAWR ALUMNAE QUARTERLY

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# THE BRYN MAWR ALUMNAE QUARTERLY



## EDITORS.

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CONTENT S. NICHOLS, '99.

IDA LANGDON, '03.

ELMA LOINES, '05.



BERTHA M. LAWS, '01 ..... *Business Manager.*

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## BRYN MAWR: A CHARACTERIZATION.

In the autumn of 1886, James Russell Lowell, in his benevolent and charming old age, travelled south from New England to give the encouragement of his presence and the inspiration of his advice to the students and faculty and trustees of Bryn Mawr College, then about to enter on the first year of its existence. He found the teaching staff and the students of the new institution a mere handful of people, sixty in all, for whom the three buildings then standing afforded ample accommodation. Mr. Henry James, in Bryn Mawr twenty years later on the same kindly errand, was met by a very different state of things. The long line of young women in caps and gowns, stretching far over the lawn as it waited for him to appear before proceeding to the assembly hall, represented only a fraction of the students and alumnae of the college, grown to the number of 1875, while the members of the teaching staff in their gorgeous robes crowded the library reading-room inside of Taylor Hall. Even with the freshmen and sophomores excluded, there was still too little space in the assembly hall for visitors, since the seven great buildings which have been added to the original three contain no auditorium, but have been put up to supply more pressing needs of the community. The growth of the college in two decades, it will thus be seen, has been rapid; surprisingly rapid, when it is remembered that every year a large number of candidates for admission are found by the entrance examinations to fall short of the standard of excellence required, and are therefore excluded. From the first the college has valued the quality of its students and alumnae far more than their numbers, and has bent all its efforts to making the education given

them as good as possible and the influences surrounding them as harmonious. It was no doubt this spirit, already embodied in the courses of study announced before a single lecture had been delivered or student admitted, that interested Lowell in Bryn Mawr, and has since brought to address her students a long line of distinguished men.

In the very beginning Bryn Mawr was favoured by its situation, for it stands on the top and extends down the sides of a fair green hill conspicuous for its beauty among the many charming hills that form the environs of Philadelphia to the westward. The country is a fertile farming country, with many brooks running through it, with many little valleys where the snow lingers unmelted in the spring time, and many rising knolls from which to get a pleasant outlook over meadows and woods. The original farm houses have now in many instances been replaced by big stone mansions and the simple country folk by denizens of the city, who have turned the countryside into a park, planting hedges of scarlet-flowering pyrus japonica, setting out fragrant magnolia trees and gorgeous rhododendrons and training the festooning honeysuckle over many a trellis. However, in certain corners, well known to the youthful pedestrian, the farmer is still to be seen driving his plough with its patient, slow-moving horses; cattle graze in the deep grass; and sheep nibble all day long under gnarled apple boughs. By good fortune one of the farms still remaining lies on the hill directly opposite the college, and a student of Wordsworth, let us say, can find easy justification during the pauses of a recitation or lecture for watching out of Taylor Hall windows the upturning of the earth in March. To many young women who have been born and bred in cities and kept in them until June by the necessity for attending school, their first spring at Bryn Mawr has proved an experience of much delight. To watch for the first time the tops of great forest trees grow green, to listen to the earliest, sweetest notes of the wood thrush, to read a romantic tale of Chaucer, the poet of spring, in a field studded over with daisies,—these are indeed occupations never to be forgotten: and if by them a taste for the simple delights of the country has been cultivated, who can say they have not a serious value?

Moreover, those in authority at Bryn Mawr have not been slow to recognise the educational power of harmonious colour and line. They have constructed a series of grey stone buildings in the late English Renaissance style of architecture, consecrated long ago to education by the college halls of Oxford and Cambridge, and by care in their planning and placing have succeeded in producing an effect of true architectural beauty which has had, it may not be amiss to note, an immediate influence on the architecture of other American colleges. The boxlike simplicity of Dalton Hall, put up with sole reference to the convenience of its laboratories and the economy of its construction, the mere serviceableness of Taylor and Merion Halls are very little conspicuous, though still to be regretted. The beauty of Denbigh's long lines, Pembroke's stately towers and chimneys, Rockefeller's ornamental gate, and above all the stately grace of the unfinished library building, is what strikes the eye. The space enclosed on three sides by these buildings, to which access is gained by the archways that pierce their towers, is a green lawn planted with old apple trees, and gnarled chestnuts and maples that turn golden in the autumn, and with flowering shrubs of all kinds, while to the westward a view of undulating meadows fills up the picture. Here a crowd of young women, ever increasing and ever renewing itself, pass the busy hours of their student lives, and the images that meet them here are interwoven with their aspirations and thoughts, adding to them the element of beauty that has always so enchanted the human spirit.

It is not strange, then, that they should come to love with an almost pious devotion the grey stone walls that shelter them. They are familiar not only with every detail of the buildings now standing, but know also just what the plans for future buildings are, and share with the president of the college and the trustees the anxiety that each addition may be beautiful in itself and harmonious with the others, completing worthily their quadrangles. The fountain that is to stand in the centre of the arched cloister flanking the library, around which they will pace in thoughtful meditation or wander, it may be, idly arm in arm on a warm afternoon, has been the subject of discussion at many an informal gathering of students. With the instinctive rightmindedness of

generous youth they understand that the beauty of their surroundings is a matter of vital importance in their development, and that any disfigurement of them would make the memories being stored up for the future by just so much the less precious. The following anecdote will serve to show to what lengths their interest will carry them. The question of just the curve to be taken by the stone walk leading from Taylor Hall across the lawn to the Owl gate of Rockefeller was to be decided last winter. After much consultation together they petitioned Miss Thomas, the president, asking that it might run in a certain direction, skirting but by no means disturbing a group of favorite Japanese cherry trees whose shower of pink blossoms looks so particularly pleasing in the spring time against the grey stone. And Miss Thomas was in her turn greatly displeased with the students for supposing that such a sacrifice could ever have been contemplated.

The college community is democratic and self-assertive, it will be seen. It does not hesitate to express its opinion even on subjects that might be considered beyond its sphere. For it is used to governing itself, making its own rules of conduct and imposing without fear or favour on delinquent members its own penalties for misbehaviour through its association for self-government. And the salutary discipline of thus being responsible for themselves to themselves is found more than to compensate for any undue sense of self-importance and self-confidence fostered in the students by such a system.

But though it is democratic, the community is by no means indiscriminating. There are in it, at its head, three hierarchies founded on three forms of personal excellence. A girl of unusually strong character and principles is sure to be elected to the Executive Board of the Self-Government Association or to be made a Proctor with authority to keep order in her hall, and thus to exert a wide moral influence among her fellows. She is apt to take her duties very seriously, and has been known sometimes to feel that her after life can contain no problems more difficult to settle than some of the questions of discipline brought before her and her colleagues. The clever students in their turn form an aristocracy of intellect, setting fashions in books and ideas, and it is amusing to observe how quickly under their guidance fashions

prevail and how suddenly they change. One year the decorations will be pre-Raphaelite. On the walls of nearly every study will be seen the pure profiles and long lines of Burne-Jones's figures and the swelling throats and wonderful hair of Rosetti's women; while the next year Mona Lisa's mysterious personality will somehow have taken possession of the common imagination and her face will look down on many a merry party, assorting oddly with it and with the crimson Harvard flag displayed on the opposite wall. Emerson and Carlyle will be displaced from the position of honour on the bookcase shelves by Cardinal Newman and Jeremy Taylor; Thackeray will put Hawthorne to rout, and *vice versa*. The third hierarchy is athletic. The student good at basketball, hockey and other sports is at Bryn Mawr as at other colleges something of an idol. It is a pretty sight to see these healthy young women playing together in the sunshine, running after their ball and tossing it down the green field with a wide sweep of vigorous young arms, and it is small wonder that the whole college applauds. A senior class has been known to regard the loss of a college basketball championship as a calamity of almost national importance, and the personal supremacy of the class captains is naturally great.

As yet, however, there is no trace of an aristocracy of wealth or of social position at Bryn Mawr. It has happened in more than one case that a student who brought her maid with her to college found no use for her there, sent her home in six months' time, and lived the remaining three years and a half of her college course in great contentment unattended. And if a girl with very little command of money does tutoring in addition to her work it is not that she may indulge in amusements or fine clothes, after her necessary expenses are paid, but that she may buy books or have attractive pictures to hang on the walls of her study. A display of elaborate frocks is considered in the worst possible taste, and when it happens, as it sometimes has happened, that a young woman who seeks distinction by such means finds her way to Bryn Mawr, she rarely stays for more than a year in an atmosphere so unsympathetic. Moreover, the individual who attempts to discriminate in the choice of her friends along lines of external worldly importance is at once sent to Coventry as a snob, and life made anything but pleasant for her until she evinces a change of heart.



It is interesting to fancy the effect of entering such a community on the average girl of seventeen or eighteen. Occasionally, no doubt, the discipline of standing entirely on her own merits is as severe as it is salutary. She must undergo a painful struggle before she finds her level, and is able to accept the frank impartiality of fellow-students and professors as just rather than cruel. Her susceptibilities are often more keenly developed than those of a boy, than her brother's let us say, since from the time she was an engaging little girl with golden hair and a pink sash she has been more petted and indulged than he and more closely guarded from impersonal outside influences. In some way, no doubt, she manages to feel that she is asserting her feminine charm when, for instance, she tells her professor of philosophy that she "never had any logical power." The quick answer, "Say rather, Miss X—, that you never had a mind," gives her a not altogether agreeable shock. But even should her capabilities doom her finally to insignificance, if she be healthy minded, she will still after the first shock is over be quite free from jealousy of the more favoured. Indeed a long observation of girls at college has taught me to know that in contradiction to the popular superstition in regard to feminine envy, they are most generous in the praise of each other. They take a sincere delight in each other's good looks and also in each other's cleverness.

And it is entirely natural that this should be the case. Each individual is unceasingly busy. At twenty minutes to nine o'clock in the morning the big bell in Taylor Hall tower warns her that it is time for chapel. She snatches up her black mortarboard, pulls her gown over her shoulders and hurries out across the windy, sunlit campus, the empty green spaces of which have at the sound of the bell become suddenly astir with bright-haired figures, whose voices make a chatter like the chatter of birds. After the religious exercises with which the day begins are over, her time until luncheon is filled with recitations and lectures, interspersed with an hour or two perhaps for study in the library or her own room. She cannot afford to idle at this time and only the most beautiful day will beguile her into taking a walk or playing tennis, though if she is athletic she may have got up early to practise before chapel tossing the ball into the basket. In the

autumn or spring time she will, however, often bring her books out into the open air and sit absorbed like a girlish Buddha at the foot of a tree, unconscious of fellow Buddhas under trees all about her. Occasionally, no doubt, she will be diverted from her studies by an unusually exciting canvass for officers of the Self-Government Association, or by a vital difference of opinion on some question of morals or politics with one of her friends. Then she will wander out deep in conversation down the hill into the meadows back of Low Buildings, where the stream "Meander," beautiful at all seasons, winds under willow trees, and where the hourly sound of the bell swinging down to her will warn her of the passage of time; but this will not often happen. Visitors to Bryn Mawr, younger sisters and friends, have been known to complain that the college is a dreary place in the morning, when the brief intervals of bustle between the changing of the classes are succeeded by long periods of deep silence, and the slow moving shadows of the buildings and trees clearly outlined on the grass are the only things one can find to watch from the window of a deserted room. The afternoon, though no less busy, is more diversified. While many students are occupied in Dalton Hall doing laboratory work until four o'clock, others may be seen starting off immediately after lunch for a drive, or with a merry clatter of horses' hoofs for a gallop over the hills, or in short skirts for a long tramp before the daylight fails. All the tennis courts are occupied in the afternoon; the basket-ball and hockey fields are never empty, and the gymnasium and swimming pool present a lively scene. Between two o'clock and seven the day's exercise must be taken and some studying, if a student is wise, must be done. In the evening it is pleasant to sit before a bright fire with her friends and talk over the many things that cry out for discussion; she may have to learn her part for some college play soon to be acted; there are Glee Club songs to be practised; there is class business to be attended to; and always there is the work for the next day's classes to be prepared. Four hundred and ninety-nine girls out of five hundred finally fall asleep at night without having had the time or the inclination for wistful comparisons of themselves with their companions.

The pleasure of even the dullest student in the independent

use of her mind, when she attains to it, is quite touching in its intensity, and is in its essence pure. I have myself seen more than one young girl's face made radiant by the realisation, for instance, that she could form her own opinions of poetry and had learned, on however modest a scale, to judge of it and appreciate it for herself. And I know a Bryn Mawr student for whom the world of nature was made infinitely beautiful and mysterious by her study of the myriad forms of life that inhabit a single pool. To gaze at the great stars of Orion's sword and belt flaming low in the east over twilight fields, and to appreciate on what countless individuals, through what uncounted ages, they have shed their light, is for a moment's imagination to be freed from the limits of time and space and individuality. One goes back to the narrow circumstances of one's daily life greatly the happier because of such experiences as these. For every human being the way of escape from the tyranny of circumstance is spiritual and intellectual—*internum aeternum*, as St. Augustine's famous phrase briefly puts it. Women's lives are, it is generally conceded, more restricted than men's, far narrower and more monotonous, and it would therefore seem that no more benevolent use of talent or of money could be made than the use of them to open to women the way of escape through the mind and the imagination.

Bryn Mawr does not permit her undergraduate students to specialise beyond a certain point. All alike must devote one third of one year's work to studying some science, another third of a year's work to another science, or to a course in political economy, history, law or mathematics, another third to the history of philosophy, another third to the fourth language omitted at entrance, and another third for two years to the study of English literature and of the correct writing and the correct pronunciation of the English language. In the two years that remain to her of the four years' course she may study exclusively any two allied subjects, though she may also diversify her work in certain prescribed ways; but even should she take full advantage of the permission to specialise, she will still have received a broad general foundation for her special learning. And, on the other hand, be her instincts never so Catholic, she is forced to devote herself for a whole year and a third to her "major subjects," for instance, chemistry and

physics, Greek and Latin, political economy and history and the like, and so is prevented from being too superficial.

Perhaps the most distinctively characteristic point shown by the above summary of requirements is the stress laid by them on English. One-sixth of a student's whole time as an undergraduate must, it has been seen, be devoted to a study of English literature and to the improvement of her power of expressing herself in English. She must study not only the construction of sentences and paragraphs and the meaning of words, she must also learn the proper enunciation of vowels and consonants and the proper accentuation of syllables in so far as they can be taught in a short time. Her attention is called to the provincialisms and inaccuracies of her individual pronunciation, and exercises are given to help her to correct her faults. The mere serious comparison of her way of speaking with that of her companions and of her teacher, an Englishman highly trained in the art of enunciation and the management of the voice, be she never so careless and indifferent, calls her attention at once to the varying beauty and harshness of various tones of voice and various enunciations. When mimicked by her teacher, her way of vocalising a given sentence leaves her no possibility of self-delusion. She may make jokes about the matter, and often in fact does, she may practise trilling her R's, for instance, so persistently and so loudly as to be a nuisance to all her neighbours, until a skit in the college paper celebrates her wilful zeal to her great delight, but she can never again be wholly careless of her speech. She will be aware that her accent is provincial, and in very many cases she will endeavour to make it less provincial and will do her part to uphold a standard of good usage.

The greatest trial of the average Bryn Mawr student in her whole college course is perhaps her French and German senior oral examination, and the jokes she makes about it, unlike those about her speech, are too serious really to amuse her. The fair degree of fluency in reading French and German upon which the college insists before giving the degree of A.B. to its students is tested by a committee of the faculty before which the seniors are brought up one by one to translate a few passages in each language at sight. In a little quiet room, awfully quiet, sit around a long table a member of the French or German department and another

member of the faculty with the president of the college presiding. Opposite Miss Thomas is a vacant chair and in that the student must take her seat. Of her French, perhaps, she is sure, but in spite of all the stories of Paul Heyse and the plays of Hauptmann she has been hurriedly reading, her German is still very shaky, as she would say, and she feels keenly the ignominy of stumbling through sentences that are perfectly intelligible to the three grave, attentive persons about her. From the time she is a freshman the wise student does a little reading in French and German in preparation for this inevitable moment, and she sometimes even manages to use it as an excuse for persuading her family to spend a summer in France or Germany with her, which, if not quite necessary, is distinctly pleasant. And all her life she will feel the benefit of the ability thus acquired to read easily two modern languages beside her own.

Together with the effort to prevent young students from specialising unduly, mentioned in a previous paragraph, there is also a strong effort made at Bryn Mawr to encourage a desire on their part to continue their work along definite lines and to become scholars and producers. In this the college is greatly helped by its graduate department. Its graduate students usually number from 60 to 70, of whom about ten per cent come up from the undergraduate department. The fellowships and scholarships, ranging from \$525 to \$200 in value, are open to graduates of all colleges of good standing, and the pecuniary assistance they give enables every year thirty young women to pursue graduate work in history, philosophy, classics, archæology, science and oriental and modern languages. Moreover, every year Bryn Mawr sends abroad to English and continental universities, by means of her European fellowships, the member of the graduating class who has received the highest average on her college course, the most able graduate student of one year's standing at the college, the most able student of two years' standing, making three in all. Many of these European fellows return to Bryn Mawr after their year abroad to complete their training and to receive the degree of doctor of philosophy.

This body of older and more serious women living with them exerts a strong influence on the undergraduates, and many a young

student has felt the inspiration of the friendship with a graduate she has thus had the opportunity to form. Fellows frequently come to Bryn Mawr from foreign countries, from England and Canada in especial, and from all the colleges in the United States to which women are admitted, and their presence makes against an excess of local pride. One year, for instance, three English girls came together from Cambridge, and being possessed of a truly British frankness of speech and having the support of their numbers and personal attractiveness, they soon made the community aware of its deficiencies. There was nothing they did not object to from the college pronunciation of Latin to the use of silver knives instead of steel, and the scarcity of "puddings with eggs." The returned European fellow enlivens many an afternoon walk with accounts of the methods and manners of foreign universities. She tells how Professor Sievers in Leipsic kindly promised to "overlook her presence" at his lectures—but that was some ten years ago; or more recently of how Professor von Wölflin, of Munich University, escorted her on his arm to the first Greek lecture of the term and gave her a seat of perfect security on the platform at a little desk by the side of his own desk; she explains that she had to take a young and very pretty sister with her as chaperon to a class in Oxford, of which she was the only woman member, and she describes the great kindness of the Master of Balliol, Dr. Caird, to her and a fellow student in asking them to do special work with him in his own study. She fires the imagination of her companions by tales of excavations in Greece or of researches among the MSS. of the Record Office at Somerset House, as the case may be. But always her influence makes for broadness and modesty. She has learned, more surely perhaps than she ever could by staying at one institution, how small a thing in the world of scholarship her own attainments are, and her comrades clearly perceive how much she in her turn is their superior. And the resolutions they mutually form to devote themselves seriously to work in philology, to problems of education and government, to writing poetry or plays or novels, to scientific investigation and the like, have already borne good fruit.

After they leave the college about one-third of the graduates of Bryn Mawr engage in paying occupations, for the most part in

the occupation of teaching, though there are among them lawyers, doctors, editors, librarians, secretaries and college settlement workers. The remainder continue their studies and return home to live with their families. They scatter into nearly every state in the Union and find their way east and west across the Pacific and Atlantic oceans, settling in Japan, in China, in the Hawaiian Islands, in Russia, in Denmark, in France and in England. But, however different the futures that await them, whether they are to be court ladies in the Orient or doctors in Iowa, they carry everywhere with them the memories, the knowledge and the spiritual ambitions given them in their youth.

There is, however, more at stake here than the personal fate of a few individuals, great as is the appeal that makes to the imagination. In a country like ours, which is as yet to a large extent democratic and fluid, the dismissal of her children by an educational institution has a quite peculiar importance. The great majority of them will remain in the United States, where they are not forced by class distinctions and by absence of opportunities to fit themselves into the niches occupied by the older generation, as in more rigidly organised countries the younger generation too often must do. Obviously they will use the instruments that have been put into their hands with an effectiveness at once inspiring and terrifying to contemplate. In the comparative absence of traditional checks, and assisted by the great number of opportunities open and by our national love of quick changes (love of progress we call it), they will everywhere with surprising rapidity begin to set standards, social, intellectual and moral. They will open schools and teach in colleges and be looked up to by simple communities as exponents of culture.

This state of things imposes on our educational institutions a heavy burden of responsibility, which they can adequately meet only by maintaining the greatest singleness of purpose and by never lowering their ideals to satisfy a popular desire for quick and easy education. In the twenty years since its opening the number of students at Bryn Mawr has necessarily greatly increased and there are at the present moment 437 students within its walls, but it is the avowed intention of those who direct its policy that the college shall remain small. By upholding a standard of schol-

arship and of culture that is difficult and not easy to attain, she will inevitably lose many students, but she will not regret the loss. Bryn Mawr has faith to believe that as long as her grey towers stand there will never be wanting youthful enthusiasm and youthful love of learning to inhabit them. Future generations will turn to her for inspiration. Be it her part never to betray her trust.

HELEN THOMAS FLEXNER, 1893.

November, 1905.



### A POEM ON BRYN MAWR.

The opportunity to devote a large part of a number to an appreciation of Bryn Mawr was not to be neglected, and we have had the added pleasure of securing a tribute written by Canon Rawnsley on his last visit to America:

The falling leaf, the chestnut pattering down,  
Those make the silence sweeter, and I hear  
The rippling laughter and the sunny cheer  
Of maiden scholars clad in cap and gown.  
Fortunate girls who here may make their own  
The calm of nature, learn her wisdom here!  
How blest is he who did your palace rear,  
Far from the noise and tumult of the town!  
For never, sure, to girlhood's day was given  
More gentle largess of soft lawn and lea,  
More rich bestowal of all surroundings fair:  
And when days darken and the chains of care  
Shall hold these bound who now are fancy free,  
Bryn Mawr shall make earth's saddest place seem heaven.

## MOODS AND TENSES.

### THE ALUMNÆ MEETING.

At the Alumnæ Meeting on February 1st there will be the usual order of business and pleasure, and the usual attendance. It is of necessity, but none the less to be deplored, that the Alumnæ of a section legislate for us. A faithful attendant at the annual meeting and also at the Alumnæ Supper, the Editor cannot but think that many could come that now stay away, and also that were those very far away really anxious to sway our councils they would contrive some means of so doing. We, however, have before us a motion to amend the by-laws in order to give them a voice; but it seems to the Editor that the subject is hardly yet at the point for decision, that more time should be given to it, and many plans considered before we accept any one plan. Perhaps some may be sprung upon us by alumnæ who are "laying low." Should this be so, we hope that no rash, inconsiderate action may bind us before they have been fully aired.

Another measure before us is the appointment of a Committee on Athletics, the need for which is set forth in the letter from Margaret Nichols. The Editor must confess to a feeling of astonishment at the importance attached to action on this subject. The subject of Alumnæ Athletics is approached as seriously as though we were one of the "Great Four," as they have dubbed themselves. Perhaps the time may come when in time of money stringency banking houses may bid for our gate-receipts as they did this autumn for those of one of the great contests. For the time being, at least, it appears to the Editor that the advocacy of this scheme springs from those who because of their youth take themselves seriously. The retort to that is obvious, but it falls harmlessly on the armour of an avowed antediluvian.

Another matter which may come up is the relation of the QUARTERLY to the Association. Should the Association be financially responsible for it? Should the price be included in the

dues, and should the magazine be sent to every alumna as her right? The Editor feels that, while the circulation of the QUARTERLY is satisfactory, it is not as large as is desirable. It cannot be produced more cheaply and be in any way worthy of the College, and besides no certainty prevails that the price, any more than indifference, or disapproval, prevents all from subscribing. A candid expression of opinion would be warmly welcomed.

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#### A COLLEGE PLAY.

The Editor had the pleasure of seeing the Class of 1910 give its presentation of *Love's Labour's Lost*. Always full of charm for her, the play won a new place in her affection and admiration on that evening, so vividly brought out were the delicate mockery of its lines, and the irresistible fun of its situations.

The parts were well filled, some of them excellently, and one—Costard's—inimitably. To one of the older alumnæ the most extraordinary thing was not the acting—we had good actors, too—not the management, not the large audience; but the clear enunciation that left no excuse for the old time chorus of "louder, please, louder." There the value of regular drill was shown, and the difficulties of the "Gym" as a place to speak is fully overcome.

One criticism of an unfavorable sort the Editor feels bound to make; but, since it is deserved by many professionals, one is perhaps hypercritical to indulge in it concerning an undergraduate performance. There was an indifference to the very thing to which Bryn Mawr undergraduates should be more sensitive than professional actors—the atmosphere of a historic time. It did jar upon the Editor's sense of fitness to hear the Princess and her ladies use the same offhand tones on greeting the King of Navarre, as any bluff, and rough and ready girl of to-day might use to any college boy; to see them move with the same indifference to grace that foreigners harp upon as characteristic of the American girl.

The Alumnæ may be interested to know that plays are still

acted on that wedge-shaped contraption which '90 invented, and that occasionally an actor makes a falling exit as he did in the old days. Again history repeats itself in the identity of stage-managers and actors. Elsa Denison and Madeline Edison, who played Biron and the Princess respectively, managed the play, and managed it admirably. Elsa Denison had an excellent conception of her part, and a voice admirably suited to the raillery of her lines. In excellent contrast to her, Jeanne Kerr presented the King as an impressive and serious youth; while Katherine Rotan was in delightful vein as the fantastic Spaniard. The play was cut to fall within an hour's space, and in the clever acting of 1910 showed how admirably fitted it is for stage production.

## CASTE.

Ferdinand, King of Navarre .....	Jeanne Kerr
Biron ....	} Lords attending on the King {
Longaville	
Dumain ..	.....Izette Taber
Boyet .	} Lords attending on the Princess {
Mercade }	
Don Adriano de Armado, a fantastical Spaniard..	Frances M. Stewart
Sir Nathaniel, a curate .....	.....Elsie Deems
Holofernes, a schoolmaster .....	Katherine Rotan
Dull, a constable .....	Ruth Cabot
Costard, a clown .....	May Wesner
Moth, page to Armado .....	Hilda Smith
A Forester .....	Edith Murphy
The Princess of France .....	Marion Kirk
Rosaline	} Ladies attending on the Princess {
Maria ..	
Katherine	...Janet Howell
Jacquenetta, a country wench .....	Rosalind Romeyn
	...Ruth Babcock
	Charlotte Simonds

## Musicians, Pages.

Scene: The King's Park. Stage Manager, Elsa Denison; Assistant Stage Manager, Madeline Edison.

## COMPLAINTS.

Complaints a few and well-deserved have reached the Editor, more and not so well-deserved have reached the Business Manager. Those that have come to the Editor direct, she has considered; those that have come in a roundabout way she has ignored. The Business Manager on the slip at the front of this issue makes a just demand. There is only one fair way of complaining, and that is to take the trouble to complain promptly to those who can rectify the wrong. To complain at random to anybody and everybody is to be a grumbler and do nothing but tease. So far as the Editor is concerned, she is trying her best to remove the cause for the largest number of complaints; but she does not find it wholly easy. The object of attack is the Alumnæ Notes. They are incomplete, they are not always accurate. These are two fires and the Editor is between them. She was tempted to issue this number without any Alumnæ Notes. To do so would have been pusillanimous, a vice her race despises. She decided to publish the notes and appeal to the Association individually and collectively. Individually the Alumnæ could help immensely, by keeping the class secretaries informed of all news about themselves or their friends; or by sending items of interest to the Alumnæ Editor over their signatures; collectively the Association could do invaluable service if the class secretaries were to keep the Secretary of the Association constantly informed, and the Secretary of the Association keep all items with the name of the person responsible.

Constant reference to the Editor of the magazine as a sort of Chief of Bureau of Information reveals a weakness in the system now in existence in the Association and the need for a change. Nominally the magazine is a part of the work of the Conference Committee, but actually it is expected to be an authority on all that touches the College and the Alumnæ. The Editor is inclined to think that it should be held responsible for errors, and should organize its own department for gathering news; but to do so will entail an expense not authorized by the Association. The Editor meantime, can do little but apologize and continue to commit errors

## THE LANTERN.

The Editor has received her annual letter from *The Lantern* with the request for an essay, story, or poem, and supposes that many of the Alumnæ have been honoured with the same appeal.

Since ever it was projected in the late winter or early spring of 1891 *The Lantern* has flourished in spite of adverse criticism and amused superiority, the one place where Alumnæ, Undergraduates, and Graduate Students meet as equals.

Looking over her file, the Editor finds that almost fifty per cent of the contributors to *The Lantern* have been Alumnæ, and that remote classes appear in the table of contents down to this day. *The Lantern* serves a very real purpose, since, while it is absolutely untrammelled by any definite policy, and unrestricted as to the kind of contribution it may accept, it has as a literary magazine a standard of excellence to preserve. Here we may see how it differs from the QUARTERLY, a magazine of news merely, restricted in its subject matter to articles about the College or those connected with it. No article, whatever its merits, will be accepted by the Editors unless it deals with some subject of vital interest to the College or the Alumnæ. One magazine is the complement of the other so far as the Alumnæ are concerned, and both should be of interest to them. It is the duty of every Alumna who can afford to do so to subscribe to both, unless we send the QUARTERLY to her for nothing.

## BOOK REVIEWS.

*Polly Pat's Parish.* By Winifred Kirkland. Fleming, Revell & Co.

In a story that is both for children and for grown people, one must not ask for realism, perhaps not even for logical sequence of events; young readers who have not yet put aside fairy tales demand that the fairy godmother whose wand changes ugliness to beauty and distress to joy shall exist in some form or other; and older readers, at times, like to find the wished-for thing triumphantly happening in defiance of the probable. This satisfying charm of the fairy legend marks the record of life in *Polly Pat's Parish*; the clear, firm sentences that create one picture after another (and with real force carry the narrative) give to the work strength and finish.

Between Old Forestdale, with its "grave old houses and stately maple avenues," and Factory End, where run "lines of ugly squat cottages," there exists bitterness and hate. A new rector comes to the town, a man who has jolly pillow fights with his motherless children, who wins the heart of Jack the Smasher by whipping him, and who is filled with a great love for the people of his parish. With him is "Polly Pat," whose "bronze braids" are sometimes "clumsily tucked up" in her vain effort to appear grown up, but more often are flying wildly about her serious young face; she watches over her four mischievous, lovable brothers and sisters, and is her father's blundering, loyal little helper. While these children are distinct creations, they are not unlike Miss Alcott's little men and women; they belong to that impetuous, healthy-minded race. The situation, strife between a rich man and his workmen, is not new; the solution of the difficulty, however, is pleasant, even though it is unlikely. Complexity of character no more than realism is to be looked for in a story of this kind. Intricate problems of faith do not trouble the minister, child is not misunderstood or baffled by parent; the writer does not pause in the swift-moving narrative to do more than suggest what the nature of the judge is and what that of his son; and beside the indirect glimpse of other

elements in Miss Alison's nature given by the description of her drawing-room and in certain of her musings started by Polly Pat, nothing is told of her to vary the single note of unselfish consecration.

Life is very simple to the minister and his children and to Miss Alison, because everything is decided by them in accordance with one rule. The judge makes a delightful proposition to Polly Pat's father as the price of his help against the factory workers.

"'For her sake, then, you will,' suggested the judge.

"White with rage the minister leaped to his feet. 'For her sake I will *not*,' he thundered; 'for her sake I will live, God helping me, an honest man to the end.'"

The wealthy women of the parish have sent Polly Pat for her younger sister soft, fine clothing to be worn instead of her "queer, shabby little duds." After a joyous inspection the garments are put back in their boxes; off go the children to Factory End. And this is Polly's answer to "those of the Ladies' Guild":

"'You don't mind, do you? I had to; they needed them. And besides, it seems, oh, it seems a little bit as if it was making you friends.'"

The thought that is in the heart of the minister and of Polly Pat and that afterward takes possession of all the people of Forestdale, is voiced on Easter morning by the Bishop, peace shining in his face:

"'My brethren . . . it is hate alone that killeth; it is love that forever giveth life.'"

The story of *Polly Pat's Parish* is a kind of Easter carol; and the writer has something of Dickens's power, all to our surprise, to fill our eyes with tears.

S. F. VAN KIRK.

*Tone Poems.* By Margaret Ullmann, '03. Lakeside Press, Chicago.

Nine numbers make up the program of the interesting concert which Margaret Ullmann offers us.

With no storm of passion, no fire of joy, no majestic dignity of sorrow do these verses stir our souls, rather do they soothe us



by their delicacy, their dreamy pathos and gentle gayety. Moonlit gardens, old tunes, children of a vanished day are the themes, and the verse, at most times in charming accord with the thought, is highly effective in "The Old Time Tune" and "A Dance."

Here and there a line offends the ear by its harsh combination of consonant sounds,—

"Sounding up through years the old deeds of glory;"

"The sunrise pink of briar-rose;" and again

"Small thought you the woes of the striving powers."

This, the most conspicuous fault, is, however, one easily overcome, so definite is it, so completely within the author's power.

The little book is in all respects pleasing, and reminiscent as they are of many lovely poems, the following lines from "The Children of Homer" may serve to show that these poems have besides a quality all their own:

"Some in Hellas left, with your waiting mothers,  
Knowing tales alone of your sires and brothers:  
And one, a maid, more lonely than all the others—  
The daughter of Helen."

## LETTERS TO THE EDITOR.

## "THE PERSONAL SENSE OF FACT."

*To the Editor:*

One may be lamentably pacific in intention and most incompetent to speak ex-cathedra, as Miss Lord has so lucidly spoken, yet wish to add a word of interpretation, a gloss on her interesting formula for the present aim of English Composition at Bryn Mawr. Those of us who were in a measure, by our presence there from 1900-1905, *corpus vile* for the experiments upon which the present method was founded, who felt it obscurely in process of making, feel that the "personal sense of fact" is, like most striking phrases, a little apt for misunderstanding of a specially perilous kind. Certainly as used by Miss Hoyt herself, it meant and means the precise opposite of impressionism run riot, and enthusiastic, complacent appreciation of emanations from our beautiful souls.

I shall run the risks of reminiscence, speaking, however, no more for myself than for, at any rate, the changing groups of Major English students who made up the English Club for some years. We talked much of what was going on, and I hope I can still report fairly the sense of the meeting. Where I fail the other lucky victims will perhaps correct me,—lucky certainly they will still hold themselves to have been.

We came into the College sufficiently, or more than sufficiently, bookish; I am sure a large number continue to do so. To read books and learn facts, not too much disturbed by daily recitations, was a large part of our innocent desire. "Long essays" were our cakes and ale. One is glad that even contemporary virtue has not quite prescribed this delectable fare. No one would bother us about them; then would come a romantic hour of "interview" with Miss Hoyt, a sort of Princess in the Wood. One was inclined to fancy great and witty or eloquent ingenuity in subject or manner the prime necessity. I was consumed with a passion—blind to even Miss Hoyt's perspicuity—to write like Mr. Augustine Birrell and M. Anatole France at once. Had "long essays" alone been in

order I should have had a beautiful time, and gone blithely on beating the air.

Unsophisticated little girls of this sort are still, I fancy, very gently entreated, and by no means plied at the more frequent modern interviews with just the critical strong meat of Miss Lord's arraignment,—told exactly how muddle-headed or, in politer phrase, "academic," are such cashmeres. One found, and still finds, no doubt, much austere sympathy, and learned to reckon with irony for perhaps the first time outside of a book. One had even in "my time," however, to reckon also with "sight papers" and "fortnightlies," and the way a bookish girl reckoned with these was to hate and despise them promptly; to wriggle round them in every fashion the ingenious "awkward age" can devise. Fatuity went down before them,—and began perhaps to know what mental anguish means. It is very good for the awkward age to feel the lash of objectivity laid upon it. "Insincerity, morbid introspection,"—one had to cudgel one's wits! One had to defend the wretched results of cudgelling. To do this with Miss Hoyt was not cakes and ale nor even vulgar beer and skittles. I would have gloried in 100 foolscap pages on Donne, sooner than offer up a paltry three upon spring. "Shows some improvement in structure" meant more than a lightly-won and worn critical H. C. One student in my time could deal charmingly with "fortnightly" studies; we revered her as a being apart.

The Descriptive Writing Class of this period meant, in the first place, Miss Helen Thomas, and a mysterious charm known as "the sense for beauty;" it meant hearing and reading Flaubert and Turgénieff. It also meant that only a sense of honour kept one in it at all, when one's papers either were or were not read out in the class-room. It seemed incredible one could be so barren, stilted and thin. It seemed amazingly stupid one couldn't with the best will in the world have evaded, lied, imagined more cleverly to hide one's naked and shivering soul. I recall at a crucial moment Miss Thomas's healing assurance we had after all only five senses and might by and by return to the use of our brains. In general the "Descriptive Writing" grind of two frantic papers a week left us, as Taine remarked of de Musset's poetry, "bleeding but alive."

"Argumentative Writing" began with Aristotle and Cicero as

balm. Advance briefs on social or political subjects for which we read interesting books, a little at will and at random, seem to me now the best thing the English Composition then set us to do. They were, if possible, less flattering to one's sense of intellectual prowess than "sight papers" or "rhetoric quizzes" had been. As to one's "personal sense of fact,"—one learned it was either "curiously abstract," or "highly intellectualized," or "barely rational," certainly "confused and confusing." One knew one had a personal manner, a "style," and was allowed to appreciate it did not show much evidence of sacrifice to the graces. More and better, one began to understand a little bit of a sense of fact, that was personal in so far as that it might be a personal reality, the active and genuine belonging of a person who had made some effort to get rid of private darkneses and brush away cobwebs. One began to be aware that "fact" meant "things as they are," "as in themselves they really are." This was a wonderful time. A little later came the tonic reminder that as students it was "our part to see clearly, and then to go to work to reach a standard—a standard outside of ourselves and not to be reached by concrete means,"—which the College, like the country at large, stood in need of. One was thoroughly persuaded that neither the becoming academic, nor the far-off, possible, perishable, literary laurels—so doubtfully possible and becoming for a woman!—was vitally important for our own or the College's fame. If they came,—one might try to wear them lightly while they lasted,—as a superadded grace, a happy accident of having been favoured by experience with something to say. One saw as far ahead the charming benevolence and authority of the philosophic mind, our guide, philosopher, and friend in Miss Hoyt, which age perhaps might bring even to ourselves. "It is a good thing for a man that he bear the yoke in his youth;" the service that is perfect freedom might be for such in the end.

In a word, one has the sober conviction that dry bones rattling less in one's own day, rattle very little now in the Required English Composition at Bryn Mawr. The simple expedient of trying to deal humanly, humanely, educationally, with the work finds its natural success really in giving—in Aristotle's phrase—a "bias to the soul." The process worked out may still have its

crudities, may sin in the usual American direction of imperfect sobriety, of over-cleverness. It may be thought over-systematic, too exclusively inductive, a little doctrinaire. One compares the Rhetoric of the French *lycée*, nurse of French style and French composition, and hardly finds it too severe. If the threatened "rushing into print" by the younger graduates of the College is really upon us, less discipline would obviously fall short of the plain academic obligation to fit students honestly for what they will do. It will be interesting to watch, with as little parochial arrogance and partiality as possible, how "our authors" bear the public test. But a great deal more interesting, surely, to watch for the wider fruition of the "personal sense of fact."

M. E. TEMPLE, 1904.

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#### AN ALUMNÆ ATHLETIC COMMITTEE.

*To the Editor:*

At the last February meeting it was proposed to have a permanent committee on athletics in the Alumnæ Association "to take charge of all contests that are participated in by both alumnæ and undergraduates."

The advantages of such a committee are obvious. As I understand, heretofore the annual basket-ball game in the spring and the occasional hockey game in the fall have been managed by such alumnæ as happened to be back at College, until, in 1906, an alumnæ meeting was held outdoors, at which three directors were appointed to arrange for the next year's games. This was a step in the right direction.

A permanent committee composed of representatives from different classes and localities should discover what alumnæ kept up their athletics as members of hockey teams, as coaches of basket-ball, or as directors of athletics in schools and settlements. Such a committee should issue challenges officially, appoint dates of games in consultation with the Varsity, choose teams, take care of the alumnæ athletic suits—in fact, be an athletic association for the alumnæ.

It does not seem necessary to stimulate interest in the basket-ball game, for anyone who can does come back to College for Commencement Week, and the game is an established tradition of that week. In the spring, therefore, the main use of the athletic committee would be the official recognition of its power to make all arrangements. At that time, too, it might be able to arouse anticipatory interest in a hockey game,—which is more difficult because there is no one time in the fall when the alumnæ all flock to the athletic field. If the sophomore play, for instance, could be made the date when everyone was expected to return, the demand for a Varsity-Alumnæ hockey game would be natural—although expanding eagerness to return for this game might decrease the February meeting's attendance!

Perhaps in time alumnæ basket-ball and hockey teams could be formed in the different cities, to nominate representatives from whom the teams should be finally chosen by the committee. Track Alumnæ might return to uphold their records—just as the tennis champion returns to hold her tennis cup.

It should be the business of the proposed committee to discuss and plan for all such matters of athletic interest to alumnæ and undergraduates.

MARGARET NICHOLS, 1905.

## IN MEMORIAM.

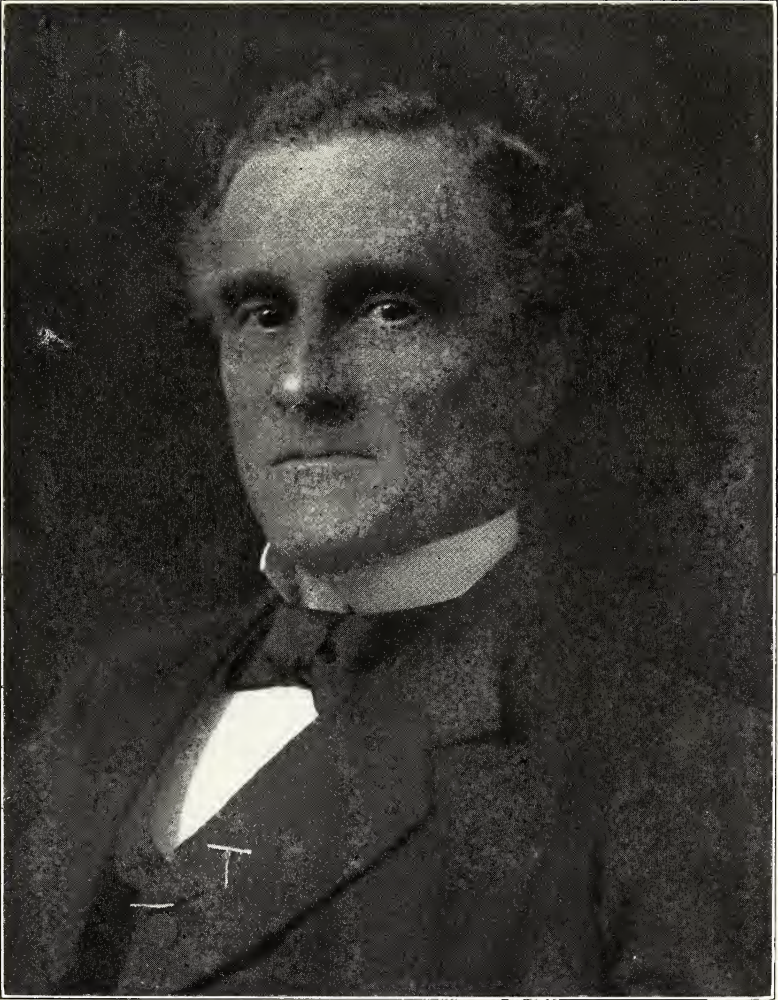
## DAVID SCULL.

Born January 17, 1836. Died November 22, 1907.

*Memorial address delivered by President M. Carey Thomas to the students of Bryn Mawr College before the Thanksgiving vacation, November 27, 1907.*

We have come together to-day before we separate for the Thanksgiving vacation to give some expression, however inadequate, to the debt of gratitude we as a college owe to David Scull who was at the time of his death President of the Board of Trustees, and President of the Board of Directors of Bryn Mawr College.

I can think of no more fitting subject for Thanksgiving than a life like David Scull's devoted to the service of a college like Bryn Mawr. He had many other interests, and served them all well and faithfully, but it always seemed to me that perhaps Bryn Mawr College came first of all in his affection. When I saw him for the last time five days before he died he was already very ill, but he spoke constantly of what he wished to do for the college. He told me then that he believed he was about to die. He said that he was very sorry to leave it all, and added that he also minded very much "deserting the college." Certainly never before, never except in the hour of death, had he, to use his own touching phrase, "deserted the college." For nearly a quarter of a century, from its opening in 1885 until a week ago, he had spent and been spent in its service. He held successively, and sometimes simultaneously, the most laborious offices in the gift of the Trustees. He was Secretary of the Board of Trustees for ten years from 1885 to 1895, Chairman of the Committee on Buildings and Grounds for nineteen years from 1885 to 1904, Vice-President of the Board of Trustees from 1895 until his going abroad in 1904, and President of the Board of Trustees, and also President of the Board of Directors, from his return in 1906 until his death.



DAVID SCULL.

*Trustee of Bryn Mawr College, 1885-1907.*





Every college building, after Taylor Hall and Merion Hall which were planned by the Founder of the College himself, was built under the supervision of David Scull as Chairman of the Trustees' Committee on Buildings and Grounds, Radnor, Denbigh, the Pembrokes, Rockefeller, and the Library took their places in beautiful succession on the college campus, each in its appointed place. Their harmonious arrangement and unity of design are due in great part to David Scull's love of beauty, to his belief in following expert opinion, to his openmindedness, his readiness to be convinced, and above all to his great love for the college and his single-hearted determination to give it the very best.

It was so in everything. He had no axes to grind, no enemies to defeat, no favourites to exalt. He loved everyone, and was loved by everyone capable of understanding his loveliness. He believed in everyone, and was believed in by everyone worthy of his belief. He was very gentle and courteous by grace and nature, but when he was sure that it was right to act—when the college was at stake—he was as bold as a lion.

He was absolutely fair. If you will allow me, I will illustrate what I mean from my own experience. I would often talk over with him in advance new college policies which I wished to bring before the Board and Faculty at some future time. Sometimes he would disapprove, but I always felt absolutely sure that he would never use his advance information to defeat any measure before it came up in due course, and that he would weigh carefully all my reasons, and would take sufficient time to talk the subject out until either he or I became convinced. At such times I have often come in from a walk, or drive, to find him sitting by my study fire. He would greet me with the customary words: "I have come to hear more arguments," or, "I have thought of some new reasons against it." It is a great satisfaction to remember now that in the end we almost always reached entire agreement. The project of the Students' Building was one of the things about which we disagreed. He disapproved of it because he feared that it would bring upon us problems very like those of the sororities and fraternities of other colleges. That was when we believed its erection was a nearer danger than, I regret to say, it is. Although he never changed his mind, he was unwilling to oppose it because he did

not wish his own fears to limit the students' enjoyment. In another and much more vital college matter I was also unable to convince him. Finally I could only say that I was very sure. He was equally sure. But of his own accord he gave me his promise that if he ever changed his mind he would tell me at once. Within three months he wrote me, like the gallant gentleman he was, to say: "Forgive me. I was wrong, and you were right." It could not have been easy to ask forgiveness, for he had been very sure, and he was of my father's generation. I am telling you this not to prove that I was sometimes right—for, indeed, it was very often the other way about—but to try to give you some idea of his high honourableness.

I believe that he was incapable of a dishonourable thought. At his funeral last Sunday an old man was overheard to say that, although he had known David Scull from the time he was a boy of six years old, and had been to school and college with him, he had never heard him say a word which could not have been said aloud at his own funeral. This chance remark seemed to me a wonderful confirmation of our belief in the purity and goodness of the man we knew and loved.

David Scull was seventy-one years of age when he died. I had known him, as a little child knows its parents' friends, from the time nearly forty years ago when, after his young wife's death, his great loneliness led him to come often to our house to talk of her to my father, who had been her first cousin and intimate friend. I can remember about this time hearing with awe that she had said before she died, after ten brief years of married life, that David Scull had been an absolutely perfect husband and had never spoken an impatient word.

He mourned her faithfully for thirty-six years. Only last year he missed an important business engagement because, as he wrote me afterwards, since his marriage he had never failed to keep the anniversary of his wedding day sacred from other engagements. The students who attended the Summer School of Religious History held last summer at Bryn Mawr, and heard the paper read by David Scull on Sunday afternoon, will recall the emotion which overcame him when he reached the passage which told of his belief that his wife's guardian spirit watched over him.

I remember him in those early days as the handsomest man I ever saw, and his extraordinary beauty of feature, colouring, and expression was a never-failing delight to all his friends. He had great loveliness and charm, a most attractive and winning personality. He was always courteous and polite. People loved him. And he had what many attractive people have not—the gift of caring for people and things very much indeed. His friends, and even strangers, were quick to feel this at once. I never knew him indifferent.

But I think that perhaps the most wonderful impression he made upon those of us who were privileged to know him intimately, and love him, as we all did dearly, was an impression of sheer goodness. I do not know how to describe it in any other way. He was good with the kind of goodness one imagines in the holy company of the apostles and martyrs. He was good with the kind of goodness which we sometimes feel in really good women, and seldom in really good men. One felt sure that he had been good from six years of age, as his friend said at his funeral. He was good in a way that made women realise what men will be like in the far-off years when the standards of good women for good men have prevailed from generation to generation, as the standards of good men of the type we know now have prevailed for good women, and have moulded them in each generation nearer to the ideals of chastity and purity which we reverence in our mothers to-day.

Although the kind of goodness I am speaking of seems to be wholly distinct and *sui generis*, David Scull had also the goodness which comes from a devout Christian faith. He was truly spiritually minded. He read and thought much on spiritual subjects. The range of his theological reading was unusually wide. He was very liberal and very charitable in his views of Christian faith. His excellent intellect was applied to the difficult questions which lie on the boundary line between religious and philosophical thought. He was always eager to talk about them. He put into such subjects an intensity of emotion which tended to carry even the sober-minded listener off his feet into the lofty regions of thought where he himself was most at home.

He cared in this same intense and altogether delightful fashion about the college. I sometimes used to think that the salvation of

mankind through the new theology, and the salvation of Bryn Mawr College through an adequate endowment, were the two things he thought of most, and cared for most, in the last few years of his life. His last talk with me concerned a plan he had thought out to secure this much-needed endowment. The many alumnae who consulted him about the endowment fund will be able to testify to his eager interest. His ear was never shut to the college.

For many years, indeed almost since its opening in 1885, certainly since I became president in 1894, not a week passed when he was at home without one visit, and often two, from David Scull. Sometimes it was to look into the cloister, sometimes to watch basketball for ten minutes, usually on more serious errands, but always for something which showed his love and interest. And every week, and every month, and every year, the college was in his mind and heart.

On national festivals like this I sometimes think that it is our greatest national dishonour that our truly wise men and women care so little, and work so little for their country, their state, their city, their community. This is indeed our greatest disgrace as a nation. But it is our greatest glory as a nation, it is our highest title to honour among other nations, that our best citizens, our best men—and we shall soon be able to say our best women—care so much, work so untiringly, and spend their substance so generously for the colleges and universities of the United States. The work of the Trustees and Directors of a college like Bryn Mawr is peculiarly altruistic and free from self-seeking. The faculty, the officers of administration, the students, and even the alumnae of a college shine with a little of the reflected glory of the college itself, but the great services and sacrifices of the members of its deliberative and governing boards are sometimes overlooked and forgotten.

Such inestimable services were given to Bryn Mawr College by David Scull. Our liberal organisation, our high scholarship, our architectural beauty owe much to him. He was one of the Trustees—of whom there are now only two left—originally appointed by the Founder of the College. Bryn Mawr has been most fortunate in the men who have served her on her Board of Trustees,

and never more truly fortunate than in this—that a wise and good man like David Scull dedicated his wisdom and goodness to her service during the first twenty-two years of her life as a college.

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MARGARET WHITALL, '05.

Margaret Millan Whitall, of the Class of 1905, died in Germantown, October 30, 1907. Her death marks the first break in the ranks of a hitherto happy and light-hearted class, and the loss of this loyal member is irreparable. Her interest had extended to every phase of college life and class activity.

As a student she ranked far above the average, particularly in the study of English, in which she specialised, electing many extra courses—more especially those having to do with writing. That her essay work showed no slight talent is evinced by the fact that after the completion of the required course she was elected to the English Club. The limitation of the membership number to eight rendered this a considerable honour. As a member of the Club she did excellent work and gave more and more promise of literary talent.

During the two years that have elapsed since she left college she became interested in various forms of philanthropic work and especially a boys' club in the management of which she had an active part. In this, as indeed in everything she undertook, both in and out of college, she proved herself a conscientious and enthusiastic worker.

Her death was very sudden and a great shock to all who knew her. She was recovering from a successful surgical operation when a nervous collapse took place, followed by heart failure. Many of her classmates had not heard of her illness and, even to those who knew, the news of her death came as a most unlooked-for calamity.

ONE OF HER CLASSMATES.

## THE COLLEGE.

### CALENDAR.

- September 23—Matriculation examinations begin.  
 September 27—Matriculation examinations end.  
 September 30—Registration of students. Halls of residence open.  
 October 2—The work of the twenty-third academic year begins at a quarter to nine o'clock.  
 October 2—College fortnightly meeting. Sermon by Professor George A. Barton.  
 October 3—Examinations for advanced standing begin.  
 October 4—Christian Union reception to the Freshmen.  
 October 9—Meeting of the Christian Union.  
 October 10—President's address and reception to the entering class.  
 October 11—President's reception and address to the graduate students.  
 October 16—College fortnightly meeting. Sermon by the Rev. Robert Ellis Thompson, Principal of the Boys' Central High School, Philadelphia.  
 October 17—Meeting of the English Club. Address by Mr. William Morton Fullerton, on "The Lesson of Henry James," in Pembroke East.  
 October 18—Senior reception to the Freshmen.  
 October 23—Examinations for advanced standing end.  
 October 23—Meeting of the Christian Union. Address by Dr. Julius Bewer, Professor in Union Theological Seminary.  
 October 25—Faculty reception to graduate students.  
 October 26—Senior oral examination in French.  
 October 30—Meeting of the Federation of Women's Clubs of Pennsylvania.  
 October 30—College fortnightly meeting. Sermon by Mr. Edward Grubb, of London, Editor of *The British Friend*.  
 November 1—Sophomore entertainment for the Freshmen, "Love's Labour's Lost."  
 November 2—Senior oral examination in German.  
 November 2—Sophomore-Freshman Dance.  
 November 3—Meeting of the League for the Service of Christ. Address by Mrs. R. R. Porter Bradford, head of the Lighthouse Settlement, Kensington.  
 November 6—Meeting of the Christian Union.  
 November 8—Lantern Night.  
 November 10—Meeting of the League for the Service of Christ. Address by Dr. C. A. R. Janvier, pastor of the Presbyterian Church, Broad Street, Philadelphia.  
 November 11—Private reading examinations begin.

- November 13—College fortnightly meeting. Sermon by the Rev. Hugh Black, M. A., Jessup Professor of Practical Theology, Union Theological Seminary.
- November 15—Junior entertainment for the Freshmen.
- November 15—Meeting of the Graduate Club. Address by President Thomas on "Present Tendencies in Women's University Education."
- November 16—Private reading examinations end.
- November 17—Meeting of the League for the Service of Christ. Address by Bishop Logan Roots, of Hankow, China.
- November 18—Collegiate and matriculation condition examinations begin.
- November 20—Meeting of the Christian Union. Address by Dr. Arthur S. Lloyd, Secretary of the Episcopal Board of Missions.
- November 21—Address by Mr. Cobden-Sanderson, of London, on "The Book Beautiful," in the Chapel, at 8 p. m.
- November 22—Address by Mrs. Cobden-Sanderson, on "Why I Went to Prison," in the Chapel, at 8 p. m. Under the auspices of the Equal Suffrage League.
- November 26—Collegiate and matriculation condition examinations end.
- November 27—Thanksgiving vacation begins at one o'clock.
- December 2—Thanksgiving vacation ends at nine o'clock.
- December 3—Lecture by Mr. Roger E. Fry, of England, Curator of Paintings in the Metropolitan Museum of Art in New York, on "Expression and Representation in Art," in the Chapel, at 8 p. m., under the auspices of the English Club.
- December 4—Meeting of the Christian Union.
- December 5—Lecture by Mr. James Fitzmaurice-Kelly, of England, on "Modern Spanish Novelists," in the Chapel, at 8.30 p. m.
- December 7—Senior examinations in French and German.
- December 9—Meeting of the Consumers' League, address by Profssor Henry Raymond Mussey, on "Twentieth Century Democracy."
- December 11—College fortnightly meeting. Sermon by the Rev. Robert Elliott Speer, Secretary of the Presbyterian Board of Foreign Missions.
- December 12—Meeting of the Oriental Club in Pembroke East. Address by Mrs. Inago Nitobe, on "The Status of Women in Japan."
- December 13—Meeting of the College Settlement Association. Address by Miss Day, of Vassar College, Assistant Head Worker in the New York College Settlement, on "College Settlements in Relation to Social Work," in the Chapel, at 8 o'clock.
- December 13—Meeting of the Graduate Club. Address by Dr. Paul Haupt, Professor of Semitic Languages, Johns Hopkins University, on "The Song of Solomon in Relation to Goethe and Herder."
- December 17—Joint meeting of the Christian Union and the League for the Service of Christ. Address by Dr. Hugh Birkhead, of St. George's Episcopal Church, New York.
- December 18—Christmas vacation begins at one o'clock.



### SOME COLLEGE REGULATIONS.

An observer notes in the modern Bryn Mawr, with a little twinkle of amusement, a certain air of—well, maternalism. It is not that the girls when out for a walk are sent back for their overshoes, but in matters of college work they are no longer left so completely to make out their own scheme of life. I refer the reader, for instances, to the notes given below on registration and attendance, on the orals, and on the system of advisers. This system of oversight, far more developed, may be seen in several of our men's colleges, where also it has been far longer in force. It is a question of growth under a mild direction, or growth by independent experiment, failure or success; and to one who has been much concerned with girls in schools, opens an interesting question whether the former or the latter is the higher ideal, and at the same time a practicable plan for girls of sixteen and upward.

#### FACULTY REGULATIONS ON REGISTRATION.

(The day was when we were warned that if we did not of our free will keep up full attendance before and after vacations action would have to be taken. It was taken. There is still no prohibition of "cutting"; but—)

Before the Thanksgiving, Christmas, and Easter vacations every undergraduate student, except as noted below, must register at the *last* lecture at which she is due, by signing a class list to be passed around shortly before the close of the lecture.

After these vacations, and on the first day of the second semester, such student must register at the *first* lecture at which she is due, by signing a similar class list to be sent around during the first quarter of an hour of the lecture. The instructor transmits the lists to the office. Registration before and after recesses is required in a course taken as an auditor.

After the Christmas vacation students may leave their homes by the first available train on the 2d of January, as shown by time tables submitted. They must register at the office on their return.

Students who, without adequate excuse, fail to comply with the above regulations will be excluded from examination at the close of the semester in not more than five hours of college work, the examination to be deferred to a special examination period.

#### ATTENDANCE OF STUDENTS.

The college keeps an accurate account of the attendance of each student at her college lectures. Cards with printed lists of the classes are sent to each professor at the beginning of each week, and these are filled out with the absences and returned to the office of the Dean at the end of the week. Student monitors are appointed by the college to keep the attendance cards in all classes of over fifty, as it would be impossible for the professor to take the time to fill out the card in the case of such large classes. Cards of excuses for illness and unavoidable absence from college are filled out by the students in each hall and filed by the wardens in the office of the Dean. From these two sets of cards, the attendance cards and the excuse cards, a record is kept of the attendance of each

student at her college work. The college finds this information most valuable in dealing with weak students and students who do not keep up in their work. It is also of the utmost importance in carrying out the following rule of the faculty: "A student who is absent from her classes for a number of consecutive working days in one semester shall be required to drop a part of the fifteen hours usually allowed as regular work, and a student whose absences are not consecutive may, at the discretion of the faculty, be required to drop a part of her work, as follows: If absent for twenty-five working days, she must drop five hours; if absent for thirty-five working days she must drop five hours and become an auditor in five hours; if absent for forty working days she must drop ten hours; if absent for forty-five working hours she must drop ten hours and become an auditor in five hours; if absent for fifty working days, she must drop all fifteen hours."

#### SENIOR ORALS.

In the past few years, beginning with 1899, there have been some marked changes in the conduct of the oral examinations in French and German required for our degree. Not in the standard of excellence required: this is still intended to be about the same knowledge as demanded in the entrance examinations if maintained for four years, and expressed in oral reading at sight instead of written translation. Between matriculation and the senior oral therefore only so much work is necessary as will keep up that knowledge, with the added power gained by four years.

Nor is the actual conduct of the examination changed; it is still held in the President's office before a member of the French or German department, another member of the faculty, and the President or someone representing her. The candidates are, however, proctored in the chapel after they have read before the committee, and not before reading, as was the earlier custom.

The changes are in more careful oversight of preparation for the orals, and in the number and dates of examinations. Reading is no longer left entirely to the fancy, leisure, or panic of the individual, and even the freshman is advised to mingle thoughts of the French and German languages with plans for her summer vacation. Lists of recommended reading may be obtained at the office. They are in part as follows:

#### FRENCH.

*First Year.* About 350 pages. Students may choose any one of ten groups; three groups are given.

1. Erckmann-Chatrion: *Le Blocus.*  
Musset: *Le merle blanc.*
2. Halévy: *L'abbé Constantin.*  
Sand: *La mare au diable.*
6. Sarcey: *Le Siège de Paris.*  
Taine: *Les origines de la France contemporaine.*

*Second Year.* About 500 pages.

1. Bourget: *Extraits choisis.*  
Daudet: *Le nabab.*  
Erckmann-Chatrion: *Historie d'un paysan.*
2. Hugo: *Quatre-vingt-treize.*  
Thiers: *Expédition de Bonaparte en Egypte.*

5. Gautier: Voyage en Espagne.  
About: La fille du chanoine.  
Daudet: Selected Stories.  
Coppée: Le luthier de Crémone  
and Le Trésor.

*Third Year.* About 750 pages.

1. Renan: Souvenirs d'enfance et de jeunesse.  
Balzac: Eugénie Grandet.  
Labische: La Cagnotte.  
Mme. de la Fayette: La Princesse de Clèves.
4. Balzac: Le Curé de Tours, etc.  
Hugo: Scènes de Voyages.  
Mérimée: Quartre Contes.  
De Banville: Gringoire et Meilhac et Halévy: L'Été de la Saint Martin.
5. France: Le Crime de Sylvestre Bonnard.  
Loti: Selections.  
Augier: Le fils de Giboyer.  
Hugo: Selections from his novels.

GERMAN.

*First Year.* About 200 pages.

2. Bernhardt's Krieg und Frieden.  
v. François: Phosphorus Hölzler.  
Seidel: Leberecht Hühnchen.
3. Heyse: Anfang und Ende.  
Storm: Geschichten aus der Tonne.  
Carmen Sylva: Aus meinem Königreich.
7. Bernhardt: Stille Wasser.  
Gerstäcker: Irrfahrten.  
Heyse: Niels mit der offenen Hand.  
Storm: Immensee.

*Second Year.* About 300 pages.

1. Freytag: Aus dem Jahrhundert des grossen Krieges. (From: Bilder aus der deutschen Vergangenheit. Vol. 3).

Freytag: Aus dem Staat Friedrichs des Grossen. (From: Bilder aus der deutschen Vergangenheit. Vol. 4, Chap. 5.)  
Keller: Dietegen. (From: Die Leute von Seldwyla. Vol. 2.)

2. Meyer (Konr. Ferd.): Der Heilige.  
Freytag: Doktor Luther.
4. Schiller: History of the Thirty Years' War. *Selection* by Palmer.  
Freytag: Die Journalisten.

*Third Year.* About 500 pages.

1. Freytag: Soll und Haben. *Selection* by Bultmann.  
Schönfeld's German Historical Prose.
3. Scheffel: Ekkehard. *Selection* by Wenckebach.  
Heine's Prose: *Selection*, by Faust.
- II. Correspondence between Schiller and Goethe. *Selection*.  
Ranke: Kaiserwahl Karl's V.  
Ten Brink: Shakspeare. Fünf Vorlesungen.

Within the first ten days after college opens each year, the books read during the past twelve months may be registered, and the total registration of each student is considered by the oral committee before admission to examinations. At the first orals (French, October 26; German, November 2, this year), no Senior is allowed to present herself who has not done and registered this reading, except those who have had special preparation. There are in all four possible trials, which, however, a girl is not obliged to take, except that her first must be not later than April 11. The dates this year are as follows: October 26, French;

November 2, German; December 7, French and German; April 11, French and German; May 9, French and German.

At the first examination this year, sixty-five presented themselves for French, of whom forty passed, four with merit, one with credit. Fifty-five presented themselves for German, of whom twenty-four passed, five with merit, one with credit.

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#### SELF-GOVERNMENT ASSOCIATION.

A new proctorial system that is in many ways similar to the one which has been in practice for several years, went into effect this year. The Advisory Board consists now of a representative of each hall, of the non-residents, and of the graduates. The hall representatives act as Head Proctors, and are in general responsible for the conduct in their several halls. They preside at the hall meetings for the reading of the constitution and resolutions, and conduct the proctorial elections, which are held by ballot at the polls instead of at the hall meetings, as formerly. This new method of proctorial elections not only saves time, but leaves the hall meetings free for more important business. Regular printed ballots are used, since three proctors have to be elected for each corridor. The semester is divided so that each proctor's term of office is about six weeks. The Head Proctors meet their corridor proctors every three weeks. Every week each proctor hands in a written report to the Head Proctor, who attends to any general noise herself and reports to the Executive Board only individual

cases. The Executive Board at the beginning of each semester meets the whole Proctorial Board and explains to it its duties. The Executive Board meets with the Advisory Board every six weeks. At each meeting of the association the chairman of the Advisory Board makes a report, with the purpose of keeping the association as a whole in touch with what is going on. It is, in general, the policy of the Executive Board to keep the association informed of the affairs of administration as far as possible, in order to excite interest and foster a spirit of true self-government. The proctorial system has worked very well so far and relieves the Executive Board of a great deal of petty work.

A new system of proctoring in Taylor has been tried also this year, and has met with a fair amount of success. The Executive Board proctors only in the lower hallway. In each of the large classes which are held on the two upper floors a class proctor is appointed to be responsible for the noise in the classroom and also near the door as the students are coming and going.

JACQUELYN MORRIS, '08.

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#### GRADUATE CLUB.

The Graduate Club has held two formal meetings since the beginning of the year. At the first meeting, on November 15th, President Thomas addressed the club on "Present Tendencies in the University Education of Women." She spoke in part and with some differences, much as follows in the extract given below.

Dr. Paul Haupt, of the Johns Hopkins University, of Baltimore, spoke

to the club on December 13th, on the subject, "The Song of Solomon and its Relation to Goethe and Herder."

Invitations have been issued to thirty-five former members of the club who are spending the year in or near Bryn Mawr to become Associate Members of the club. So far very few have responded to the invitation.

HELEN NICHOLS, *Secretary.*

It appears to the QUARTERLY that the generous policy of the club this year, in thus extending its courtesies to former members, deserves a very hearty response.

PRESIDENT THOMAS'S ADDRESS.

"I think I can best tell you in a concrete way what has been accomplished in women's education by describing to you the condition of affairs which I found in 1884 when I returned from Germany and set about planning the academic organization of Bryn Mawr. The outlook was discouraging except for the delight women were beginning to show in going to college. No one knew at all how things were going to turn out. The present achievement was small; the students were immature and badly trained; the scientific attainments of the professors teaching in colleges for women, with a few shining exceptions, were practically nil. Women were teaching in Wellesley, Mount Holyoke and Smith without even the elementary training of a college course behind them. Men in general, including highly intelligent presidents of colleges for women as well as for men, held in good faith absurd opinions on women's education. When I

protested to the president of the most advanced college for women in regard to this lack of training, he told me that I could never run Bryn Mawr if I insisted on the same scholarly attainments from women professors as from men professors. He—and I think he will forgive me for quoting his opinion in those early days because I am sure that he has since changed it—and the president of perhaps the greatest university for men in the United States, both told me that there was an intuitive something in ladies of birth and position which enabled them to do without college training, and make on the whole better professors for women college students than if they had themselves been to college. Every one I consulted prophesied disaster if we carried out our plan of appointing to our professorships young unmarried men of high scientific promise. They said: In the first place, such men will not consent to teach women in a women's college; in the second place, if they should consent, their unmarried students will distract their minds, and in the third place, if by any chance they should be able to teach coherently, then surely such will be the charm of the bachelor estate that their girl students will compete with each other for proposals out of the classroom rather than for marks in the classroom. The president of Harvard College said to me, when he visited Bryn Mawr a year after its opening and found that our students were governing themselves and going away for a night or for a week-end, as they saw fit, 'If this continues, I will give you two years, and no more, in which to close Bryn Mawr College.' From that day to

this our students have had free and unrestricted self-government, and have proved that women of the age our mothers were when we were born are old enough to govern themselves. Student self-government is now working in eleven colleges where women study, and is, I believe, destined to spread to all other colleges for women.

"And so it has been with all questions in women's college education which were experiments only five and twenty years ago. Our highest hopes are all coming gloriously true. It is like reading the pages of one of Grimm's fairy tales. The fearsome toads of those early prophecies are turning into pearls of purest radiance before our very eyes.

"The curriculum of our women's colleges has steadily stiffened. Woman, both in separate and co-educational colleges, seem to prefer the regular disciplinary studies. They disregard the so-called accomplishments. I believe that to-day more women than men are receiving a thorough college education, even, although in most cases they are receiving it sitting side by side with men in the same college classes.

"The old type of untrained woman teacher has practically disappeared from women's colleges. Her place is being taken by ardent young women scholars who have qualified themselves by long years of graduate study for advanced teaching. Even the old-fashioned untrained matron, or house-mother, is swiftly being replaced in girls' schools, as well as in women's colleges, by the college-bred warden, or director.

"Unmarried men are now teaching in all colleges for women. The ex-

perience of Bryn Mawr has proved that men of the highest scholarly reputation are not only willing to accept positions in a college for women, but that they decline to resign them except for the most tempting posts in colleges for men.

"We did not know when we began whether women's health could stand the strain of college education. We were haunted in those days by the clanging chains of that gloomy little spectre, Dr. Edward Clark's 'Sex in Education.' With trepidation of spirit I made my mother read it, and was much cheered by her remark that as neither she nor any of the women she knew had ever seen girls or women of the kind described in Dr. Clark's book, we might as well act as if they didn't exist. Still, we did not know whether college might not produce a crop of just such invalids. Doctors insisted that it would; we women could not be sure until we had tried the experiment. Now we have tried it, and tried it for more than a generation, and we know that college women are not only not invalids, but that they are better physically than other women in their own class of life.

"We know that girls are growing stronger and more athletic. Girls enter college each year in better physical condition. For the past four years I have myself questioned closely all our entering classes, and often their mothers as well. I find that an average of 60 per cent enter college absolutely and in every respect well, and that less than 30 per cent make, or need to make, any periodic difference in exercise or study from year's end to year's end. This result is very different from that ob-

tained by physicians and others writing on magazines and journals. These claimants give gruesome statistics from high schools and women's colleges which they are very careful not to name. Probably they are investigating girls whose general hygienic conditions are bad. Their brothers would undoubtedly make as poor a showing as compared to Harvard or Yale men or to the boys of Groton or St. Paul's. Certainly their sisters who have not been to high school or college would be even more invalided and abnormal. Eighty per cent of the Bryn Mawr students come from private schools and from homes where their nutrition and sanitary conditions have been good. Certainly they have all been subjected to a strenuous college preparatory course. Yet their physical condition is far beyond any results I have yet seen recorded. The Bryn Mawr students are surely the more normal and vigorous type toward which girls are approaching, and their prolonged college preparation seems to have benefited, certainly not harmed them. Here, again, men studying women have confused causes and attributed to study what is simply due to malnutrition and bad sanitary conditions.

"We are now living in the midst of great and, I believe, on the whole, beneficent social changes, which herald the coming economic independence of women. Everything seems to indicate that women will not only make their way into all except a few of the trades and professions, but that they will be compelled by economic causes beyond their control to stay in them after marriage. Already in teaching, nursing, library work, typewriting, bookkeeping, telephon-

ing, telegraphing, they are steadily taking possession and driving men before them.

"All professional and trade training schools must admit women. It is already clear that no separate schools for women will be founded. The few university professional schools of law, medicine, theology and architecture now closed will open, probably within the next decade. Separate professional schools are an anachronism. The expense is too vast. Indeed, women's medical schools were only brought into existence by the savage prejudices of many men physicians. They are now almost all closed.

"All university graduate schools of philosophy which confer the degree of doctor of philosophy, with two comparatively unimportant exceptions, admit women. The only important graduate school which has been closed, that of the Johns Hopkins University, opened to women this autumn. Forty-one out of 450 or so universities and colleges maintain graduate schools, and of these only twenty-seven have conferred more than ten doctor of philosophy degrees in all. Of these twenty-seven, which alone are to be seriously considered, only four, Virginia, Princeton and two of Catholic universities, exclude women. But Virginia and Princeton, taken together, have conferred only fifty-four degrees of doctor of philosophy out of 2,715—the total number of degrees conferred. Of the remaining fourteen universities, conferring less than ten degrees apiece, the four which exclude women have no organized graduate work, and have conferred only ten degrees between them.

"Among these forty-one universi-

ties conferring the Ph.D. degree, there is only one women's college, Bryn Mawr. Bryn Mawr ranks fifteenth on the attendance of graduate students and nineteenth on the number of degrees conferred. It is the third largest graduate school for women east of Chicago, only Columbia and Cornell containing more graduate students. It has twice as many women as Yale.

"This brings us squarely face to face with a vitally important question in women's education. Shall our colleges for women maintain graduate schools of philosophy and confer Ph.D. degrees? The experience of Bryn Mawr has shown that women will choose to pursue graduate work in such schools if they come into existence, and it has also shown that a Ph.D. from a women's college has a commercial value equal to that given by the oldest and most richly endowed men's universities. I regard the question as to all other professional schools as settled. It would be unwise and harmful to women's professional standing for women's colleges to maintain them. They must be coeducational. Is this the case also with schools of philosophy? I think not. The conditions are wholly different. From one-third to one-half of all students studying in our women's colleges expect to teach. They must be prepared by advanced work in their special subjects beyond the A.B. degree. Only one-seventh of the men and women studying in graduate schools take the doctor of philosophy degree. The remaining six-sevenths are studying only for a year or more. Many more women will go on with advanced work if they can go on at the col-

lege where they have taken their undergraduate work. The experience of men's colleges has proved this. Far more women are now taking college courses in Wellesley, Smith, Vassar, Mount Holyoke, Bryn Mawr, Radcliffe and Barnard, than anywhere else in the East, and far greater than in any seven colleges in the West. In only three of the seven, Bryn Mawr, Radcliffe and Barnard, can women really fit themselves for teaching. It is inevitable that the other four colleges for women should provide these opportunities.

"But it is not only for the graduate students that the graduate school is needed. It is needed most of all for the undergraduate students. I do not believe that the best undergraduate teaching is ever given in a college where the professors do not also conduct research and investigation courses. In no other way, I believe, can a faculty of enthusiastic scholars, abreast of modern scientific methods, be maintained. Such scholars make infinitely better teachers for college students, and even for children in a kindergarten, if they were attainable. It is impossible for a teacher of any kind to know too much. Also a progressive graduate school weeds out non-productive scholars from a college as nothing else will. Already there are signs of the great colleges for women taking on this true university function. Vassar, Wellesley, Smith and Mount Holyoke have already created a few resident graduate scholarships and fellowships. I believe also that every women's college ought to maintain not only a graduate school of philosophy of the highest grade, but also a purely grad-



uate school of education connected with a small practice school.

"Only so can we make great and inspired teachers of this vast throng of women going out of our colleges for women into the schoolrooms of the country. The fate of the next generation of children is in their eager hands. It is our mission to see to it that they are as enlightened and as truly wise as they are eager. I know of no way to accomplish this except by teaching them in our graduate schools to reverence and adore abstract truth.

"But there is still another, and, as it seems to me, more cogent reason why our women's colleges should maintain graduate schools of philosophy. The highest service which colleges can render to their time is to discover and foster imaginative and constructive genius. Such genius unquestionably needs opportunity for its highest development. This is peculiarly the case with women students. As I watch their gallant struggle I sometimes think that the very stars in their course have conspired against them. Women scholars can assist women students as men cannot to tide over the first discouragements of a life of intellectual renunciation. I believe that in the future many an ardent spirit will plume itself for flight into the blue empyrean in the graduate schools of women's colleges. Ability of the kind I am speaking of is very large, but for this very reason it is precious beyond all other human products. If the graduate schools of women's colleges could develop one single woman of Galton's 'y' type—say, a Madame Curie or a Madame Kovalewsky (under happier conditions), they

would have done more for human advancement than if they had turned out thousands of ordinary college graduates.

"The time has now come for those of us who are in control of women's education to bend ourselves to the task of creating academic conditions favorable for the development of this kind of creative ability. We should at once proceed to found research chairs at all our women's colleges, with three or four hours a week of research teaching, and the rest of the time free for independent investigation. We should reserve all the traveling fellowships in our gift for women who have given evidence, however slight, of power to do research work. We should bring pressure on our State universities to give such women opportunity to compete for professors' chairs. In the four woman suffrage States this can be accomplished in the twinkling of an eye. It will only be necessary for women's organizations to vote for university regents with proper opinions.

"Abundant opportunity for research and the endowment of professors' chairs open for competition to women scholars is the next great advance to be made in women's education—the last and greatest battle to be won."

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#### THE CHRISTIAN UNION.

The Christian Union has this autumn in an important respect adopted a changed policy with reference to freshmen. It is true that some of the things were done as usual: handbooks of the college, containing useful information of various sorts, were

sent out to them the last of September, with short notes of welcome; the Membership Committee, at the opening of the college year, helped materially with the registration of new students in Taylor Hall, arranging the appointments with President Thomas, explaining the system of required and elective courses, and the method of making out course-books; on the first Friday night of the term—October 4th—a reception was held in the gymnasium, to which each freshman was brought by a Christian Union member. It was decided, however, to omit the personal visit to each freshman from one of the Membership Committee or the Executive Board, at which it had been customary to ask the freshmen to join the Union, because last year, with both the League and the Christian Union making these visits, a disagreeable impression of rivalry between the two organizations had been given. It was to avoid this that the Christian Union merely extended to the new students a general invitation to join, both at the reception, after the president had told about the various activities of the organization, and at the first regular meeting, after several members had spoken on the purpose of the Christian Union.

Philanthropic work has been carried on as usual among the college maids and the laboratory boys, and the factory girls at Kensington.

A Christmas box was sent to the mill children at Morgantown, N. C. The Mission and Finance Committees planned the things that were to go in it, and a large part of the college helped with the work—making underclothes and nightgowns of red

and gray outing flannel, dressing dolls and pasting scrap-books.

In November the members of the class in Types of Foreign Missions got names of people in "Dr. Grenfell's parish," on the coast of Labrador, and wrote them Christmas letters.

The regular Wednesday evening religious meetings have been as follows:

October 9—Louise Milligan, '08, "The Purpose of Christian Union."

October 23—Dr. Bewer, of Union Theological Seminary, "Bible Study."

November 6—Edith Chambers, '08, "The Christian Union Conference."

Nov. 20—Eleanor Wood, "Turning Points in the Life of Christ."

December 4—Lydia Sharpless, '08.

L. MILLIGAN, '08.

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### ATHLETICS.

On account of the difficulty in drainage of the skating pond, a cinder hockey court has been made in the athletic field hollow, in place of the old turf court. It is thought that the skating will be improved by the change. The cinder field is used only for the second team games and for games in wet weather. The new turf field between Radnor and Low buildings is used for the first team and varsity games. The third teams play on the campus in front of the gymnasium.

The class championship in hockey was won this year by 1908.

Four Varsity games were played. The scores were:

Moorestown, 3; Bryn Mawr, 9.

Belmont Cricket Club, 4; Bryn Mawr, 8.

Merion Cricket Club, 4; Bryn Mawr, 4

Philadelphia Cricket Club, 1; Bryn Mawr, 2.

A game with Lansdowne, one with Germantown and a second game with Merion were arranged, but could not be played on account of rain.

The Varsity team for this year is:

R. W.—T. Helburn.

R. I.—M. Kirk.

C. F.—J. Morris.

L. I.—M. Washburn, A. Platt.

L. W.—H. Cadbury.

R. H.—M. Copeland.

C. H.—L. Sharpless (*Captain*).

L. H.—M. Nearing.

R. F. B.—H. Schmidt.

L. F. B.—M. Young.

G.—M. Plaisted.

A. PLATT, '09.

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#### ORIENTAL CLUB.

The Oriental Club, which is composed of twenty students who have taken college courses in oriental history, art, or archæology, or Biblical history, held a formal meeting in Pembroke East on December 12th. Mrs. Nitobe, a Philadelphian by birth, now the wife of a very prominent Japanese diplomat, gave an address on "The Status of Women in Japan."

The officers of the Oriental Club are: Marjorie Wallace, '08, President; Lydia Sharpless, '08, Vice-President and Treasurer; Helen Brown, '09, Secretary.

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#### CHESS CLUB.

The officers of the Chess Club are Adelaide Case, '08, President; Margaret Haldeman, '08, Vice-President and Treasurer; Anita Boggs, '10, Secre-

tary. The Chess Club holds fortnightly meetings for playing, and in the spring will have a tournament.

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#### COLLEGE WOMEN'S EQUAL SUFFRAGE ASSOCIATION.

The woman suffrage movement in Bryn Mawr College was started on May 9, 1907, when Mrs. Parks delivered an address in the chapel on the question of equal suffrage. At the end of her address she said it had been suggested that college chapters should be formed in the East to be branches of the main College Women's Equal Suffrage Association. The Bryn Mawr Chapter, if organized, would be the first of such chapters to be formed, and she asked if some of the students would volunteer to serve on an informal committee. The following volunteered: Helen Williston Smith, '06; Augusta French, '07; Margaret Lewis, '08; Katharine Ecob, '09; Mary Worthington, '10.

The first meeting of those who were in favour of granting the equal suffrage to women was held on May 16, 1907, for the formal organization of the chapter. The committee offered the following recommendations for officers for the following academic year 1907-08: Helen Smith, '06, President; Margaret Lewis, '08, Vice-President and Treasurer; M. Worthington, '10, Secretary; Augusta French, '07, Katharine Ecob, '09, Advisory Board. These recommendations were accepted.

At this meeting an informal resolution was adopted, "That the aim of this chapter is the promotion of interest in the question of woman's suffrage in Bryn Mawr College." It was decided that the dues per annum

should be twenty-five cents per member, ten cents per annum of which was to go to the general association of the College Women's Equal Suffrage. It was decided that the chapter was to hold at least three formal meetings.

A formal meeting of the chapter was held on May 20th, when Lady Mary Murray gave an address on the women's suffrage movement in England. Before her address the chapter numbered sixty members, after she had spoken the number increased to eighty.

When college reopened in the autumn the officers busied themselves in drawing up a constitution to present to the chapter. Officers for the academic year 1907-08 were changed as follows: Margaret Lewis, '08, President; Katharine Ecob, '09, Vice-President and Treasurer; Mary Worthington, '10, Secretary; Theresa Helburn, '08, Katherine Rotan, '10, Advisory Board.

The constitution as offered was accepted by the chapter. Its chief clauses, in brief, were as follows:

*Membership.*—The following are eligible for active membership in the chapter: Women members of the governing, teaching or administrative staff of the college during their tenure of office; graduate students in residence at Bryn Mawr College, and all undergraduate students who have completed their first year, whether resident or non-resident students, at Bryn Mawr College. The following are eligible for associate membership in the chapter: Undergraduate students who are in their first year of study at Bryn Mawr College, and hearers. Associate members are not allowed to vote. This last regulation

is owing to the fact that to be eligible for membership in the College Women's Equal Suffrage Association a woman must have had at least a year in some college.

The first formal meeting of the Bryn Mawr Chapter for the academic year 1907-08 was held on November 22d, when Mrs. Cobden-Sanderson, a member of the Women's Social and Political Union of England, spoke on "Why I went to Prison." Mrs. Cobden-Sanderson is one of the suffragettes of England who are now carrying on a militant movement against the Parliamentary candidates, Liberal or Conservative, who oppose women's suffrage.

A great deal of interest was aroused in the question of suffrage as connected with active political work, and those of us who are trying to interest people in the suffrage now attack the listener, willing or unwilling, with some such form of argument as this: "Are you content with the existing state of politics at the present day?" "Of course not." "Well, what is the matter?" "Oh, I don't know, politics aren't in very good repute, respectable men are losing interest." "That's quite an admission, isn't it? Well, have you noticed that the women you know take any interest in politics?" "Of course not, that's just it," comes the ready answer, "they take even less interest than the men." "Why so?" "How stupid you are, it isn't their business." "And if we give them the vote, won't it be their business then?" "Yes, it will then become a duty." "That's just it," exclaims the eager suffragist, "this is just our position. Politics are not what they should be in this country owing to a lack of interest in the

most intelligent voters. What can we do about it? We can be interested in politics ourselves and interest other women in politics, but we shall not get them interested until we first get them interested in demanding the vote. We consider ourselves, as college women, to be the most intelligent women in the country; let us then ask for the suffrage, all the while preparing for the granting of our demand by acquiring a knowledge of the political movements of the day."

Some such argument as this we find to be more convincing than the purely ethical argument of justice and liberty to the minds of our unideally disposed opponents, who, to do them justice, argue against us chiefly on the grounds of expediency.

This, as far as I can tell, is the general trend of the movement at this present time. We have every hope that our numbers will increase during the next year, though the officers have not yet completed their round of visits to every student in college.

The chapter is making every effort to collect together literature bearing in any way on the suffrage question, and we should be more than grateful if alumnae could help us in forming a suffrage library.

MARY WHITALL WORTHINGTON,  
*Secretary.*

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#### LANTERN NIGHT.

On the night of the eighth of November, when the Freshman Class assembled behind Radnor to begin the march which preceded the ceremony itself, there was confusion and trouble in the ranks. Of course

every one knew who her partner was to be, but who could recognize any one when her beautiful black gown and cap had transformed her? There was calling and jostling and commanding, and but for the help of the dear red sister class, 1909, there never could have been any order brought from such chaos. For a fortnight the little verdant freshmen had marched round and round the gymnasium, swinging Indian clubs to the tune of the Lantern song, but then there had been no excitement, no darkness, no new caps and gowns.

But finally we found our places, and started up the hill towards Denbigh. All the way to Merion our juniors "hush-hushed" until they sounded like competitive proctors. And had they only known it there was no need of telling us to be quiet, for an awe and gravity such as none of us had ever felt settled over the class, and we would have missed the whole ceremony rather than spoil it by speaking.

Silently then we stood in a half-moon on the lawn before Denbigh, and enjoyed the exalted feeling of appearing before the guests in our academic dress. Deeper and deeper grew this feeling, until there mingled with it a feeling of solemnity that made the night one to which even the most frivolous of us will look back with reverence. How much longer this suppressed excitement could have continued no one can tell; not long, we thought at the time.

Suddenly from under the Pembroke arch came the sound of singing, and then a long double line of swinging lanterns came slowly out upon the campus. Simple and clear sounded the song to Pallas Athene, but thrill-

ing deep down into the consciousness of every one. Still singing, the line divided before Taylor, and arranged itself face to face with the freshmen.

"Good luck to you," and "to light you through college," and other good wishes from the sophomores as the song stopped, and the lanterns were swung up to allow them to see their freshmen; and a muttered "Thank you" or silence from the absolutely over-awed entering class. Then the line of 1910 drew back to the path before Taylor Hall and finished their song.

The stillness following it lasted until the freshmen found the voices to begin their singing. Then the half moon broke in the centre, two girls stepped out, and the others followed to the slow measure of the Pilgrims' Chorus:

"To thee we sing, O 1910,  
Our gratitude for what thou dost give  
To guide us on the path we'll tread  
Through long years, yea, forever,  
While yet we live."

The writer of these words was behind me, and I could hear her whispered directions which we were to pass along the line: "Faster, faster; it sounds like a funeral march. Do get the last ones to sing the same thing we are; they're three measures behind already." We had only reached Merion by this time, but we quickened our march to the next lines:

"Oh, may we ever faithful be  
To guard this light as thou dost  
guard it now;  
O lantern, shine on, the symbol of  
Bryn Mawr,

Be thou the star that guides us  
through the night,  
And reveal to us the truth we seek,  
That we may live more worthily.  
O lantern, gleam on, gleam on,  
And ne'er, ne'er grow dim."

Through Radnor we went, and passed the gymnasium, unconscious for the most part of the crowds of guests who watched us from under their umbrellas. The rain which had threatened to make us postpone Lantern Night had stopped for the ceremony, but was now beginning again. I think we scarcely knew of it. Once I heard a small brother at the end of the path say, "My, this is fine for sister's new gown;" but the singing took all our attention. At Merion the maid warned us that there were six steps after we had entered the door. I tried to count them, but I could only find five; however, the excitement and the effort to sing with the rest of the line may have made me inaccurate.

Denbigh, with its many guests on the stairs and in the lower rooms, was passed through; then out into the rain again, and in at the side door of Pembroke East, the junior president running ahead to clear the way. Finally our march ended as we gathered, as closely packed as possible, under the arch.

Then began the songs—1901's Lantern song, then down through the years to ours again. No one can tell what a feeling of fellowship the singing of these songs created in the hearts of the freshmen. When the class songs followed, the feeling grew, and the thought that the classes which had gone before were here really taking into their fellowship, into society of those women who were

the glory of Bryn Mawr all over the world, the class which had but an hour before consecrated itself to increase the fame and honor of its Alma Mater, needed only "Thou Gracious Inspiration" to strengthen it into resolve.

M. PRUSSING, '11.

#### JUNIOR-SENIOR PLAY.

The Undergraduate Association, in a meeting just before the holidays, proposed a most interesting change in the junior-senior supper play. Heretofore these plays, which have sometimes been really admirable performances, have been seen by a very limited audience. The new project is to make this play into a college play, the juniors still remaining in charge, but selecting the actors as the most accomplished throughout all classes in college. The play would then also be repeated perhaps on Garden Party night. This year the college hopes to have "The Princess from Afar," which was so beautifully given last year, repeated at the Garden Party in the cloisters.

#### CHRISTMAS CAROLS.

For some years the Glee Club has celebrated the Christmas season with carols sung around the campus, a very beautiful custom. This year Christmas was ushered in even more appropriately. On Tuesday, December 17th, the Christian Union and the League held a joint service in the chapel, with hymns and carols and violin solos, and after that the whole Glee Club sang on the campus. They sang old carols and some of the more beautiful modern hymns, stand-

ing in turn by each hall and by the Deanery. With such a volume of sound the effect was very cheery and beautiful.

#### THE BRYN MAWR LEAGUE FOR THE SERVICE OF CHRIST.

The League took up its regular activities at the opening of the college year, beginning with a meeting in the chapel the first Sunday in October. Meetings have been held every week, led for the most part by undergraduates. On November 17th, the League was fortunate in having an address from Bishop Logan Roots, of Hankow, China. He spoke about the recent changes in China, with reference especially to the life of women and to their need of western teachers and leaders. On November 24th Mrs. R. R. Porter Bradford, of the "Lighthouse" in Philadelphia, gave an address on the opportunity for service in settlement work.

Five Bible classes began meeting on Monday, October 14th. One of these, on the "Teachings of Jesus," is conducted by Rev. C. A. R. Janvier, of Philadelphia; the others are led by students. One of them, for freshmen only, is on the life of Christ; another on the life of Paul. The two other classes are studies in the Old Testament, one in the minor prophets and the other in the Psalms. The total enrolment in these classes is 101.

Four mission study classes, with a total enrolment of forty, are being held this semester. One, under the leadership of the student volunteers, is a study in "Comparative Religion"; the text-books used in the others are: "Aliens or Americans," "The Evan-

gelization of the World in this Generation," and "The Christian Conquest of India."

The League has continued holding evangelistic meetings in Kensington, on alternate Wednesdays, in the homes of working women. After Christmas, instead of continuing this work, it will take up a weekly Bible class for women, held at the Lighthouse Settlement.

The membership of the League is eighty-five active and four associate members, twenty-three of whom are from the class of 1911.

The growing membership, the attendance at meetings and the large enrolment in classes show convincingly that the League is meeting a deeply-felt need in college.

A. WELLES, '08.

STATISTICS OF FRESHMAN CLASS, 1907-08.

Average age.....18 years, 8 months.
Median age .....18 years, 4 months.

Conditions.

Conditions:

Table with 2 columns: Condition and Count. Rows include Clear (35), Clear except for spelling and punctuation (13), Conditioned in 1 section (11), Conditioned in 2 sections (6), Conditioned in 3 sections (9), Conditioned in 4 sections (6), Conditioned in 5 sections (5), Honorable dismissals (9), and a total of 94.

States.

Table with 2 columns: State and Count. Rows include Pennsylvania (27), New York (17), Illinois (11), and Massachusetts (6).

Table with 2 columns: State and Count. Rows include Maryland (4), District of Columbia (2), New Hampshire (2), New Jersey (2), Ohio (2), Wisconsin (2), Virginia (2), Rhode Island (1), Delaware (1), Tennessee (1), Louisiana (1), Iowa (1), Nevada (1), Oregon (1), Indiana (1), and a total of 85.

Honorable Dismissal.

Table with 2 columns: State and Count. Rows include Nebraska (3), Illinois (2), Ohio (1), Missouri (1), Colorado (1), California (1), and a total of 9.

Total ..... 94

In all, twenty-two States and the District of Columbia are represented.

Schools at which Students were Prepared.

Table with 2 columns: School Name and Count. Rows include Misses Shipleys' School (8 entirely, 4 partially) (12), Girls' High School, Philadelphia (8), The Veltin School (4), The Bryn Mawr School (3 entirely, 2 partially) (5), Lower Merion High School (2 entirely, 1 partially) (3), Girton School, Winnetka, Ill. (2 entirely, 1 partially) (3), and The Baldwin School (1 entirely, 4 partially) (5).



Misses Kirks' School (partially) ..	2	Danville High School, Pennsylvania .....	1
The Brearley School (2 entirely, 1 partially) .....	3	Dwight School, Englewood .....	1
Miss Spence's School (1 entirely, 1 partially) .....	2	Pennsylvania State College .....	1
Miss Winsor's School (2 entirely, 1 partially) .....	2	Chicago Latin School .....	1
Rosemary Hall (1 entirely, 2 partially) .....	3	Girls' Classical School, Indianapolis (partially) .....	1
Balliol School .....	2	Decatur High School, Illinois (partially) .....	1
Milwaukee Downer College (1 entirely, 1 partially) .....	2	Miss Hazard's School, Boston (partially) .....	1
Girls' Latin School, Chicago (1 entirely, 1 partially) .....	2	Wilkesbarre Institute (partially) ..	1
Miss Ingol's School, Cambridge (2 partially) .....	2	Westminster School, Richmond, Va. (partially) .....	1
Mt. Vernon High School, New York .....	1	Francis Parker School, Chicago (partially) .....	1
Rochester High School .....	1	Miss Anable's School, Chicago (partially) .....	1
Cambridge Latin School .....	1	Misses Raysons' School, New York (partially) .....	1
Misses Hebbs' School, Wilmington .....	1	Holman School (partially) .....	1
Heathcote Hall, Scarsdale, New York .....	1	Allegheny High School (partially) ..	1
Auburn High School, New York ..	1	Friends' Central School (partially) ..	1
Bartholomew-Clifton School, Cincinnati .....	1	Mercer Academy (partially) .....	1
Lincoln School, Providence .....	1	Kenwood Institute .....	1
Abington High School, Mass. ....	1	Central High School, Cleveland ..	1
Miss Irwin's School .....	1	Pasadena High School .....	1
Germantown Friends' School .....	1	The Lee School, Cambridge (partially) .....	1
Birmingham School, Pennsylvania ..	1	St. Agnes School, Albany .....	1
The Bennett School .....	1	Brockport Normal School, New York .....	1
Nashua High School, New Hampshire .....	1	Private Tuition .....	1
Holton-Arms School, Washington, D. C. .....	1		85
Miss Morris' School, Richmond ..	1	<i>Honorable Dismissal.</i>	
Dubuque High School, Iowa .....	1	University of Nebraska .....	3
University School for Girls, Chicago .....	1	University of Missouri .....	1
Hanover High School, New Hampshire .....	1	University of Chicago .....	1
Asbury Park High School .....	1	University of Wisconsin .....	1
Thurston Preparatory School, Pittsburgh .....	1	Western Reserve University .....	1
		Northwestern University .....	1
		Smith College .....	1
			—
			9

*Summary of Preparation.*

Private tuition .....	1
Private schools .....	48
Private schools and private tuition	9
Public schools .....	15
Public schools and private tuition.	6
Public schools and private schools	4
Public schools, private schools and private tuition .....	2
Honorable dismissal .....	9
—	—
	94

*Occupation of Parents.*

Physicians (1 medical director of life insurance company) .....	11
Merchants (2 export, 3 wholesale, 5 retail) .....	10
Lawyers (1 counsellor at law, 2 attorneys at law) .....	9
Manufacturers .....	9
Professors .....	3
Teachers .....	3
Judges .....	2
Bankers .....	2
Life insurance .....	2
Banking and insurance .....	1
Clergyman .....	1
Missionary .....	1
Army major .....	1
Editor .....	1
Organist and composer .....	1
Trustee .....	1
Railway president .....	1
Railway .....	1
Architect .....	1
Civil engineer .....	1

Mechanical engineer .....	1
President of iron company .....	1
Vice-president of electric company	1
Real estate and building .....	1
Builder and contractor .....	1
Stock and bond broker .....	1
Steamship and railway agent.....	1
Treasurer .....	1
Office manager in boiler works...	1
Proprietor of laundry .....	1
Accountant in gas engine company	1
Farming .....	1
Sheepraising .....	1
No professions .....	2

*Denominational Affiliations.*

Episcopalians .....	27
Presbyterians .....	23
Protestant Episcopal .....	11
Unitarians .....	8
Friends .....	3
Congregationalists .....	3
Jewish .....	3
Methodist Episcopal .....	2
Reformed Episcopal .....	1
Reformed Jewish .....	1
German Reformed .....	1
Dutch Reformed .....	1
Baptist .....	1
United Presbyterian .....	1
Not church members, but attend services:	
Episcopal .....	1
Presbyterian .....	1
No church affiliations .....	6
—	—
	94

## ALUMNAE CLUBS.

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### BRYN MAWR CLUB OF NEW YORK.

The Bryn Mawr Club of New York City has started on a new era, having bought a club house at 137 South Fortieth Street, just opposite the apartment formerly occupied by the club. This new dwelling place is an old-fashioned house, twenty-two feet wide; and since some alterations have been made it is very well adapted to the needs of the club. There are nine bedrooms, seven of which will be used for permanent guests, and two for transients. As there has not been room heretofore for many of the members who wished either to live at the club or to spend a few days there, the new quarters fill a great need in this respect. Members will also have the opportunity of inviting guests to meals to a far greater extent than was formerly possible, as the club is to be run on a larger scale than before. That the greater

advantages and usefulness of the club are already appreciated is shown by the fact that the membership is increasing rapidly. Though the club only moved into its new home late in the autumn, it has had a house-warming; on December 4th a tea was given to meet Miss Thomas, who, with Miss Garrett, came up from Bryn Mawr for the occasion, when many friends of the club, as well as members, came to show their interest in it and its new departure.

The present officers of the club are: President, Alice H. Day, '02; Vice-President, Mary M. Campbell, '97; Recording Secretary, Elsa Bowman, '96; Corresponding Secretary, Clara C. Case, '04; Treasurer, Helen R. Sturgis, '05; Chairman of House Committee, Clara O. Brooke, '97; Chairman of Admissions Committee, Isabel M. Peters, '04.

## THE ALUMNAE.

'89.

Josephine G. Carey Thomas (Mrs. Henry M. Thomas) has been elected President of the Bryn Mawr Club of Baltimore.

'92.

Helen S. Robins will spend another year in Italy.

'93.

Ruth Emerson Fletcher (Mrs. Henry Martineau Fletcher) is improving very much in health, and hopes to be able to spend the winter with her husband and children at Graffham, Surrey, England.

'96.

Caroline McCormick was married on October 17th to Mr. Francis Louis Slade, and is spending the winter touring in France.

'99.

Ethel Levering has been elected Vice-President of the Bryn Mawr Club of Baltimore.

Ethel Hooper is a member of the board of the Allendale Free School for Boys, is interested in the Bureau of Charities of her district in Chicago, and is Chairman of the Elizabeth Kirkland Lectureship Committee, a plan to give free lectures to the Chicago public school teachers on subjects of literary and historical interest. The lecturers are to be eminent men, and the first lecture will be given in January by Mr. Barrett Wendell. This lectureship was established as a memorial by the girls of the Kirkland School.

1900.

Bertha Phillips is back in New York City, studying art and singing.

Johanna Kroeber is teaching in the Wadleigh High School and is doing some special paleontological work under Professor Osborn at the American Museum of Natural History.

Helena Titus Emerson, who is still teaching in the colored kindergarten in New York City, is taking some extension courses at Teacher's College this winter.

Edith Crane is traveling in the South this winter as Secretary of the Woman's Missionary Union.

'01.

Ella Sealy married Mr. Emerson Newell on November 27th, at Galveston, Tex. They will live near New York.

'02.

Lucy Rawson has returned from eighteen months abroad.

Frances Seth spent some time in Pittsburg this fall, visiting Frances Morris Orr.

Elizabeth Congden Barron (Mrs. Alexander Barron) is keeping house in an apartment, 5510 Kentucky Avenue, Pittsburg.

Elizabeth Lyon Belknap (Mrs. Robert Ernest Belknap) has lost her son, Robert Latham Belknap.

The engagement of Kate Du Val to Mr. Henry Sullivan Pitts, of St. Louis, is recently announced.

'03.

Louise Otilie Heike has announced her engagement to Dr. William C. Woolsey, of Brooklyn, N. Y.

Louise Parke Atherton, who has been spending some months in Florida, has announced her engagement to Mr. Samuel Dickey. She will be married in February. The *Atlantic Monthly* announces "Himalaya Sketches" by her to appear in the January number.

Gertrude Dietrich has announced her engagement to Dr. Julian Blackman.

Linda Lange is studying medicine at the Johns Hopkins University.

Myra Kruesi, daughter of Myra Smartt Kruesi, was born June 4, 1907.

## '04

Clara Case was in Baltimore in October for the Girls' Friendly Convention.

Louise Peck White (Mrs. Albert C. White) is spending the winter in Germany.

Kathrina Van Waganen is Secretary of Literature for the Presbyterian Woman's Board of Missions.

## '05.

Madge McEwen Schmitz (Mrs. Walter L. Schmitz) has a son.

Florence Waterbury has returned from abroad.

Helen Payson Kempton is tutoring.

Elizabeth Goodrich is taking a course at the Keister Ladies' Tailoring College.

Julia Anna Gardner is studying geology at the Johns Hopkins University.

## '06.

Alice Colgan has opened a small private school at Phoenixville, Pa.

Louis Crince is teaching in Philadelphia.

Susan Delano, who was married on October 8th to Mr. Charles McKelvey, is living in New York City.

Katharine Gano has been spending six weeks abroad.

Marion Houghton is recovering from an attack of typhoid fever at the home of her sister, Mrs. Donald Hooker.

Adelaide Neall is in Baltimore this winter doing settlement work with Edith Houghton Hooker (Mrs. Donald Hooker).

Marion Mudge Prichard (Mrs. Charles Prichard) has a son, Charles R. Prichard, Jr.

Marjorie Rawson and her sister, Jeanette Rawson, came out in Cincinnati on the 19th of November.

Kate Dunlop Shugert is acting as assistant to the principals of the Misses Shipleys' School.

Mary Couch Withington has the position of Secretary at Rosemary Hall.

Helen Elizabeth Wyeth has married Joseph Otis Peirce.

## '07.

Alice Gerstenberg, a member of the Woman's Athletic Club, and the College Club of Chicago, is studying fancy dancing this winter, and is doing dramatic and literary work.

Margaret Ayer is studying French this winter. She expects to spend the spring in Italy and the summer in England.

Margaret Morison is Secretary of the Bryn Mawr School in Baltimore.

Margaret Morris Reeve is Office Secretary of the Committee of Pennsylvania, Delaware and Maryland Y. W. C. A.

# BRYN MAWR ALUMNAE QUARTERLY

VOLUME II

APRIL, 1908

No. 1



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# THE BRYN MAWR ALUMNAE QUARTERLY



## EDITORS.

MARIAN T. MACINTOSH, '90, *Editor-in-Chief.*

CONTENT S. NICHOLS, '99.

IDA LANGDON, '03

CAROLINE S. DANIELS, '01.



ALICE MARTIN HAWKINS, '07 ..... *Business Manager*

JANE C. SHOEMAKER, '05.....*Assistant Business Manager.*



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# THE BRYN MAWR ALUMNAE QUARTERLY

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VOL. II.

APRIL, 1908.

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## THE ANNUAL MEETING.

That one hundred sane persons should have assembled in Taylor Hall on the morning of February first speaks volumes for the enthusiasm of some Bryn Mawrers. A storm of rain and sleet made walking an almost impossible performance, and keeping dry a thing not to be thought of, but it did not dismay the "old guard." They were there as usual, each a trifle surprised to find so many others, and secretly wondering what had driven any one else out on a day like that. Was it wild defiance of the elements, or a longing to see one's friends and Bryn Mawr, or an axe to grind, or somebody else's axe to blunt? Perhaps one, perhaps all of these. Politics of one sort or another is never quite absent from those gatherings, and sometimes is most intense just before the meeting comes to order.

As usual the larger portion of time was taken up with the reports. They, indeed, formed the business of the meeting as they always do. Everyone wants to hear them, all are interesting, some invite discussion; and yet one cannot but regret that the time for new business should be so scant. A second session seems out of the question, the passing of the reports, without careful consideration, should not be thought of, but neither should the new business be shoved into a corner. The inevitable result is that the initiation of all measures is left to the Executive Board or the Standing Committees, and efficient and conscientious as these may be, the result is not without disadvantages. Indeed, the unwillingness of some of our alumnæ to attend the meetings seems to be due to the "interminable reading of reports." Finding the reports always full of interest the present writer does not understand their

boredom; but she does sometimes wonder if some other method is not possible, in order to give a more leisurely consideration to unfinished and to new business.

Evangeline Andrews, as President, was in the Chair, and in her report touched upon some of the work already under way, and suggested changes under consideration, and policies to be developed. The elections showed that the administration had met with the approval of the Association, and it is, therefore, probable that the undertakings initiated during the last year will be carried on during the coming one.

An important movement in the Association, and one which has been greatly encouraged by the Executive Board, is the formation of Bryn Mawr clubs, wherever a group of Bryn Mawrers is to be found. This form of organization finds great favour with the Endowment Fund Committee, for each club is a centre for collecting money. The report touches upon the relation of the clubs to the Association and suggests the advisability of giving them some voice in the decisions of the Association. The suggestion opens up many interesting questions, which may be discussed when the suggestion takes the form of a motion.

The President's Report and that of the Standing Committees leave in the mind of the alumnae a delightful sense of their own importance. The Association seems to be a most important body of women, whether one considers them individually or collectively. It is no small thing to have contributed to the College various sums of money, several members of the Faculty, a Dean, and those very important personages the Wardens of the Halls of Residence.

Death has inflicted a serious loss upon the College in taking from us that devoted friend and valued adviser, David Scull. Our remembrance of his faithful service is deep and lasting, and our sense of loss intense. Several places in the Board of Trustees besides his had to be filled, and the alumnae were gratified to learn what able and worthy men had been chosen to fill them, but no appointment seemed so fitting as that of Charles E. Rhoads, the son of our beloved President Rhoads.

The Report of the Academic Committee was nothing if not discreet, but our absolute confidence in that committee forbids questioning if it does not deaden curiosity. The reports of other committees had nothing that need be commented upon.

Recalling the meeting one must acknowledge that the impression of it was of one, singularly unanimous, or rather acquiescent, in all that was suggested. The only discussion, and that neither lengthy nor heated, was upon the subject of paying the Editor of the QUARTERLY. The proposed amendment was laid on the table for a year, so that there will be time for half-formed opinions to shape themselves more definitely before the final discussion. An amendment to the amendments that were before the meeting did away with the Conference Committee, although the sentiment of the meeting seemed to be that the Publication Committee should assume the duties and responsibilities of the older committee.

These amendments and the amendments upon them made up the unfinished business; when, therefore, no new business of any importance was brought up for consideration, the meeting adjourned for luncheon.

The College had invited the Alumnæ to be its guests in the Tea-Rooms in Cartreff. This venture, a supplement to the Inn, is an attractive gathering-place for the students and their friends, and is of great interest to the Alumnæ who are in part responsible for it. All were glad of the opportunity to inspect it, and all must have been satisfied that the standard of perfection set up in the management of the Inn bids fair to be maintained.

Miss Thomas and Miss Garrett were there to welcome us, and Miss Thomas announced to us that next year she hoped to receive us at the Deanery in her new room, banquet-hall it promises to be.

The Sixteenth Annual Meeting; so little favoured by the weather, and with so little that can be recorded, remains in the writer's mind as a wonderfully pleasant one. A few real strangers, like Lorette Potts, Mrs. L. F. Pease, turned up—"a sicht for sair een." Let us hope that many more will be with us next year.

## REPRESENTATION.

### REPORT OF THE COMMITTEE.

In accordance with the resolution passed at the last annual meeting, namely, that "the Chair be empowered to appoint a committee of three that shall investigate the methods of division and election of delegates in other associations, and draw up a form for such division and election for this Association," the following report is submitted:

Methods of transacting business in the alumnae associations of Harvard, Yale, Princeton, Cornell, and the University of Chicago, of Radcliffe, Barnard, Smith, Vassar, Wellesley, and Mount Holyoke, have been investigated, and in none of these associations, except that of Mount Holyoke, does there appear to be any system of voting by delegates, although a very definite growth towards *representation of different points of view*, and of *different localities* may be observed. For instance, the Board of Harvard Overseers, numbering about thirty, was formerly composed entirely of Massachusetts men, but New York, Philadelphia, Chicago, and probably other districts, have later come to be represented on this board, which, however, has no initiative in legislation for the University. At Yale, an Alumni Advisory Board has recently been constituted. The various alumni associations throughout the country, each appoint one member of this board, whose duties are purely advisory. At Cornell the attempt at representation seems to be made on a *time* instead of a *territorial* basis. The Alumnae Association has one vice-president for each group of five classes, beginning with the Class of '69, the present number of vice-presidents being seven. At the University of Chicago the Alumnae Association is entitled to elect thirty members of the University congregation, which is an advisory board, with certain legislative functions. Their system, however, is in process of being remodelled.

The system in vogue at Mount Holyoke may have some valuable suggestions for us, and we can do no better than quote sections from a letter from the President of their Alumnae Association, which,

she tells us, "is divided into thirty local associations, each of which has its constitution and officers. Delegates from these local associations meet at the College twice a year for the transaction of business of general interest. If important matters arise between the June and November meetings, they are presented to each local association by correspondence, the vote of the associations being taken independently. These local sections of the Alumnae Association are arranged both according to locality and to the number of graduates in a given territory. Most large cities have an organization. Other associations include the alumnae in a wider district, as, for example, the associations for Hampshire County, Eastern Connecticut and Western New York State. The associations embracing several towns or counties work at a disadvantage, as the members must travel long distances to attend meetings."

There are many obvious difficulties in elaborate systems of voting by delegates, and many more spring up unforeseen. The Association of Collegiate Alumnae has tested and given up a system of voting by delegates by which one delegate voted for every ten members of a branch, while each member-at-large had a one-tenth vote. At present every member-at-large has the right to one vote, while members of the branch in which the national meeting happens to be held, are allowed one delegate for every ten members. Some such system as this might prove practicable for the Alumnae Association of Bryn Mawr.

While the feeling has grown among us during the past few years that members of our association, unable to attend the annual meeting, have not had sufficient means of expressing their opinion upon the business to be transacted, nevertheless we must bear in mind that extreme care is necessary in the working out of an elaborate system of voting by delegates, lest inequalities quite as great, but of a different character, result therefrom.

What we do want is, not to hamper our voting by some inflexible system, but to stimulate a practical interest on the part of the alumnae and former students of Bryn Mawr College, in all that pertains to the welfare thereof, an interest that shall cause every one to seek accurate information on all matters of importance, and to have the desire and the power to express her thoughtful opinion in regard to the issues at stake.

It is the opinion of this Committee that such a result may best be brought about by some such system of voting as that suggested in Number 4 below. In submitting the following four methods of voting by delegates, the Committee particularly recommends the last one for consideration.

POSSIBLE METHODS VOTING BY DELEGATES.

1. Recognized sub-organizations of the Alumnæ Association, representing over twenty-five members, may send a delegate to annual meeting, said delegate to be chosen by ballot at a stated meeting of the organization. This delegate's vote shall count as one vote for every ten alumnæ represented. Members of the Association not belonging to any sub-organization shall each have one vote at the annual meeting.

2. No delegates from sub-organizations, but a restricted vote in locality where the meeting is held.

3. Combination of 1 and 2.

4. Clubs shall have power to elect a delegate to the annual meeting, *if they so desire*, with vote counting *one* to every *ten* alumnæ represented. These delegates may, or may not, be members of the clubs they stand for. Voting at large to remain unrestricted.

In this connection it may be of interest to know approximately the number of delegate votes to which the clubs already in existence would be entitled, should they choose to send delegates, instead of voting individually at the annual election.

	Number in Club.	Number Dele- gate Votes.
New York .....	215	21
Boston .....	104	10
Chicago .....	35—100	3—10
Pittsburgh .....	.....	.....
Washington .....	15	1
Harrisburg .....	37	3
Baltimore .....	60	6

Respectfully submitted,

EDITH T. ORLADY,  
MARION PARRIS,  
MARION REILLY.

## ADVISERS.

In Bryn Mawr, where the courses leading to a degree are half required and half elective and where the group is the central feature of the college course, two requirements are essential: That the student shall choose her course with intelligence and regard for the whole, and that she shall lose no time in getting into the college work. To accomplish this there must always be some one available to whom the students may go for advice and consultation, and the students must be taught to ask for advice. In the early years of the College, President Thomas saw all the students personally many times during their college years and talked over their work with them. As the College grew in numbers this became impossible, and Miss Maddison, Assistant to the President, took over part of the advising. But even for two people the labour was enormous, and it seemed essential that the Freshmen especially should have more individual attention.

The wardens of the college halls are all Bryn Mawr graduates, and from their training and knowledge of the individual student, are most capable of advising the students in their academic work. In 1902 the wardens were appointed assistant advisers to the Freshman class. The duties of an assistant adviser consist in meeting the members of the Freshman class resident in her hall every two weeks throughout their first year. At these meetings the student and adviser talk over the college work, and an opportunity is given for the student to ask questions in regard to all the college rules and requirements. The system has worked very well and the work of the first semester in particular has gone on much more systematically than before. The present assistant advisers are:

Martha G. Thomas, A.B., Pembroke Hall, East and West, Alice Anthony, A.B., Denbigh Hall; Virginia Tryon Stoddard, A.B., Radnor Hall; Elizabeth Ferris Stoddard, A.B., Merion Hall; Harriet Tean Crawford, A.B., Rockefeller Hall; Bertha Margaret Laws, A.B., Assistant to the Warden, Pembroke Hall, East and West.

All the non-resident Freshmen go to the Dean of the College. The assistant advisers meet the Dean of the College individually about once a fortnight, and all advisers meet the President



of the College once a month. At these meetings the individual students are discussed and also general questions of the college curriculum.

The present system then is as follows: A Freshman upon entering college sees President Thomas and arranges with her her general plan of study and her course for the first year. She then comes under her assistant adviser and talks over the work with her once every fortnight during her Freshman year. The work for the Sophomore year is arranged with Miss Maddison, Assistant to the President, and during her Sophomore year the student is at liberty to consult Miss Maddison at any time in regard to her work, and *must* consult her if any change of course is to be made. The work for the Junior and Senior years is arranged with Miss Reilly, Dean of the College. There is, of course, the greatest co-operation among the advisers, and a student may consult President Thomas in regard to her course at any time. In this way the College hopes to be able to follow the work of all the students, and to prevent anyone from becoming hopelessly involved through misunderstanding or neglect.

MARION REILLY, '01.

## MOODS AND TENSES.

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### PAYING THE EDITOR.

The following motion is to be voted upon at the next meeting of the Alumnæ Association, and should receive very careful consideration: "The Association shall be responsible for the finances of this publication. The Editor-in-Chief shall be guaranteed a minimum salary of three hundred dollars and shall receive in addition to this amount any money cleared by the publication." As it stands the motion is deeply gratifying to the Editors, for it shows that the QUARTERLY has justified its existence, and that, on the whole, it merits some practical recognition at the hands of the Association.

The suggestion, however, is open to serious objections. The first and, in some ways, the most important one is that the Association cannot undertake the responsibility of paying this salary without raising the dues. A most casual examination of the treasurer's report will make that plain. The question changes somewhat when viewed in light of that necessity, and the Association must decide whether the QUARTERLY be, or be not, worth the cost.

Suppose that it should be willing to vote for the increased dues, another objection has still to be met. There seems to be a feeling, how widespread remains to be seen, that the Association has no right to ask for as much time as is necessarily devoted to the task of editing the magazine without giving a remuneration. The Editor, to be sure, gives a large amount of time to the work; but so does the Business-Manager, so do the other members of the staff, who then should also be paid for the same reason; while the President of the Association, the members of the Committees devote much time also and are not paid. The only paid officers are those who have an immense amount of clerical or purely mechanical work to do. Now, if the Editor be paid, does she not then seem to begrudge a service to the College which others give freely; for her

work is in no sense drudgery. The present Editor feels that a much better plan, if the state of the treasury would permit it, would be to appropriate a sum of money each year for the use of the Publication Committee. This would enable the Editor to secure some manual assistance, and also have her free to pay for any particularly desirable material. This arrangement would put the Publication Committee on exactly the same plane as the other committees, and would make the question of raising the dues general, and not a choice between the magazine and increased dues. The magazine becomes one of the Association's responsibilities, and the Publication Committee is entitled to an appropriation. If the Editor is to be paid the Publication Committee should cease to exist; for the magazine must in that case be answerable to the Association directly through an *elected* Editor.

The Editor is appointed by the Executive Board as the by-laws now stand; but should she not be elected by the Association if she is to be its paid servant? Both questions should be frankly discussed, and to-day is not too soon to begin.

That an appropriation should only be made in case of necessity and should be voted upon annually is a point of the utmost importance, as will be seen. Pertinent to the discussion is the report of the Business Manager of the QUARTERLY, which shows that the publication has been something more than self-supporting. What money the QUARTERLY makes should be at the disposal of the Committee for the purpose of adding interest to the Magazine, and for facilitating the work of the Publication Committee. Should there be anything over and above that, the Alumnae Association might consider the advisability of paying some or all of the staff; but to subsidize the QUARTERLY, for that is what any especial appropriation would mean, by doubling the membership fee would seem to be a procedure of doubtful wisdom. As yet it does not seem to be a choice of no *Magazine* or *increased dues*, but of *Magazine with increased dues* or *without increased dues*. Until the necessity for any publication is more generally approved, and the approval shows itself by an increased subscription list, the Association should not be taxed to support it. If the dues for membership should be raised to include the price of subscription only one class of non-subscribers will be benefited, and that the least deserving, those who

through mere indifference or inertia have never responded to the notice. Meanwhile those who cannot afford it, and those who, for valid reasons, have not subscribed will be suffering and resisting.

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### THE ASSOCIATION AND THE NOMINATING COMMITTEE.

No committee has a more difficult, few a more thankless task than the Nominating Committee, and in face of some facts that have been brought to our notice, we think that the methods of nomination might be changed with profit to the Association.

As the case now stands the Alumnæ have it within their power to bring desirable names to the notice of the Nominating Committee, but they have availed themselves but rarely of the privilege, and the burden of suggestions falls on the Nominating Committee directly. That Committee, large enough for its actual business, is yet not large enough to represent all interests, and is often, as we know, at a loss for candidates. Sometimes it has to fall back upon alumnæ who allow the use of their names on a ticket for the sake of the committee, and make their consent to that almost conditional upon assured defeat. In that instance the choice is apparent, not real, and the spirit of the constitution is transgressed even though the letter be obeyed.

A possible modification of the present plan has suggested itself to us, and we offer it for what it is worth. Let the Nominating Committee submit a list of six names, not later than October 1st. Each alumna shall vote for one of the six. The two names securing the highest number of votes shall be the names to appear on the ticket as nominees to the Presidency. On the preliminary ballot a definite statement should be made that any name may be substituted for the six offered, so that no desirable candidate may be ignored.

Another change which seems to be demanded by the growth of the Association is the extension of the term of office. One year is taken up almost wholly in learning the business of the Association, and a longer term would probably lead to more definite policies

and would, besides, afford an opportunity for carrying out what had been begun. The Association has endorsed this in the past by re-election, and all that is needed now is the open recognition of a principle upon which we have been acting.

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#### WARDENS OF THE HALLS OF RESIDENCE.

The plan of having alumnae of the College as Wardens has proved most successful, and now bids fair to be an important element in the academic as well as the social life of the undergraduates. The Wardens are really an important link between the Faculty and the entering students, helping them in the arrangement of their hours of work, and not a little in their method of work. Indeed, the possibilities for influence seem infinite, and a college warden can make his office a most important and useful one. To supplement the work of the professors or rather to complete it, is their business, and thus to relieve the College from asking too much from brilliant scholars and effective teachers.

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#### SELF-GOVERNMENT.

Cheering in the dining-rooms is a thing of the past. With how varied emotions will the note on the action of the Self-Government Association be read by the Alumnae. To some it means the passing of a time-honored custom; to some the destruction of a monument they had erected to their own exuberance; to others an innovation of questionable taste; but from all, whether the action bring regret, indignation or rejoicing, the self-denial of the undergraduates will receive the admiration it deserves. The pathetic simplicity of the notice, the dignity, a trifle self-conscious perhaps, will move the sternest, soberest alumna to pity. Even the Editor, who has chafed, many a time and oft, under these hilarious interruptions to consecutive conversation, feels some shame for past intolerance.

It was, when all is said and done, a curious custom. It indicated abounding good spirits, an enviable absence of nerves, and a

physical well-being, not usually attributed to those in pursuit of higher education; but in its revelation of an energy of body, rather than of mind, its indifference to the zest of good table-talk and insensibility to what was refined and harmonious, it was hardly indicative of the highest type of human intercourse. Above all it was but another weapon in the hands of those who would deny creative power to women. What was it if not an imitation of the ways of our brothers? The Editor thinks the undergraduates as well as their visitors are to be congratulated on the abolition of this custom, which will be more "honor'd in the breach than the observance."

## LETTERS TO THE EDITOR.

## "SOCIALISM."

*To the Editor* BRYN MAWR QUARTERLY:

Now that Socialism seems to have, at last, broken through the conspiracy of silence, which it has been fighting for so long, in America, it would be well to take the pulse of the Bryn Mawr Alumnae on this subject.

A great number of our graduates, who have been working in reform, churches, charities, and sociological investigations, must have an intelligent knowledge of Socialism, and their view-point would be of interest. In order to call out agreement and dissent I will give my statement of the movement.

All the efforts of reform and charity of our day are performing the impossible task of dipping out the sea with buckets; this is indeed better than building dykes and living behind them in self-complacent idleness, but it is against this sea of poverty that Socialism has taken arms.

"Christianity and the Social Crisis," by Rauschenbresch, is a book every Christian should read and every social worker would find most helpful.

I will quote several passages.

"The ideal of a fraternal organization of society is so splendid that it is to-day enlisting the choicest young minds of the intellectual classes under its banner. . . ."

"But we must not blink the fact that the idealists alone have never carried through any great social change. In vain they dash their fair ideas against the solid granite of human selfishness. The possessing classes are strong by mere possession long-continued. They control nearly all property. The law is on their side, for they made it. They control the machinery of government and can use force under the forms of law. Their self-interest makes them almost impervious to moral truths, if it calls in question the sources from which they draw their income. . . ."

"Truth is mighty. But for a definite historical victory a given

truth must depend on the class which makes that truth its own and fights for it. If that class is sufficiently numerous, compact, intelligent, organized, and conscious of what it wants, it may drive a breach through the intrenchments of those opposed to it and carry the cause to victory. If there is no such army to fight, its cause, the truth, will drive individuals to a comparatively fruitless martyrdom and will continue to hover over humanity as a disembodied ideal. . . .

“The Peasant’s Rising in 1525, in Germany, embodied the social ideals of the common people; the Anabaptist movement, which began simultaneously, expressed their religious aspirations; both were essentially noble and just; both have been most amply justified by the later course of history; yet both were quenched in streams of blood and have had to wait till our own day for their resurrection in new form. . . .

“There were a number of reformatory movements before 1500 which looked fully as promising and powerful as did the movement led by Luther in its early years; but the fortified authority of the papacy and clergy succeeded in frustrating them and they ebbed away again. The Lutheran and Calvinistic Reformation succeeded because they enlisted classes which were sufficiently strong politically and economically to defend the cause of reformed religion. It was only when concrete material interests entered into a working alliance with truth that enough force was rallied to break down the frowning walls of error. . . .

“In the French Revolution the ideal of democracy won a great victory, not simply because the ideal was so fair, but because it represented the concrete interests of the strong, wealthy, and intelligent business class, and that class was able to wrest political control from the king, the aristocracy, and the clergy. . . .

“During the same period we can watch the slow development of a new class, the wage-workers. They form a distinct class, all living without capital merely by the sale of their labour, working and living under similar physical and social conditions everywhere, with the same economic interests and the same points of view. They present a fairly homogeneous body, and if any section of the people forms a ‘class,’ they do. . . .

“The modern ‘labour movement’ is the upward movement of this class. . . .



“Socialism is the ultimate and logical outcome of the labour movement.”

The French Revolution, led by those great words, “Liberty, Equality, Fraternity,” swept away Feudalism and let loose Individualism in Europe.

Very soon, however, many men saw that their high hopes had not been realised; some became reactionists; others atheists; but there were a few who saw clearly the cause of the failure. These saw that although the intellectual, the political and the religious fields had been won for democracy, there was left one field unconquered,—the most important of all,—the industrial. This field is still left open for the tyranny of the few over the many.

Great industrial thinkers started Utopian schemes which failed, as all Utopias fail; but their ideals and aims were soon worked up into a scientific treatment of the situation past, present and future. This was done by Karl Marx, who applied to the industrial world the same law Darwin was stating for the animal world. This is called the “Materialistic Conception of History.” Marx’s statement is: “In every historical epoch the prevailing mode of economic production and exchange, and the social organization necessarily following from it, form the basis upon which is built up and from which alone can be explained the political and intellectual history of that epoch.”

Since Marx’s time Socialism has been based on the facts of history, and it maintains that capitalism is a stage in industrial development which has brought great benefit to mankind. It has socialised production. It has taken the tools from the hands of the individual worker and placed him by the side of machinery, which for the first time in the world’s history can produce wealth enough to supply the necessities of life to all.

Industry, in the last one hundred years, has been socialised up to the point of distribution. Wealth is produced socially, but the distribution is unsocial, unjust. This is caused by the ownership and control of the few in the means of production—land, machinery and transportation.

Socialism is fighting to abolish this tyranny and with it the poverty on which it stands.

The labourers, mental and manual, who produce all wealth, do

not get the fruits of their labour, but the largest share of it goes to the capitalists in profit, rent and interest, who, if they like, need never do one stroke of useful labour, and who seldom ever see the countless men, women and children who work long and hard to produce the wealth from which they draw their dividends. The labourers, given so small a share of the wealth they produce, can not buy back all they need for consumption, and the capitalists can not consume more than a certain amount. Thus, when the home market is supplied the capitalist system, in order to maintain itself, must seek foreign markets. This brings war, or at least armaments and navies to prevent it. Yet even with this precaution something happens which is far worse than the most disastrous wars. Overproduction comes sooner or later even with a world market, and these crises, which have been occurring every few years, since capitalism emerged into a world-wide system, bring physical and moral ruin and degradation to countless numbers.

When for the first time we can produce wealth for all, we have famine in the land of plenty. Revolutionary Socialism to the outsider brings up thoughts of gore, hangings and murder, but the social revolution is not as bloody as was the Protestant Revolution, or as our own Revolution of 1776. The Socialists tell the workers that they, by the arm of the ballot, can accomplish this thing, if they will raise that arm to do it; that they through their international solidarity can abolish this slavery of poverty from the earth; can end this frightful class struggle between capital and labor and can bring in the Social Democracy.

How this is to be brought about depends on three things: First, the amount of intelligence and self-conscious power in the working-class; second, the antagonism and resisting power of the capitalist class; and third, the foresight and breadth of view of the middle class. The middle class stands between these two warring factions, capital and labor. It sees its small industries being absorbed by the large capitalists, or it is living on salaries which do not increase proportionately with the increase of prices in the necessities of life. The self-interest of the middle class is divided. Which side will it choose?

E. M. BLANCHARD, '89.

## BRYN MAWR AND THE A. C. A.

A number of Bryn Mawr Alumnæ were present at the Twenty-Fifth Annual Meeting of the Association of Collegiate Alumnæ at Boston, in November, 1907. Probably the discovery that Miss Thomas was to address a meeting and to give up several days of her valuable time to the work of the Association, had an enlightening effect on a few who had not yet realized the importance of the A.C.A. These new members and others not so new, came away with an increased enthusiasm and a more active interest in an association which had drawn together in its Board of Directors such trained educators as Miss Gill, Miss Abby Leach, Miss Marion Talbot, Mrs. Ellen Richards, as well as other women of mark in non-professional lines of intellectual or social work. Two effective practical results of this association of college women seem specially worthy of note. First, the work of the Committee on Corporate Membership. This committee has the difficult duty of deciding on a standard by which to judge the universities and colleges whose alumnæ wish to join the A. C. A. The standard at present is high, perhaps too high, but the effect of making a standard has been good, not so much for the Association perhaps, but for the educational value of the colleges. The other work to be noted is the gift of substantial fellowships sometimes taken from the slim treasury of the Association, to women who have proved themselves capable of pursuing advanced study abroad. One fellowship has been endowed by Wellesley College in memory of Alice Freeman Palmer, and another memorial fellowship to Mrs. Palmer has been partly endowed by the efforts of the A. C. A. The Association will supplement the income of the latter until the full amount has been raised.

The A. C. A. is doing other work too, and good work, but even if these good deeds were all it had to its credit, any college woman might feel proud to be a member and glad to contribute her dollar for the use of a truly economical Board of Directors. The general membership is supplemented in many states by local branches which serve good ends in drawing members together for educational or philanthropic work, and in acting as links between the members and the General Association. In Philadelphia, for

instance, the branch has spent the winter in studying the conditions and the curriculum of the Girls' High School. The co-operation of the Civic Club in this and other work and of the Charity Organization has been effective in various directions connected with the schools. In such a city as Philadelphia, civic work for women is already organized, but the opportunity for college women in an association of their own is all the greater. In the country, or in the West, the branch is often the centre from which civic organizations spring. In either case a branch of the A. C. A. can offer companionship and co-operation in the multifarious activities of the modern citizeness, voteless, but taxable not only for her worldly goods, but for her more serviceable, intellectual and executive qualities. The particular tax of the A. C. A. is small and carries with it a right to vote and other privileges which will be gladly explained if desired by the Secretary-Treasurer, Mrs. Samuel F. Clark, Williamstown, Mass. There were twenty-six Bryn Mawr members added in 1907, and perhaps it is only necessary to let the Alumnae of Bryn Mawr know that their college is one on the list of corporate members, in order to have a very much large addition this year.

MARY H. INGHAM, '02,  
President Philadelphia Branch of A. C. A. (1906-1908).

## IN MEMORIAM.

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KATHERINE T. WILLETS GARDNER, '90.

Died February 26, 1908.

Death has once more entered the ranks of our already bereaved class. On February 26th Katherine Gardner passed away very quietly in her sleep. Her friends knew that she was suffering from a mortal illness, but none the less the blow came upon them suddenly. For her it is indeed a blessed release from pain, for them a loss incalculable.

Those who knew her will never forget her courage, her faithfulness to duty, her loyalty to her friends, and her simplicity of soul. Our losses are heavy and bitter, but through them our memories of Bryn Mawr have become more serious, more holy, more tender because of those whom we shall never meet again on earth's ways.

MARIAN T. MACINTOSH, '90.

## THE COLLEGE.

### CALENDAR.

- Jan. 3. Collegiate lectures begin at 9 a. m.
4. Collegiate lectures given according to Thursday's schedule, January 4th being substituted for January 2d, which was added to the Christmas vacation.
8. College Fortnightly Meeting. Sermon by the Rev. David McConnell Steele, rector of St. Luke's Epiphany Church, Philadelphia.
9. Meeting of the Law Club. Address by Mr. Franklin Spencer Edmunds, on Civil Service Reform, in Pembroke East, at 8 p. m.
10. Swimming contest.
13. Private reading examinations begin.
15. Meeting of the Christian Union. Address by the Rev. Floyd W. Tompkins, S. I. D., rector of Holy Trinity Church, Philadelphia.
17. Swimming contest at 8 p. m.
18. Private reading examinations end.
19. Meeting of the League for the Service of Christ. Address by Mrs. G. P. Merrett, General Secretary of the Y. W. C. A. of Barnard College.
22. Collegiate examinations begin.
23. Illustrated lecture by Dr. Paul Clemen, Professor of History of Art, University of Bonn, on Boecklin.
- Feb. 1. Collegiate examinations end.  
Meeting of the Alumnae Association.
3. Vacation.
4. Vacation.
5. Lectures of the second semester begin at 9 a. m.
6. Meeting of the Philosophical Club. Address by Miss Ethel D. Puffer on "The Æsthetic Experience."
12. Meeting of the Christian Union. Address by Miss Mary E. Richmond, secretary of the Charity Organisation Society of Philadelphia, on "Social Work as a Profession."
14. Week-end Conference of the Christian Union. Address by Prof. George Albert Coe, of Northwestern University, on "The Possibility of a Non-Mystical Religious Experience," in the chapel at 4.30.

- Meeting of the Oriental Club. Address by Rev. John D. Peters, on "My Discoveries in Palestine and Babylonia," in the chapel, at 8 p. m.
15. Week-end Conference of the Christian Union. Address by Prof. Arthur C. McGiffert, of Union Theological Seminary, on "The Trend of Modern Thought," in the chapel, at 8 p. m.
  16. Week-end Conference of the Christian Union. Address by Prof. Rufus M. Jones, of Haverford College, on "The Prophetic Vision," in the Gymnasium, at 7.15.  
Bible classes under the direction of Dr. Julius Bewer.
  19. College Fortnightly Meeting. Sermon by the Rev. Shailer Matthews, D.D., Professor of Historical and Comparing Theology and Dean of the Divinity School, Chicago University.
  21. Meeting of the Graduate Club. Address by Prof. Carleton F. Brown, on "Paganismus Redivivus," in Rockefeller Hall, at 8.30.
  26. Meeting of the Christian Union.
  27. Lecture on Esperanto by Mr. Edmund Privat, secretary of the Geneva Congress on Esperanto and Lecturer before the Philadelphia Esperanto Society.
  28. Meeting of the Law Club. Debate: "Resolved, That a graduated income tax be made a part of the Federal tax system."
- Mch. 4. College Fortnightly Meeting. Sermon by the Rev. Charles F. Shaw, of the First Presbyterian Church of Rahway, N. J.
5. Track meeting in the Gymnasium at 8 p. m.
  6. Meeting of the Science Club. Illustrated lecture by Mr. Willis L. Moore, Chief of the Weather Bureau, Washington, D. C., on "Storms."
  11. Meeting of the Christian Union.
  12. Track Meeting in the Gymnasium at 8 p. m.
  16. Private reading examination.  
Address by Miss Jane Addams, under the auspices of the Bryn Mawr Chapter of the College Equal Suffrage League, on "Social Legislation and the Need of the Ballot for Women."
  18. College Fortnightly Meeting. Sermon by Rev. William R. Richards, of the Brick Presbyterian Church, New York City.
  19. Reserved for the Law Club.
  20. Entertainment by Class of 1911 to Class of 1910.
  21. Senior Oral examinations.
  25. Meeting of the Christian Union.
  27. Meeting of the Graduate Club. Address by Miss Laura J. Wylie, Professor of English at Vassar College, on Wordsworth's Social Theories.
- Gymnastic Contest in the Gymnasium at 4 p. m.

### FELLOWSHIPS AND GRADUATE SCHOLARSHIPS.

*Resident Fellowships.*—Bryn Mawr College awards annually twelve resident fellowships and twenty graduate scholarships open for competition to graduates of Bryn Mawr College or any other college of good standing, and four foreign fellowships open to Bryn Mawr College students under the conditions stated below.

Eleven resident fellowships of the value of five hundred and twenty-five dollars each are awarded in Greek, Latin, English, German and Teutonic Philology, Romance Languages, History or Economics and Politics, Philosophy, Mathematics, Physics, Chemistry, and Biology. They are open for competition to graduates of Bryn Mawr College, or of any other college of good standing, and will be awarded only to candidates who have completed at least one year of graduate work after obtaining their first degree. The fellowships are intended as an honor, and are awarded in recognition of previous attainments; generally speaking, they will be awarded to the candidates that have studied longest or to those whose work gives most promise of future success.

The holder of a fellowship is expected to devote at least one-half her time to the department in which the fellowship is awarded, and to show, by the presentation of a thesis or in some other manner, that her studies have not been without result. All fellows may study for the degree of Doctor of Philosophy, the fellowship being counted, for this purpose, as equivalent to the degree of Bachelor of Arts. Fellows that continue their studies at the college after the expira-

tion of the fellowship, may, by a vote of the directors, receive the rank of Fellows by Courtesy.

A Research Fellowship in Chemistry has been founded and has been awarded for the first time in 1907. It is open to graduate students who have received the degree of Doctor of Philosophy or who have completed equivalent work. The fellowship is of the value of seven hundred and fifty dollars, and the holder is required to reside at Bryn Mawr College for one year and to assist the head of the Department of Chemistry in research work.

*Duties.*—Fellows are expected to attend all college functions, to wear academic dress, to assist in the conduct of examinations, and to give about an hour a week to the care of special libraries in the halls of residence and in the seminaries, but no such service may be required of them except by a written request from the president's office; they are not permitted, while holding the fellowship, to teach, or to undertake any other duties in addition to their college work. Fellows are required to reside in the college and are assigned rooms by the Secretary of the College. They are charged the usual fee of four hundred and five dollars for tuition, board, room rent, and infirmary fee.

*Resident Graduate Scholarships.*—Twenty Graduate Scholarships, of the value of two hundred dollars each, may be awarded to candidates next in merit to the successful candidates for the fellowships; they are also open for competition to graduates of Bryn Mawr College, or of any other college of good standing. Scholars are expected to reside in the col-



lege, to attend all college functions, to wear academic dress and to assist in the conduct of examinations.

*Application.*—Application for resident fellowships or scholarships should be made as early as possible to the President of the College, and must be made not later than the fifteenth of April preceding the academic year for which the fellowship or scholarship is desired. Blank forms of application will be forwarded to the applicants. A definite answer will be given within two weeks from the latest date set for receiving applications. Any original papers, printed or in manuscript, which have been prepared by the applicant and sent in support of her application, will be returned, when stamps for that purpose are enclosed, or specific directions for return by express are given. Letters or testimonials from professors and instructors will be filed for reference.

*Foreign Fellowships.*—The Anna Ottendorfer Memorial Research Fellowship in German and Teutonic Philology of the value of seven hundred dollars applicable to the expenses of one year's study and residence at some German university is awarded annually to a graduate student who has completed at least one year of graduate study at Bryn Mawr College. The fellowship will be awarded to the candidate who has pursued the most advanced work, or whose studies afford the most promise of future success. She must show such proficiency in her studies or in independent work as to furnish reason to believe that she will be able to conduct independent investigations in the field of Teutonic Philology or German.

Three Foreign Fellowships of the

value of five hundred dollars each, applicable to one year's study and residence at some university, English or Continental, are awarded annually as follows: The Bryn Mawr European Fellowship is awarded annually to a member of the graduating class of Bryn Mawr College for excellence in scholarship. The Mary E. Garrett European Fellowship is open for competition to students in their second year of graduate work at Bryn Mawr College who are enrolled as candidates for the degree of Doctor of Philosophy. The President's European Fellowship is open for competition to students in their first year of graduate work at Bryn Mawr College who are enrolled as candidates for the degree of Doctor of Philosophy.

A full statement of the graduate courses offered by Bryn Mawr College, together with a schedule of hours, will be found in the college calendar, in the graduate calendar, and in the graduate leaflet.

For further information, address President's Office, Bryn Mawr College.

The Research Fellowship in Chemistry, described above, has been awarded for this year to M. Cloyd Burnley, who has been instructor in chemistry at Vassar for several years. She will assist Dr. Kohler in research work.

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#### SELF GOVERNMENT.

Thursday, March 13th, at a meeting of the Self-Government Association the motion was carried—by, however, a very small majority—that there shall be no cheering in the dining-rooms. The association passed this

measure because the custom of cheering at dinner seemed on the whole to cause more discredit to the college in the outside world than its advantages, from the undergraduate point of view, seemed to justify. The student body thus showed itself capable of acting for what it thought to be the good of the college, even though such action involved sacrifice.

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#### UNDERGRADUATE ASSOCIATION

The annual elections of the Undergraduate Association were held in February. The new officers are: Mary Nearing, '09, President; Elsie Deems, '10, Vice-President and Treasurer; Mabel Ashley, '10, Secretary; Marion Crane, '11, Assistant Treasurer.

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#### LEAGUE FOR THE SERVICE OF CHRIST.

Officers for 1908-09: President, Marie E. Belleville, '09; Vice-President, Helen B. Crane, '09; Treasurer, Elsie Deems, '10; Secretary, Marion Crane, '11.

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#### CHRISTIAN UNION.

The annual elections of the Christian Union were held February 10, with the following results: Leone Robinson, '09, President; May Putnam, '09, Vice-President; Hilda W. Smith, '10, Treasurer; Mary Williams, '11, Secretary.

#### WEEK-END CONFERENCE OF THE CHRISTIAN UNION.

Friday, February 14th, at 4.30 p. m., in Chapel, Dr. George Albert Coe, on

"The Non-Mystical Religious Experience," attendance 74.

Friday, February 14th, at 7.20 p. m., in Gymnasium, Miss Carolina Wood, attendance 37.

Saturday, February 15th, at 9.30 a. m., in Gymnasium, Dr. Julius A. Bewer, Bible Class, Isaiah 40-55, attendance 41.

Saturday, February 15th, at 2.30 p. m., in Gymnasium, Dr. Julius A. Bewer, Bible Class, Isaiah 40-55, attendance 58.

Saturday, February 15th, at 8 p. m., in chapel, Dr. A. C. McGiffert, "Trend of Modern Thought," attendance 160.

Sunday, February 16th, 9.30 a. m., in Gymnasium, Dr. Julius A. Bewer, Bible Class, Isaiah 40-55, attendance 79.

Sunday, February 16th, 4 p. m., in chapel, Dr. Julius A. Bewer, Bible Class, Isaiah 40-55, attendance 79.

Sunday, February 16th, at 7 p. m., in Gymnasium, Mr. Rufus M. Jones, attendance 133.

#### THE WEEK-END CONFERENCE AT BRYN MAWR.

Those who were interested in the Summer Conference held by the Christian Union, in conjunction with the Friends' Summer School of Religious History, last June, were anxious to have a similar conference this year. The difficulties of carrying out this plan were so great that the simpler undertaking of a week-end conference, to be held during the college year, was adopted, and the dates of the 14th to 16th of February were chosen.

The aim of the Conference was to give to the students an opportunity of hearing the religious views of men who were at the same time

great thinkers and devoted Christians.

The speakers were fortunately chosen, and the Conference aroused much interest.

On the afternoon of February 14th the Christian Union Conference began with an address by Dr. George Albert Coe, of Northwestern University, on "The Possibility of a Non-Mystical Religious Experience." Dr. Coe's conclusions were drawn from a careful psychological analysis, and his whole point of view was a striking example of the ethical trend of modern thought.

A mystical experience, as explained by Dr. Coe, is a passively received direct intuition of the Divine. It is derived ultimately from anthropomorphic "demon-possession," and is directly counter to modern psychological and philosophical theories of knowledge, to which activity of mind is essential.

Some persons are so constituted that they are unable to receive a "mystical" experience. But there is another and surer way of getting in touch with the Divine plan—a method based on the *ethical will*. The world is what we will to regard it, and the best for every one is what he wills to regard as best. Hence if we will to continue in right actions, surmounting all discouragements, we are sure ultimately to attain to an *ethical faith*, and to a feeling of harmony with the great plan and purpose of the world.

On Friday evening Miss Carolina Wood spoke on a very practical side of philanthropic work, telling from her own experience of the incredible need for trained workers among the poor.

Dr. Julius A. Bewer gave a series of four lectures on the second Isaiah, which were illuminating in detail and of great literary interest. In conclusion, Dr. Bewer correlated the points brought out during the course in an answer to the question, "Why do the righteous suffer?" by emphasizing the magnitude of the Divine plan, showing that the exile of Israel was not an individual punishment, and as such an end in itself, but the preparation of an agent for the Creator's purpose, a step on the way to an ultimate conversion of the world.

On Friday evening Dr. A. C. McGiffert addressed the Christian Union on "The Trend of Modern Thought." He began by a brief summary of ancient and mediæval ideas of man, God, and the Church. He said that until the end of the fourteenth century the doctrine of original sin held sway; as mankind was the synonym of corruption, so God was the embodiment of all good. To attain goodness man must escape from the world by the help of God, Christ and the Church, all of which were viewed as strictly external and supernatural agencies.

With the rise of Humanism in the fifteenth century, the doctrine of original sin lost ground, and with it the need of a supernatural system to expiate it. Asceticism, other-worldliness, was no longer a requisite for the Christian life.

The Reformation Dr. McGiffert considered to be more mediæval than modern. Luther still believed in man's sin and the need for supernatural salvation. The only sense in which he was a Protestant was in establishing the Bible in place of the Church as the visible means of grace.

The Socinian movement, at the end of the sixteenth century, was the first step toward emancipation. The Socinians repudiated the doctrine of original sin, of the deity of Christ, of the Trinity, and of the Church. They believed, however, that man needs supernatural revelation to see the truth—so they kept the Bible. Thereupon many of the old ideas came flooding back, and we find supernaturalism invading naturalism.

Naturalism at the same time is the first tentative step towards Rationalism, which came into prominence in Western Europe during the seventeenth and eighteenth centuries. The Rationalists denied the doctrine of original sin, and they believed that reason enables man to know the truth, independent of supernatural revelation. The deists—Tyndale, Voltaire and their followers—still believed in God, but maintained that man could discover by reason all that he wanted to know, while the sceptics and atheists went a step further in denying both religion and God. With Hume and the French encyclopedists, 1785-1798, the end of religion seemed to have come.

John Wesley, the leader of the evangelistic movement, revived the doctrine of original sin, still retaining the Bible as the external authority.

The period of religious reconstruction began about 1800, and has continued to the present day. In modern thought Dr. McGiffert finds two tendencies—the *mystical tendency*, led by Spinoza, and the *ethical tendency*, beginning with Kant.

The mystics emphasize the unity of substance, force and process. Hegel, and Darwin, in his theory of evolution, put forward this doctrine.

Schleiermacher asserts that religion means nothing external: it is the consciousness we have of the Divine, the infinite, the absolute. Christ is not a supernatural atoner, but that man who had the most perfect consciousness of God.

The effect of mysticism was to heal the breach between scientists and supernaturalists. In the light of the new idea everything is a miracle, and with Carlyle, the modern mystic holds the earth to be as sacred as heaven, and believes that consciousness of the divine brings spiritual transformation.

Another result of mysticism is the socialistic tendency. If you are one with God you are one with man likewise.

In the ethical tendency Fichte succeeded Kant, and then a gap occurred, due to stress on the mystic tendency, bridged by Matthew Arnold. Lastly we come to modern Pragmatism.

The ethical doctrine conceives God to be the great moral purpose in the world. Without this moral order, this God, our lives are absurdities. We may not see Him in the past or present, but we must see Him in the future. Man thus conveys his own moral nature to the universe, and is creative in the highest sense. This is the acme of humanism.

As the mystical tendency breaks down the barrier between the natural and supernatural, so the ethical tendency denies the conflict between science and moral values. God is not visible in evolution itself, but in the moral end toward which all progress is moving.

Dr. McGiffert then showed how the ethical principle worked out in practice and doctrine. Ritchie formulated

the idea of God as love, in agreement with eighteenth century thought, and God's purpose is the establishment of sympathy and service. Everything is good which forwards this purpose. This is the pragmatic test. Life, in the light of religion and morality, means that we are giving ourselves to the purpose of making the world we live in better. Salvation means this desire for improvement. Christ, as the mediator, is the supreme figure in history, the one man who has completely understood God's purpose and made it his own. He is not working to take us out of the world, but to make us put something into it.

Dr. McGiffert concluded his address by saying that the ethical tendency has been slowly received. There are few representatives in America, and fewer in England. The ethical tendency is sometimes found working with the mystical tendency, sometimes not. Either can exist alone. Both are built on a new conviction of religion, diametrically opposed to the thought of both Catholics and Protestants of the old school.

The last meeting of the Conference was held on Sunday evening, February 16th. Mr. Rufus Jones, President of the Board of Trustees, spoke of the value of a vision and of loyalty to that vision in the Christian life. He drew his text from Paul's defence before Agrippa: "Whereupon, O King Agrippa, I was not disobedient to the heavenly vision." A clear vision, Mr. Jones said, a definite ideal, an inspiration which we may follow until we come to the full knowledge and truth, is essential in the true Christian life. The prophets had their vision of the coming Messiah. St. Catherine had her vision of what the

Church ought to be, Lincoln had his vision of the American people, and each was loyal to this vision.

So each of us in her Christian life should have a vision of what we can do to help others, an ideal to inspire us, and the conference, Mr. Jones said, should have brought to each one of us, besides the spiritual help, a clearer vision and a wider, whereby, in the spirit of brotherhood, we may uplift other people.

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## ATHLETICS.

### SWIMMING.

The finals of the swimming contest were held on January 17th.

The swimming championship cup was won by the Class of '09. The greatest number of individual points was made by Georgina Biddle, '09. The college record for the underwater swim was broken by G. Biddle at 106 feet 11 inches. The former record was held by C. Woerishoffer, '07, at 75 feet 2 inches.

### TRACK.

The two interclass track meets were held on March 5th and March 12th. The class championship cup was won by 1909 with 67 points. 1908 came second with 20 points, and 1910 and 1911 tied for third place with 17 points each.

The individual championship cup was won by Anna Platt, '09. Two college records were broken. The hop, step and jump record was broken by Cynthia Wesson, '09, at 20 feet 11½ inches. Former record held by A. Platt, '09, at 20 feet 2 inches. The rope climbing record was broken by A. Platt, at 11 seconds. Former

record held by A. Platt at 12 2-5 seconds.

#### GYMNASIUM CONTEST.

The next athletic event will be the gymnasium contest, which is scheduled for the 27th of March. Dr. Tait McKenzie, of the University of Pennsylvania; Miss Adams, of the Friends' Select School, and Miss Cherry, head of the gymnastic work at Drexel Institute, have consented to act as judges.

#### PROPOSED REBUILDING OF THE GYMNASIUM.

A large meeting of the Athletic Association was held in the chapel not long ago for the purpose of discussing the rebuilding of the present gymnasium. The overcrowding of the audience at the athletic contests and the unwieldiness of the regular gymnasium classes have made us realize more strongly the fact that the Bryn Mawr gymnasium is the least efficient of all the college gymnasiums in the East, and that we must have more space and better equipment. According to the plans which President Thomas has had drawn up, the estimate amounts to between \$17,000 and \$20,000. An undergraduate has promised \$5,000, provided that the rest of the amount is raised by June. Several sums have been promised to Marjorie Young, treasurer of the committee, since the meeting, and the undergraduates are working hard to raise the rest of the sum in small amounts. The main features of the proposed improvements are: an enlargement of the floor space, an indoor tennis court, a more convenient arrangement of offices, dressing rooms and cloak rooms, tiling of the swim-

ming pool, safe exits in case of fire, and the replacing of the present brick walls by a gray stone exterior in order that the gymnasium may no longer be the one break in the harmony of the campus buildings. If the undergraduates succeed in raising the required amount, the work will be begun immediately after commencement, so that the building may be ready for the use of the students next October. It will then, to a certain extent, take the place for the present of the much needed Students' Building.

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#### LAW CLUB.

The Law Club was organized about four years ago for the purpose of giving the students an opportunity for conducting debates or arguments, and for having prominent speakers on law and politics. In March, 1904, the Law Club of Bryn Mawr debated with the Alpha Omicron Pi Chapter of the New York University Law School, but since then the debates have been within the college. These debates have been entirely formal, and have had the effect of giving the contestants a more or less technical knowledge of the subject in hand, without stimulating any general interest in current topics. It has therefore seemed desirable to the officers of the club this year, while not discontinuing the formal debates, to increase the activity of the club by holding a number of informal meetings for general debate. These meetings are presided over by one of the officers, who requests the members as they enter to sit either on the affirmative or negative side of the room. The subject is then stated, and

the debate is conducted by impromptu speeches on both sides. At the end of a certain time a reorganization of the debate is called for by the presiding officer, and the meeting is adjourned for general discussion. Two such meetings have been held this year; the subject of the first was: "Resolved, That the policies of President Roosevelt be continued in his successor," and of the second, "Woman Suffrage." Unexpected interest has been shown in the questions proposed, and what seems even more important, a greater readiness and easiness in speaking is evident.

The formal debate of the Law Club was held this year between 1908 and 1909, on the question: "Resolved, That a graduated income tax be made a part of the Federal tax system." The judges, Dean Reilly, Dr. Barton and Dr. Ferree, rendered their decision in favor of the negative, 1908.

The club was formally opened this year by Dean Ashley, who spoke on the benefits of debating for women. On January 9th Mr. Franklin Spencer Edmonds spoke on the "Merit and Spoil System," and aroused considerable enthusiasm. As the clubs in college have become so numerous, it has been necessary to restrict the number of speakers for each, and it is probable that the Law Club will have no more speakers this year.

The immediate questions before the club are the consideration of abolishing the interclass debates, and the further improvement of the general debating movement. The Law Club is the nearest approach in Bryn Mawr to any kind of oratorical training, the need of which, for educated women, is increasingly great. In our plays and our elocution classes we

learn the principles of effective speaking, but only by formulating our own thoughts before an audience can we gain that ease which is its essential condition. The Law Club, therefore, in its rather new sphere of activity, would very greatly appreciate suggestions from its alumnae.

BARBARA SPOFFORD.

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**BRYN MAWR CHAPTER OF THE  
COLLEGE WOMEN'S EQUAL  
SUFFRAGE ASSOCIATION.**

Those of us who are interested in the welfare of the Bryn Mawr Equal Suffrage Chapter feel very much encouraged at its recent progress. In the first place, owing to the co-operation of President Thomas and Miss Jones, the Head Librarian, we have been given a small room in a very prominent place in the Library, at the head of the main stairs leading up to the reading room, where we keep our suffrage literature. We have been allowed to have all the books in the stack that in any way relate to the question of women's suffrage, and we try to be liberal by collecting together the anti-suffrage as well as the suffrage pamphlets and books, and placing them in friendly proximity on our shelves. In the suffrage reserve room we have had placed a bulletin board on which are posted, neatly pasted on pieces of paper so that they may be collected afterwards, any clippings from the daily papers bearing on the activity of women. We feel that by doing this we are at least doing all we can to keep people informed as to the present tendencies of the suffrage movement, and the activities of women in social and civic matters. In addition we

subscribe to three suffrage journals, *Progress*, *The Woman's Journal* and *Franchise*, the organ of the English Suffragists; we are also in possession of numerous pamphlets on both sides of the question, for we feel that people should be cognisant of the arguments of the anti-suffragists, both that they may be prepared to meet these arguments if possible, and that they may realise the position of the anti-suffragists. We often find that there are no stronger arguments in favour of the suffrage for women than those very arguments advanced by the anti-suffragists against it.

We were very much encouraged also by the result of a debate we had a few weeks ago between the Law Club and the Suffrage Chapter. The debate was informal and for the sake of argument the Law Club took the side in opposition to the suffragists. The question before the meeting was, "Do we advocate granting the franchise to women in the immediate future?" There was a majority of three in favour of waiting until women should be ready to vote more intelligently as a whole, considering it inexpedient to increase the franchise, thus necessarily giving the ballot to a large number of people incapable of voting for the good of the country. This result we thought encouraging, because we discovered that in college we should not have to deal with the type of anti-suffragist one so often meets, who object on sentimental grounds. Our task was simply to convince our opponents of the expediency of giving the ballot to women, that the country needed their vote, and that the women themselves needed the vote to protect their interests.

Very timely, then, was Miss Addams' address on Monday, March 16th, under the auspices of the Equal Suffrage Chapter, for her subject was "Social Legislation and the Need of the Ballot for Women." The chapel was crowded to its utmost limits with students and visitors drawn by Miss Addams' reputation, and also by their interest in the subject. She spoke for about thirty minutes, and was followed by her audience with keen interest. She could not have delivered an address that was more sane and convincing, carrying with it as it did the weight of her experience and the support of her opinion. Miss Addams showed very clearly that we need have no fear of the so-called uneducated woman, for the problems on which she would legislate, had she the ballot, would be problems of sanitation, children's hours of labour, her own wages, the conditions existing in her home and the streets around her home, which were subjects on which women had been capable of giving an opinion long before they had learnt the trick of reading and writing. She said that the uneducated women were an unnecessary bugbear to their more fortunate sisters, and that if the ballot were given only to one class she would advocate giving it to the working woman. She doubted whether it were expedient for the state not to ask the opinion of women, who knew so much more on certain subjects than men ever could, and whether it were good for the country to force women to use their energies and bring pressure to bear on the politicians in a roundabout manner; for thus it forced women, by not giving them the vote, into the position of children teasing for a



plaything. She expressed her opinion very strongly that it was the experience of every woman who had made and was making a serious effort to better conditions—and who should know better than she?—that they were unable to accomplish anything at all in the way of reform without the ballot. In answer to the argument that women would not use the ballot if they had it, she said that there were certain questions on which women felt very strongly as a whole, certain others about which they did not care so much. On these former subjects they would vote, and in her opinion the

country could do without their vote in other matters, for the vote that was cast from a sense of duty was absolutely worthless to the country.

This is a short summary of what she said, and it was just exactly what we needed. Several of our opponents have joined us, and interest in the question is much renewed.

The chapter now numbers 110, 13 of whom are members of the faculty. We think that out of so small a college this is a pretty creditable number.

MARY WHITALL WORTHINGTON,  
*Secretary.*

## ALUMNAE CLUBS.

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### THE BRYN MAWR CLUB OF NEW YORK.

The club is having a very prosperous winter. The rooms for permanent guests are all engaged, and the transient guest rooms are nearly always occupied. Mary Towle, Isabel Andrews, Louise Congdon, Edith Hamilton, Elise Gignoux, Ruth McNaughton, Leslie Clark, Kate Williams, Anne Sherwin and Elsie Sargeant are some who have spent a few days at the club, and among those, too many to enumerate all, who are frequent guests at lunch are Mary Campbell, Isabel Peters, Margaret Nichols, Alice Day, Katrina Tiffany, Clara Brocks, Dorothy Arnold, Elise Gignoux, Helen Robinson, Margaret Hall, Emily Cross, Louise Brown, Elizabeth White, Elizabeth Higginson, Amy Steiner and Grace Campbell.

### THE BRYN MAWR CLUB OF PITTSBURGH.

Since the production of two plays by the Ben Greet Company last June, by which we raised a little more than \$600 for the Endowment Fund, the Bryn Mawr Club of Pittsburgh has not undertaken anything large. There have been several pleasant meetings at the homes of different members, and on November 30th the club had a luncheon, followed by the annual election of officers, at the home of Miss Gleim. The club is contributing to the fund to provide for the expenses of Michi Matsuda, '99, while she is studying at Bryn Mawr for her Ph.D., and expects to repeat the contribution annually as long as she is in this country. The officers of the club this year are: President, Miss Gleim; Secretary, Mrs. Norman Macbeth; Treasurer, Miss Amelia Montgomery.

ARTICLES, SKETCHES AND POEMS PUBLISHED BY ALUMNAE AND  
FORMER STUDENTS.

ANNIE EMERY ALLINSON, A.B., 1892, and Ph.D., 1896, Bryn Mawr College.

"Aim of Women's Colleges," *The Nation*, February 14, 1907.

EMILY GREENE BALCH, A.B., 1889, Bryn Mawr College.

"Slav Emigration at Its Source," *Charities and the Commons*, January 6, February 3, March 3, April 7, May 5, June 2, July 7, September 1, 1906.

"Our Slavic Fellow-Citizens," *Charities and the Commons*, April 6, May 4, June 1, July 6, September 7, October 5, November 2, December 7, 1907.

"Western Civilization and the Birthrate," *American Journal of Sociology*, March, 1907.

LOUISE R. ELDER, A.B., 1889, Bryn Mawr College.

"The Destiny of the Uncle," *Century*, May, 1907.

JOSEPHINE C. GOLDMARK, A.B., 1898, Bryn Mawr College.

"Summary Changes in Child Labor Laws," *Charities and the Commons*, October 5, 1907.

GRACE LATIMER JONES, A.B., 1900, and A.M., 1902, Bryn Mawr College.

"Evils of Girls' Secret Societies," *Ladies' Home Journal*, October, 1907.

AGNES FRANCES PERKINS, A.B., 1898, and A.M., 1889, Bryn Mawr College.

"Ineffective Teaching in English," *The Nation*, October 24, 1907.

EMILY JAMES SMITH PUTNAM, A.B., 1889, Bryn Mawr College.

"Classical Education," *Putnam's Monthly*, January, 1908.

ALYS SMITH RUSSELL, A.B., 1890, Bryn Mawr College.

"The Ghent School for Mothers," *Nineteenth Century*, December, 1906, and *The Living Age*, February 2, 1907.

NETTIE MARIA STEVENS, A.B., 1899, and A.M., 1900, Leland Stanford, Jr., University; Ph.D., Bryn Mawr College, 1903.

"Color Inheritance and Sex Inheritance in Aphids," *Science*, August 16, 1907.

EDITH WYATT, 1896, Bryn Mawr College.

"Horses of the Wind" (poem), *Harper's*, March, 1907.

## THE ALUMNAE.

'89.

Elizabeth Blanchard, who has been teaching in Philadelphia and Bryn Mawr for some years, will spend next winter at her home in Bellefonte. She has been writing a lively and interesting series of letters on Socialism and kindred subjects for the Philadelphia *Public Ledger*.

'90.

Katherine T. Willets Gardner died at her home, Roslyn, Long Island, on February 26th.

'92.

Edith Rockwell Hall, head of the Balliol School, Utica, N. Y., 1900-08, will discontinue her school after the present year and will be associated with Miss Knox's School, Briarcliff Manor, Westchester County, New York.

'93.

Helen A. Thomas Flexner (Mrs. Simon Flexner) has a son, born in January.

Amy Cordova Rock Ransome is corresponding secretary of the Co-operative League for Social Service in Washington.

'96.

Ruth Furness Porter (Mrs. James F. Porter) is a member of the school board of Winnetka, Ill. She has lately been on a two weeks' camping trip in the Grand Cañon.

Dora Keen has been traveling abroad for the past year.

Caroline McCormick was married October 12, 1907, to Mr. Francis Louis Slade in Baltimore, Md., and sailed for a winter in Egypt.

'97.

Anna Marion Whitehead was married on October 9, 1907, to Mr. Edwin H. Grafton, in Trenton, N. J.

Effie Whittredge and Edith Lawrence are living at the Bryn Mawr Club in New York.

Clara Landsberg has been living at Hull House, Chicago, for eight years with the purpose of becoming familiar with the problems of a crowded industrial quarter of a city in which many nationalities are represented. She is superintendent of the evening classes at Hull House. These meet the needs of Italian, Greek, Russian, Roumanian, Polish, Armenian, and German immigrants wishing to learn to speak and to read English, in order to secure employment; of young working people who feel the need of further education to better themselves economically; and of young men and women who study subjects more or less remote from their daily work for much the same reasons that induce people of more fortunate neighborhoods to study Browning, Shakespeare, Ibsen, or Bernard Shaw.

'98.

Margaret Fay Coughlin is living at the Bryn Mawr Club in New York City.

Juliet Baldwin has been on a two weeks' camping trip in the Grand Cañon with Ruth Furness Porter.

'99.

Sibyl Emma Hubbard Darlington (Mrs. Herbert Seymour Darlington) has a son, born in February.

Marian Ream Stephens (Mrs. Redmond D. Stephens) has been re-elected President of the Bryn Mawr Club of Chicago.

Marian Curtis Whitman has a son, Roger Curtis Whitman, born in December, 1907.

1900.

Aurie Thayer Yoakum has returned from Porto Rico and is now living at 1362 Irving Street, N. W., Washington, D. C.

Grace Latimer Jones spent the Christmas vacation in Boston, Morristown and New York. She is Co-principal of the Columbus School for Girls.

Marian Hickman has announced her engagement to Mr. Chester, of New York City.

Myra B. Frank Rosenau (Mrs. Milton Rosenau) is President of the Bryn Mawr Club of Washington. She is also Chairman of the Social Service Committee of the Washington Branch of the Council of Jewish Women, member of the Board of Directors of the Washington Branch of the Council of Jewish Women, and volunteer worker at Neighborhood House Social Settlement.

Lucy Constance Rulison is teaching at Briarcliff.

Jessie Tatlock is teaching at Dobbs Ferry in Miss Master's School.

Clara Hitchcock Seymour St. John (Mrs. George Clare St. John) is liv-

ing at the Hackley School, Tarrytown, where her husband is a teacher of English.

Margaret Wentworth Browne is studying at the School of Philanthropy, in New York.

Edna Fischel Gellhorn (Mrs. George Gellhorn) has returned to St. Louis after six months spent in Germany with her husband and two children.

'01.

Grace Phillips Rogers (Mrs. Gardner Rogers) is living at 2014 Dupont Avenue South, Minneapolis. Master Nickerson Rogers was born January 23, 1908.

Frances Rush Crawford has a daughter, Katherine, born December 25, 1907.

Edith Crowninshield Campbell is living at the Bryn Mawr Club of New York for the winter.

Elizabeth McKeen has been spending the winter in Italy and Greece.

'02.

The Class of 1902 will hold its sexennial reunion on Tuesday, June 2. The class supper will take place at seven o'clock that evening in Denbigh Hall.

Corinne Blose Wright has a daughter, Helen Blose Wright, born September 8, 1907.

Fanny Cochran has returned to this country after a six months' stay in Europe.

Jane Cragin Kay and her husband have left Malta. Mr. Kay has been ordered to Worcester, England, for two years. Their address at present is care of Union Bank of London, Regent Street Branch, Argyle Place, London.

Louise Schoff has announced her engagement to Mr. George Edgar Garman, an engineer who, though he is working in Wyoming at present, is a Virginian.

Florence Wilcox Clark is living at the Bethel Social Settlement in Cincinnati.

Violet Foster is Vice-President and Treasurer of the Bryn Mawr Club of Washington.

Helen Lee Stevens is a member of the Co-operative League for Social Service.

Jean Butler Clark has announced her engagement to Mr. André Fouiloux, a civil engineer living in Portland, Ore.

## '03.

Louise P. Atherton was married in February to Mr. Samuel Dickey, a student of theology, and is living in Chicago.

Eleanor L. Fleisher is married to Dr. David Riesman.

Constance Davis Leupp is office manager for *The Charities and Commons* magazine, of New York City. She is living at the Bryn Mawr Club.

Gertrude E. Dietrich is to be married to Dr. Julian R. Blackman in September.

Helen Treson Brayton is studying at the School of Philanthropy in New York City, and is living at the Bryn Mawr Club.

Elizabeth Utley was married to Isaac Biddle Thomas on December 17th. She is now living in Altoona.

Helen Raymond has been in Plymouth, Fla., for five months. She is regaining her health slowly.

Maud Spencer Corbett is keeping house in a flat in London. She may come to America this summer.

Helen Briggs has returned to Pittsburgh after an absence of two years.

Elizabeth Bagley Carroll has a son, Alexander Rook Carroll, Jr., born December 12, 1907.

## '04.

Ruth Kellen Wills (Mrs. Thomas L. Wills) has a son, Kellen Wills, born in December.

Eleanor Harryman McCormick, of Cloverdale, Baltimore, will marry Dr. Marshall Fabyan in June.

Dorothy Dudley and her sister, Katharine, have an apartment for the winter in Paris, where Katharine is studying painting.

## '05.

Helen Seymour is Secretary of the Bryn Mawr Club of Washington.

Gertrude Hartman is teaching English at Miss Veltin's School, in New York, and is living at the Bryn Mawr Club.

Isabel Ashwell has been in Paris part of the winter and has now returned to Bromley Park, Kent, England.

Anne Greene was married on January 15th to Guy Bates, of New York.

Alice Jaynes is visiting in Pittsburgh.

Martha Stapler sailed in December for Oxford. She expects to stay in Oxford for some time and then go to Paris.

Katharine Southwick was married on November 2, 1907, to Ernst G. Vietor, of New York. Her address is 35 East Thirtieth Street.

Anna McKeen is studying piano-forte in New York, and theory of music at the Master School of Music in Brooklyn.

Emily Shields is a student at Oxford this winter.

Helen Kempton is tutoring a young girl in Michigan City, Ind. Her address for this winter will be 216 West Eighth Street.

Adeline Havemeyer Frelinghuysen lost her infant daughter on January 1st.

'06.

Alice Ropes is teaching Mathematics at the Ipswich High School, in Massachusetts.

Helen Preston Haughwont has announced her engagement to Mr. William T. Putnam, Jr., of Boston.

Ethel Stratton Bullock is to be married in May to Mr. Harold K. Beecher.

Jessie Germain Hewitt is taking graduate courses at Bryn Mawr.

Annie Stokely Pratt is taking a graduate course in Latin at Berkeley, Cal.

'07.

Mabel Foster, Letitia Windell and Esther White are all teaching at Miss Davies' School, Wykeham Rise, Washington, Conn.

Anna Buxton was in charge of the N. C. Educational Exhibit at the Jamestown Exposition.

Lelia Woodruff is teaching Latin at Rosemary Hall, Greenwich, Conn.

Comfort Dorsey is copy-holding for the Winthrop Press, New York City.

Mary Kingsley Simkovitch is the Chairman for the Exhibit of Congestion of Population, to be held in New York. Carola Woerishofer is helping with the preparations for it.

Margaret Bailey is studying for a Ph.D. at Chicago University.

Elsie Wallace Moore is living at 2252 Hobart Boulevard, Los Angeles, Cal. She is studying music and painting, and is actively interested in forming a branch of the College Woman's Equal Suffrage League.

Genevieve Thompson expects to spend some weeks in Los Angeles in the early spring.

Two plays by Alice Gerstenberg, "A Little World" and "A Little World from Another Point of View," were given in Miss Anna Morgan's studios, The Fine Arts Building, Chicago, on March 12th.

Marian Elizabeth Bryant is studying cooking and sewing at the Chicago School of Domestic Arts and Science.

Margaret Augur has been elected Vice-President and Secretary of the Bryn Mawr Club of Chicago.

# BRYN MAWR ALUMNAE QUARTERLY

VOLUME II

JUNE, 1908

No. 2

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# THE BRYN MAWR ALUMNAE QUARTERLY



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IDA LANGDON, '03.

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## SICELIDES MUSAE!

A journey through the Vergil country, it seems to me, is one of the greatest aids towards appreciation of this author's works, of which we all read, more or less, at some time in our lives. Vergil was a native of Northern Italy, but his name and fame, which began almost immediately and have grown constantly, are much more associated with the South than with the North. Only after we reach Naples do we begin to feel his influence; for here he preferred to live.

“Mantua me genuit; Calabri rapuere; tenet nunc Partenope”—

So reads the epitaph said to have been found on the spot marked by a very old tradition as his tomb—high above the grotto on the hill of Posilipo, where he loved to sit and write. He still lives in the minds of the people of Naples as the great magician the men of the Middle Ages thought him. Descriptions of this beautiful country creep into his poems. But one must go farther south to find the true inspiration of his poetry. Here the words of Goethe are true:

“Italy without Sicily leaves no image on the soul; Sicily is the key to all.”

Admiration for Theocritus, the master after whom he first modelled himself, took Vergil to Sicily; but once there, his own love of nature and story must have led him to acquire a knowledge of the country at first hand. It is at least not an unprofitable thing for us to visit the places mentioned by him and try to see them as they were in his day. For, by a pardonable poetic license, it is

his own Sicily and not that of Æneas he describes to us. We may approach the island by either one of the ports—Messina or Palermo. Since Messina, “portus et porta Siciliae,” is the more direct one from Naples, we enter by that way. Our express train from Naples takes us straight on to Messina, carrying us across the strait by means of a ferry,—train and all. Italy and Sicily seem to have become one again, as Vergil tells us they once were actually:

“This whole region by the forceful throes of a mighty convulsion . . . was rent in twain, the two countries before having been one and unbroken. At last the sea poured in violently between and with its waters cut off the Hesperian from the Sicilian side.” (Æn. 3, 414-417.) This is the strait that Helmus the seer bade Æneas shun because of the horrors of Scylla and Charybdis. “The right hand coast is held by Scylla, the left by Charybdis. . . . Scylla is confined in the deep recesses of a cave, whence she thrusts out her mouths and drags vessels on to her rocks. At top, a human face, a maiden with beauteous bosom; at bottom, an enormous sea-monster,—dolphins-tails attached to a belly, all of wolves’ heads.” (Æn. 3, 420-8.) We pass the rock that bears the name Scilla, changed by one letter from the ancient name, but of virgin, sea-monster, wolf or dolphin not a vestige can we trace—only a very beautiful cliff with castle and little town; the coast suffers from earthquake much more than from the rage of sea-monsters.

Charybdis is not so easy to find. The city of Messina, ancient Messana, still more ancient Zankle, is said to have derived this oldest name from the sickle-shaped harbor. Just outside the point of the sickle is an eddy which has received the name Garofalo (Carnation) from its form. It is not much more violent than the gentle little eddy off Cape Faro (the “Pelorus” of Vergil), just opposite Scylla. These are the two claimants to the name Charybdis. The latter would seem to be the proper position for it, and one might easily fall into Charybdis while desiring to avoid Scylla, as the mediæval proverb implies. Whatever the exact spot described in Homer and Vergil, we are disappointed at the peaceful aspect of the famous straits. But who knows what changes “*ævi longingua vetustas*” may have wrought!

To our right as we cross the straits are the Lipari islands, with Ætna's sister, Stromboli, rising conspicuously from them:

"There rises an island hard by the Sicanian coast and Aeolian Lipari, towering with fiery mountains" (*Æn.* 8, 416).

But we shall turn to the left and follow the coast that first met the eye of Æneas as he rounded the southern point of Italy. The line of the shore describes a slight inward curve—"the unstrung ~~wolf~~ <sup>bow</sup> of Ulysses." Here the Greeks, tradition says, made their first settlement—at Naxos. Above the site of old Naxos towers Taormina, the loveliest spot in Sicily—some say in the whole world. Vergil does not mention this site. Æneas lands farther south. The harbor Vergil describes—"Portus Ulyxis"—is supposed to be identical with the Bay of Ognina, a few miles north of Catania. It was filled by an immense stream of lava in the fifteenth century. Great masses of the dark lava stone are heaped along the shore. Ætna rises up behind, with her long, dark, sloping sides and snowy top, little changed since Vergil's day:

"There is a haven, sheltered from the approach of the winds and spacious, were that all; but Ætna is near, thundering with appalling crashes" (*Æn.* 3, 570-2).

This is the home of the Cyclops Polyphemus. The cave where he dwelt is still pointed out. A little stream tumbling down to the sea, burdened with the great name *Acque Grandi*, is, they say, the "herbifer *Acis*" into which the rival of Polyphemus was transformed to escape his wrath. Thus he found his way to the nymph Galatea. In the bay near by are seven masses of basaltic rock forming islands in the sea. These are the *Scogli di Ciclopi*, fabled ever since Pliny's day as the rocks hurled after Ulysses by the Cyclops in his blind rage. The largest of these rocks is 220 feet high and has a circumference of more than 2,000 feet. The Cyclops was indeed a mighty man!

Æneas and his followers hurry away from this spot, frightened by the sounds from Ætna and warned by the story of Achemenides.

So they leave Ætna, the forge of the Cyclopes, the throne of Zeus, the workshop of Hephaestus, the torch of Demeter. Legend even yet is not dead here. One no longer believes that "the body

of Euceladus, blasted by lightning, is kept down by this mighty weight;" but we hear that Anne Boleyn is tortured within these fiery depths, punished for her part in separating England from the Church of Rome.

Æneas is borne southward by Boreas, coming "angusta ab sede Pelori," passes Pantagia, Megara, Hybla and Thapsus. A wretched modern town, Agosta, struggles for existence on the site of Megara. No trace of the famous town remains. But nature is the same. The bees still feed on the sweet herbs and Hyblæan honey is still famous, as when Vergil sang:

"Thymo mihi dulcior Hyblæ" (Ecl. 7, 37).

The railway from Catania to Syracuse takes us through Agosta and on to the peninsula Magnisi, the Greek Thapsus—Vergil's "Thapsum iacentem"—"low-lying" or "lying prostrate to the sun." Both translations fit it well. We are drawing near to Syracuse now—hot, white, dusty Syracuse, the five-fold city. It appears to Æneas as he approaches it:

"Stretched before the Sicilian bay lies an island over against Plemmyrium the billowy. Former ages named it Ortygia" (Æn. 3, 692).

This island was the original city, and to the island it has again shrunk; but as Vergil knew it, it covered more than thirteen miles of territory. It had had perhaps in its best Greek days nearly a million inhabitants; now it has perhaps 30,000. Yet fallen as it is, Syracuse speaks of the past as no other place does. Yesterday is far more real there than to-day and "once upon a time" most real of all. "The greatest of Greek cities and most beautiful of all cities" did not owe its charm or its beauty to nature. The story goes that its founder, Archias, had to choose between a healthful site and one that would lead to greatness, and he chose the latter. Even to-day it is the hottest and most unhealthful place in Sicily, and perhaps its decline is partly due to the disadvantage of its climate. The four divisions of the city on the mainland—Achradina, Neapolis, Tyche and Epipolæ—are vast, powdery plains, with here and there a ruin and many scattered tombs. The great fortress of Euryelus, reminder of the disastrous Athenian expedition, the latomæ, prisons of the Athenian captives, the Greek Theatre, with

its view of the bay—these and a few other ruins remain to attest the greatness of Syracuse. Vergil mentions none of these. He speaks only of a natural feature, probably much the same in his day as in ours—the fountain of Arethusa—and he speaks “as to those who know,” not elaborating the myth: “Hither, the legend is, Alpheus, the river of Elis, made himself a secret passage through the sea, and he now through thy mouth, Arethusa, blends with the waters of Sicily. Obedient to command, we worship the mighty gods of the place” (*Æn.* 3, 694-7).

A mass of modern masonry hems it in now and rather detracts from the charm of the clear water with its papyrus, fishes and birds. It must have had some such enclosure even in Roman times, for Cicero describes “a rampart and wall of stone” to protect it from the waves. The “fons aquae dulcis” of his description became mixed with salt water in an earthquake of the twelfth century, so that Lord Nelson before the battle of the Nile could not literally have “watered at the fountain of Arethusa,” as he writes to Lady Hamilton. Æneas having, as we have seen, stopped to do reverence to Arethusa, next rounds the promontory of Pachynus,—“The tall crags and jutting rocks of Pachynus” (*Æn.* 3, 699),—and skirts the shore opposite Africa, the coast so rich in Greek colonies. Of Camarina and Gela nothing remains. On the site of Gela, a thriving modern town, Terranova, has grown up. Gela’s greater daughter comes next,—the Greek Acragas, Roman Agrigentum, modern Girgenti. With all its changes of name, the ruins of the imposing temples still persist, and of the “lofty ramparts” which “Acragas, the craggy, displays from afar” (*Æn.* 3, 703). These walls are partly fallen, but fragments of them still tower high above the sea. Within them are tombs, not only of men, but of those famous horses that won at the Olympic games. For this is the city of Theron and “his conquering car,” “once the breeder of generous steeds” (*Æn.* 3, 704). The temples, all of them but two in shapeless ruins, lie scattered over the great slope between the acropolis and the sea. The modern town is built on the acropolis and its harbor, above which rise the walls Vergil describes, bears in modern times the name, *Porto Empedocle*—named from Empedocles, the great son of Acragas. Great loads of yellow sulphur can be seen here, for it is the port whence Sicily’s abundant supply of



sulphur is exported. The town is nearly five miles from the port. This great stretch of land we must imagine even in Vergil's day thickly populated. The two temples that still stand are of golden brown stone—majestic as those of Paestum, though smaller. Among the ruins of the temple of Zeus fragments of one of the Telamones, twenty-five feet long, have been found and pieced together. This gave Agrigentum her motto: "Signet Agrigentum mirabilis Aula gigantum"—for Agrigentum continued to be great and flourishing to Roman days.

We have been following Vergil around the coast from Sicily, and one may arrive in this way from Syracuse to-day. But the boats are not very comfortable. It is much easier to reach these seacoast sites by rail, though, of course, one must go back nearly to Catania and take up the line from Catania to Girgenti.

This route brings us through Castrogiovanni, the Henna or Enna of antiquity—"umbilicus Sicilæ." It is certainly the most striking site in Sicily. The modern town lies, as the old city did, on the summit of a mountain rising abruptly more than 2,000 feet. It was the centre of the worship of Demeter. At the foot of the mountain is Lake Pergusa, where

"Proserpina gathering flowers,  
Herself a fairer flower, by gloomy Dis was gathered."

Vergil gives us bits of this story, so dear to Greek and Roman poets. It seems very real to us here. The odour of the sulphur of which Ovid tells us still permeates the air and makes it seem quite possible that the captor has just descended by one of the chasms with his booty. The sadness and melancholy that hang over this lovely land seem the blight that Ceres pronounced against her. We follow the mourning mother in her search as she lights Ætna and sets forth on her quest; Cyane, playmate of Proserpina, endeavors to intercept the captor and melting entirely into tears becomes the loveliest of fountains. We may see it to-day just outside of Syracuse, planted with papyrus brought from Egypt long centuries ago.

But if we are to follow Æneas, we must go on to Lilybaeum, which has taken to itself a Saracenic name, Marsala, and then has given the name to the well-known wine it exports. First the

little island of Motya and then Lilybaeum were strongholds of the Phoenicians. Vergil speaks only of the "sunk rocks that make Lilybaeum's waters perilous" (*Æn.* 3, 706). We reach Lilybaeum best from Palermo or Trapani, as it lies on the main line between the two towns. The same may be said of "palmosa Selinus." We alight at the small station, Castelvetro, the nearest point to the ruined temples on the sea, which mark the site of the great rival of Segesta. Seven temples lie here, uprooted by an earthquake or by the violence of man. Vergil and his contemporaries must have known them as they stood erect, and the mere mention he makes of them would recall them to himself and his readers.

From Selinus and Lilybaeum Æneas goes on to Drepanum—the modern Trapani. The western coast has a Greek scythe as the eastern shore has an older sickle. Chronos, the great reaper, does not lack a knife here. "The joyless coast of Drepanum," so Æneas speaks of it; some think not only because he lost his father here, but because the nature of the country is "joyless" compared with the more smiling eastern shore. He returns to this coast after his adventure in Carthage. He is bound for Italy, but stops to celebrate funeral games on the anniversary of Anchises' death (Book 5). The most striking feature in the panorama of this coast is Mount Eryx, whose name has been sanctified to Monte San Giuliano. From the top of this Acestes sees Æneas coming.

"From a hill's tall top Acestes had marked with wonder afar off the new arrival and the friendly vessels." On this mountain top Æneas and Acestes build a temple to Venus. And indeed a temple had always stood here—first to the Phoenician goddess Ashtoreth, then to the Greek Aphrodite and finally to Venus. All has disappeared. Some substructures remain of the Phoenician temple—a huge arch, known first as *Arco del Daedalo*, which easily became in Christian times *Arco del Diavolo*. This immense fortress mountain has been used in all times as a vantage point by conqueror after conqueror. It was on its slopes Æneas found "a grassy plain, surrounded on all sides by woods and sloping hills" (*Æn.* 5, 286), a natural amphitheatre, and there he held the games. In the harbor of Drepanum the boat race took place. The *Isola d'Asinello* is the goal of the boat race, recognizable easily from the description:

“At a distance in the sea is a rock over against the spray-washed shore, sometimes covered by the swelling waves that beat upon it when the wintry north winds hide the stars from view—in a calm it rests in peace and rises over the unruffled waters a broad tableland, a welcome basking ground for the sea bird” (*Æn.* 5, 124-8).

In this harbor, too, the women set fire to the ships, leaving only boats enough for the able-bodied. The rest should remain behind. Æneas and Acestes founded a city for those “feeling not the need of glory.” To find the traditional site of this city we must take our railway back towards Palermo—to Segesta. We pass through the valley of the Fiume Freddo, the ancient Crimisus, river father of Acestes, “son of a Trojan mother by the river god, Crimisus.” It is no longer necessary to drive from Calatafimi. The train stops now at the point nearest the ruins, where a small platform has been erected. The road leads through a rich, highly cultivated country, brilliantly coloured as Sicilian landscapes are. Olive, aloe, cactus and fig mingle their greens with the pink of peach and almond, the yellow of the gorse, red of geraniums, and purple and scarlet of smaller wild flowers. This country, so rich in other things, seems to lack inhabitants. The cultivators of the soil live miles away and appear only to cultivate and to reap the crops. They are abundant indeed in this “granary of Europe.” Our road leads us to the foot of the hills on which the town stood—to the edge of a rapid little stream. Except in the dry season, it must be crossed on muleback or by an improvised bridge. This river is the Scamander of Segesta, named from the river of Troy. A long ascent brings us to the unfinished temple standing alone in this deserted country in “the only site where it might be fittingly placed.” The town itself stood on the opposite hill, Monte Barbaro. Only a part of the theatre remains from which the view stretches on the one side to Trapani, which we have just left, on the other to Castellamare up near Palermo. This was the seaport of Segesta. Here the Athenian ambassadors landed when they came to Segesta to investigate its wealth. For it was due to Segesta that Athens undertook the fatal Sicilian expedition. Egesta it was in those days. The “S” had not yet been prefixed, which was to take away the stigma of the name—a stigma due to the similarity of Egesta and

Egestas—in days when Lady Poverty was not held in high esteem. If we are to trust Vergil's account, the town's first name was Acesta, from her founder, Acestes. The real account of the founding of Segesta is involved in mystery, but it was profitable to the little town later to recall to the Romans the story of her Trojan origin.

So Æneas leaves in Sicily the inglorious ones under the care of Acestes. He himself, with his chosen few, goes on to Italy to found the race that later was to conquer Sicily, but let Sicily console herself with the thought that Vergil, a descendant of that race, was to find his highest inspiration in this very conquered Sicily—the Sicily which Homer and Pindar and Theocritus taught him to know, but which we must conclude he knew also by direct personal study of its topography and history.

MARY JEFFERS, 1895.

## IN OLD MEXICO.

A jaunt in Old Mexico! I took several, but to choose among them is a simple matter, for one seems to have a special interest to readers of the *BRYN MAWR QUARTERLY*.

While in the City of Mexico, where I had the good fortune to visit our ambassador and his wife, Mr. and Mrs. David E. Thompson, a letter bearing a Mexican postmark was forwarded to me. I opened it eagerly and discovered to my intense delight that a classmate was living ninety miles from the city, but, as I read on and discovered that thirty-five of these miles were off the railroad, to be traveled on horseback, my hopes sank. At that time, moreover, I was contemplating a trip to the ruins of Mitla, and was casting about for a congenial and proper companion to make the trip with me. Alice Lovell Kellogg's letter seemed a godsend, and I wrote posthaste to her to ask her to view with me the remains of a former civilization, but she could not arrange to do it, and asked me to visit her instead. At first, it seemed impossible, but finally I decided that, to one who knew nothing about archæology, a visit to a live classmate living among the quaint but live Mexicans of to-day would afford infinitely more pleasure than the sight of half-ruined temples and palaces built by a race long since extinct.

Early in the morning of January first, I took the train for Toluca, where Mr. and Mrs. Kellogg were to meet me. It seems to me that all Mexican trains leave early in the morning. Of course, I was on the wrong side of the car to see the best scenery, and I was craning my neck to get a glimpse of the beautifully wooded hills through which we were passing, when an elderly gentleman, out of the kindness of his heart, offered me his seat, which I took after I discovered that he had made the trip before. During the course of the conversation, I found that he was the president of the mining company of which Mr. Kellogg was the engineer. It was a great relief to talk with some one who had been to El Pedregal, for my ideas of its location were most hazy. Indeed, it was still merely a place in the mysterious interior, and to me, therefore,

worse than an uncertainty, for my imagination had conjured up many dark deeds wrought behind the veil.

Meeting one's guests in Mexico is not the simple affair it is in our country. Mrs. Kellogg had to rise at 1.30 A. M. in order to take the thirty-five mile horseback ride and meet me at Toluca. When she and her husband loomed in sight, in their broad Stetson hats, corduroys and pistols, they were fit subjects for Frederic Remington. We stayed in Toluca two days. Mr. Kellogg sampled ore, while Alice and I went about the market examining all the things we had never seen before. It was jolly good fun and not so disastrous in its results as one might expect. The Toluca ice cream is famous, not because of its excellent taste, but because of its origin. It is flavored snow brought by the peons from the snow-covered crater of Mt. Toluca. Imagine an American walking miles up a mountain side to pack on his back a little snow to be made up into ice cream and sold for half a cent in the market place. One would think that the snow, at least, might be had for nothing, but no, the grasping owner of the land on Mt. Toluca charges the poor peon a tax for the snow he packs away.

On the evening of the second day we walked up and down under the "portales" to listen to the music. In most Mexican towns, the band plays in the open plaza and the people walk round and round, the women one way, the men the other, the lower classes on the outside of the circle, the better classes on the inside. Since Toluca, however, is nine or ten thousand feet high, it's usually too cold to enjoy music in the open plaza. Therefore canvas is stretched along the outside of the "portales" to keep the cold air out, so that the people may promenade up and down in front of the band in comparative comfort. The distinction between the upper and the lower classes here is that the peons are allowed to go a certain distance only and are never allowed to pass in front of the band.

The next morning was set for our departure to El Pedregal. As I had no idea, when I left home, of making a journey on horseback, I had left my riding habit behind. Fortunately, Alice had a friend, with whom we were staying, who was able to lend me a divided skirt. To complete my costume, I bought a ready-made flannelette shirt and a cotton necktie. The owner of the skirt was

very tall and about twice as large around as I. I decided to shorten the skirt, and, with my usual accuracy in all things pertaining to sewing, I made it so short it barely reached my shoe tops. The skirt was blue, old, faded and mended; my shirt was of lavender hue, and my printed necktie a black-and-white striped creation; my hat was all that could be desired in itself, but the fetching effect was spoiled by the broad elastic which I was obliged to wear under my chin in order to keep the hat in place. It stayed on, but it hardly served its purpose, for as the day wore on my nose grew redder and redder until it resembled a ball of fire. What a "figger" I should have cut had not most of the atrocities of costume been covered up by a long coat. Of course, the elastic and the red nose escaped its kindly protection and remained as effective as ever. Thus arrayed, I started on the ride. It was nearly mid-day and very hot on the open road, so that it was with great pleasure that I saw our road disappear almost immediately into the cool woods, whither we disappeared also.

For the first two hours of the beautiful ride the path lay through the pine woods, winding up until an elevation of about 11,000 feet was reached; later, the road led us out of the woods and over the hills and through the narrow valleys. The whole country is one series of hills, and as we would reach the summit of one, a charming little valley would greet our eyes, while the hills beyond called for further exploration. It was enticing to see range after range of mountains ahead disappearing into the haze of the Hot Country. On the road we met many peons, some bearing heavy burdens, others driving burro trains, or pigs, or cattle, most of them many days' journey from the Hot Country, with several more ahead of them before they could reach their destination. We passed on the way many crosses, many large, some small, all more or less rude, reminders of by-gone bandit days, when no journey was safe through the hills. The crosses were erected by friends or relatives to commemorate the spot on which some loved one had been murdered. So much for the past, but when I tell you that we met one man, armed with a gun, to be sure, but alone, bearing a box of money, you will understand the present safety of the country.

Usually a lady of ordinary prudence, I was bent on trying all manner of experiments and combinations in that foreign land,

and, as we came through the beautiful little village of Commonedad, it occurred to me that I was thirsty and would like to try the famous "pulque," the national drink of Mexico, as well as its curse. It hasn't as large a percentage of alcohol as beer, but, owing to its cheapness (a half cent a drink), the people take large quantities of it. We galloped up to the inn and the polite host gave me a brimming glass of pulque. I was thirsty, I liked the pulque, so I drank it, as well as half a glass more. So far so good; but, to my undoing, I had the folly to appease my appetite with sweet chocolate. I have since discovered that alcohol and sweets are not a good combination. Anyway, a fermentation such as I never dreamed of set up inside me, and the rest of my ride was one weary effort to stay on my horse. Everything went black, and I would say to myself, "I simply must get off and lie down on the ground," and then with a great effort I would pull myself together and ride on.

I forgot my troubled self for a brief space as we came to the top of the last hill before descending into the dark valley from which the sun was retreating. As we drew rein for a moment, I beheld one of the most beautiful sunsets I have ever seen. Never were hills bathed in so radiant a pink as those hills about El Pedregal. As we came down the hill, we found the village in the height of enjoying a fiesta, church bells ringing, dynamite booming, fireworks ascending. The sight I loved best was that of the shadowy gateway of the Kellogg's house, through which I rode with great relief, and no bed ever felt so good as the one I found as soon as I had stumbled into the house. The last I remember of that day was the fragrance of the honeysuckle wafted through my open door from the patio.

I will quote from one of Alice's letters for a description of the place. "Our house is built Mexican style around a patio which is filled with vines and flowers and banana trees. Four bunches of hard, green bananas there are, and I can hardly wait for them to ripen. And outside is the loveliest old rose garden. The house has been untenanted for years, and the garden was all overgrown, but now it is cleared and the roses bloom continuously. One of the loveliest sights in the world, I believe, is the view across the pink roses in our garden, down the valley to the range after range of hills beyond, with their wonderful varying colors."



Alice's "retinue," as she called her three servants, was a source of great delight to me, especially her most efficient butler, Salomé, aged ten. He was a bewitching brown boy, who, by standing on tiptoe, could just reach the silver in the top drawer of the large sideboard, and at night his eyes would all but close in sleep before we finished dinner. Once a week he changed his clothes, but not in the morning. He did not arrive in fresh attire. Not he. It is too cold to change one's clothes upon arising. One must wait until the middle of the morning, when the atmosphere has become warmed by the sun, before removing the accumulated warmth of a week.

The fiesta continued for a week after my arrival. One day, we went down to the village to witness a bull-fight. I did not go to one in the city, because I have always heard of their cruelty. The bull-fights of a small village, if the one which I saw is any criterion, are quite tame. The fence around the bull-ring was gay with Mexican peons, clad in their white clothes, pointed hats and bright blankets. The plaza was alive with people, through whose midst there passed, from time to time, a weary burro train or a Mexican on a gaily caparisoned steed. While Mr. and Mrs. Kellogg and I were wandering about among the revelers, we were invited by the chief man of the village to sit in the balcony of his house, which overlooked the plaza and the bull-ring. The bull was hopelessly good-natured and the fighters helpless with pulque, the result being that nothing was accomplished, except that the onlookers on the fence got occasional spasms of pelting the bull with stones. We became disgusted and went home.

Mrs. Kellogg allowed the "retinue" to remain at the fiesta, and we undertook to get our own supper. We had no sooner started than we heard a loud bang at the outer door. Upon investigation, Mr. Kellogg found two friends, engineers from a not far distant mine. Americans are few thereabouts and their visits are likely to occur at any hour, preferably meal-time or bed-time, and, because of the feeling engendered for a fellow countryman met in a strange land, each is glad to serve the other.

Alice and I had many difficulties in preparing the evening meal. To begin with, Alice's china, though several months on the way, had not arrived, so that it was with some difficulty that we were

able to get together a sufficient number of plates; then the charcoal fire refused to burn and we had to draft Mr. Kellogg into service. I can see him yet trying to coax those dull embers into flame. Of course, the coffee wouldn't get hot, and the big kitchen was in such a state of obscurity that it was hard to find one's way about.

We finally gathered around the table and the mere fact that we were all Americans in the country districts of Mexico made us overlook any deficiencies in service, and we had a most pleasant evening. (I might add, by the way, that Alice is the only American woman within a radius of thirty-five miles.)

Just as we were retiring, there came another loud knock at the outer door. Armed with a pistol, Mr. Kellogg, one shoe on and one shoe off, went cautiously to the door. This time it proved to be two Americans interested in mines situated two days' ride into the Hot Country. I felt myself defrauded of an excitement, for I was still looking for the horrors my imagination had pictured for me.

One of the harrowing moments of my visit was the night Don Antonio came to dine. Mr. and Mrs. Kellogg for some reason were obliged to leave me to entertain him for ten minutes. That in itself does not sound alarming—the trouble was that I had only three minutes' worth of Spanish and he not as much English, and when that was exhausted there was nothing to do but begin over again with variations. Don Antonio, naturally nervous, became more and more so, until he was jiggling both legs up and down at such speed that I expected the momentum would send him out of his chair.

It may please you to know that I did not escape ruins altogether, even at Alice's. For there were splendid old ones on the Pedregal estate, to which Alice's house belongs. One morning we took a walk along the canal, a stone's throw below the house, past the old mill buildings. At first, the walk was bordered with flowers, then it became inclosed in high bushes forming a lane, at the end of which we could see the fine mountains. We soon forgot the distant view in our interest in the ruins which we were passing, beautified as they were by a graceful white feathery plant which grew from their rugged walls.

Romantic and delightfully picturesque as El Pedregal proved to be, I had to leave that lovely spot in the hills long before I had half explored its beauties. It was impossible for my hosts to accompany me to Toluca, so that I went on my way with no escort save a servant and Alice's trusty pistol strapped to my belt.

GERTRUDE DIETRICH, 1903.

THE ROMEO AND JULIET OF 1909 AS SEEN BY  
TWO ALUMNAE.

THE TRAGEDY OF "ROMEO AND JULIET."

BY WILLIAM SHAKESPEARE.

Presented by the Class of 1909 to the Class of 1908 at the Junior-Senior Supper, May 15, 1908.

Stage Manager, Shirley Putnam.  
Business Manager, Alta Stevens.

Escalus, Prince of Verona.....	Alta Stevens
Paris.....	Eleanor Bartholomew
Montague.....	Lucy Van Wagenen
Capulet.....	Evelyn Holt
Romeo, Son to Montague.....	Mary Nearing
Mercutio.....	Emily Maurice
Benvolio, Nephew to Montague.....	Anna Harlan
Tybalt, Nephew to Lady Capulet.....	Frances Browne
Friar Laurence.....	Shirley Putnam
Balthasar, Servant to Romeo.....	Lillian Laser
Sampson } Servants to Capulet { .....	Carlie Minor
Gregory. } .....	Georgina Biddle
Peter.....	Eugenia Miltenberger
Abraham.....	Sarah Jacobs
An Apothecary.....	Mary Allen
Page to Paris.....	Annie Whitney
Lady Montague.....	Hilda Sprague-Smith
Lady Capulet.....	Barbara Spofford
Juliet, Daughter to Capulet.....	Pleasaunce Baker
Nurse to Juliet.....	Dorothy Miller

After seven years we were to be in the Gym again on play night. What anticipations we had were jumbled memories of our own college days—of sitting among Indian clubs and dumb bells under the iron supports of the balcony, watching a performance whose crudities were made enjoyable by youthful spontaneity and a surely-to-be-counted-on sense of the beautiful, which President Thomas has given Bryn Mawr as heritage. At first, little seemed changed; the gymnasium was filled as usual with an audience in petticoats overflowing to the balcony, where one row of girls dangled their feet and another stood up behind. The President was there, and Miss Maddison and Miss Donnelly, so were the College Wardens, with many familiar and other vaguely remembered alumnae, there were mothers and little sisters, and fine-looking, well-dressed undergraduates. At once we were fully in spirit, observing the first change, the covering of the gymnasium walls to hide the utensils of exercise, with white cheese-cloth, as a commendable innovation such as one of our own classmates might have brought about. We liked, too, the fair players who were waiting to draw the curtain, putting us at once into the atmosphere of the play, better than the damsels in society clothes who in older times did the same service. But until the curtain displayed a stage provided with electric foot lights, a magic lantern and real scenery, did any realization overtake us that the gulf between our time and this was the whole width of the difference between the crude amateur and trained professional.

Afterwards, we heard that the amount of time spent in preparation for "Romeo and Juliet" was enormous, that college work had been neglected, and, consequently, that college authority must somewhat disapprove of an outside occupation, even the rendering of Shakespeare, which interferes with the proscribed intellectual development Bryn Mawr so proudly gives. But it was hard to convince us that the doing of anything so wonderfully well was not worth while, and even granting that in college life such exquisite finish in a Junior play is beside the point, in the end, at least, we were well pleased to witness undoubtedly the best performance ever to be given on the Bryn Mawr stage.

Of course, alumnae who were not back cannot agree that the "Romeo and Juliet" of 1909 was the best; memory, or trust in their

own soon-entering pupils prevent. But not only were all the alumnae and the undergraduates present satisfied to pronounce it so, but Miss Thomas herself and Mr. King compared this performance of "Romeo and Juliet" with professional productions they had seen to the discredit of all the others. Neglecting the scenery, which, though surprisingly well-done for an institution where no school of art provides trained students, and surprisingly well-managed, too, had nevertheless about it something of the make-shift manner of our days, we were first struck by the voices of the actors, so well modulated and delightfully placed, and the fine rendering of all the lines. Regret was at once ours that voice culture had not been a part of the curriculum from the first. Costumes were lovely, gestures graceful and intelligent, the stage business satisfactory, the smallest details were all of an excellence usually lacking in the best of professional productions.

For us alumnae, however, the perfection of detail was more or less unconsciously appreciated. It gave a most delightful polish to the whole performance, a polish which our lack of responsibility for college work accomplished could but enjoy and applaud, a polish which made possible our deeper interest and enthusiasm in what was for us the great surprise and delight. We were carried away by the play, as far as that is ever possible, to the forgetting that Mercutio and Romeo were girls, that Juliet was a Bryn Mawr Junior, that the play was a classic written by a sixteenth century author, one William Shakespeare, and studied as literature for centuries. In fact, we were lost, our identities forgotten, in contemplation of a lover's romance played with a verity that made us forget the playing. To her finger-tips was Juliet frankly, sweetly, eagerly in love. From the first glimpse of her did Romeo's sensitive face and overpowered body show his heartfelt emotion. Real, young, innocent, honest and true, they seemed intense in emotion, direct in obedience to natural law. We were ennobled, purified, uplifted, and were thankful for the drama and for this beautiful interpretation which took us out of ourselves and put us in sympathy with another sort of life, and characters as simple and untutored as are all of us learned and complex.

## THE LANTERN, 1891-1908.

To one who assisted at the genesis of the first number of the *Lantern*—*moi qui vous parle*—each successive number that the years throw into our laps, freshly decked out in its familiar cover of yellow and white, brings back a poignant memory of the modest pride which a humble member of the first Lantern Board, and, be it said, the College as a whole, felt in that initial achievement. In 1891 (*ehou! fugaces anni!*) Bryn Mawr had, after much travail, produced the first number of her Magazine, and, like the goose of the fable, was not indisposed to cackle in surprise over the sterling value of the egg she had managed to lay. For, be it understood, this *Lantern* was no ordinary college magazine, an ephemeral compilation of weak wit, defective draughtsmanship, rude rhyme and feeble action, but proved to be as reputable in appearance as the *Atlantic* or the *Edinburgh Review*—clear printed, wide-margined, heavy in the hand, with a table of contents that promised solid fare, and entertainment withal, even though the censorious might deem it, as a whole, overserious. The members of the Board were not a little overcome themselves to find that the result of their efforts was so worthy, and in their secret hearts made votive thankofferings to the kindly fates. It was agreed that the *Lantern* might be read with profit and pleasure even by the Gentile. College magazines, like amateur theatricals, as a rule command the interest of those only who are personally interested in the cast. If the table of contents holds no familiar name, the casual reader can hardly be blamed for an approval that stops short of actual reading. To us, however, that first number of the *Lantern* was nothing short of epoch-making. We felt sure it would appeal to lovers of pure literature the world over; it would hardly have surprised us had the Boston Public Library subscribed at once for fifty copies, or the *Athenæum* reviewed us ponderously but favorably to the extent of two and a half columns, or the French Academy proposed to crown the editors for their distinguished service in the field of letters. You are aware that none of these

things happened—yet I am still, after this lapse of years, too much under the glamour of that first number to be able to say, from the depths of ripened and chastened experience, whether such honours were not rightly merited.

The college magazine furnishes an invaluable means of satisfying a natural and reasonable desire to see one's self in print. It is not that we are anxious to spread our wares before the general public, complacently confident of our power to please and impress; but even the shyest and most retiring of authors thrills with overweening joy to see his thoughts, his very own, stand out in clear print upon the page. And, too, the clarifying effect of print! The effect of typewriting is much the same, to be sure; but if our efforts look well to our uncritical eyes when neatly typewritten, how much more attractive are they in fair type upon a wide-margined page. Our mentors may warn us not to rush into print, but anyone who has tried to storm the bastions of the magazines knows how extremely unlikely it is that we shall be encouraged in playing the fool of the proverb, how grossly blind to their best interests the majority of editors are, and how inevitably our manuscripts, folded, not rolled, and accompanied by a stamped and addressed envelope, return to us after many days, bearing as olive branch a printed slip, deprecatory but explicit. Even those so widely circulated purveyors of modes for the masses, those organs of mantua-makers for the millions, which no family would now be without, have no room in their columns for the tyro, but demand and command the services of the practised hand, and even the distinguished. Real ability no doubt is bound to gain a hearing in the end, but meanwhile how cheering to be able to appear in a magazine so academic, so restrained, in a word, so select, as the *Lantern*!

I had a contribution refused a year or so ago by the Board of that year. In a courteous note they expressed regret that my verses seemed unsuitable, "not in the least"—I quote from memory—"because your verses lack humor, but precisely because they are humorous, and we fear that the *Lantern* is not intended to be humorous." The first sharp pang this refusal caused me was soon swallowed up in joy when I realized that the best traditions of the



past were being sedulously maintained, and that although, because of sadly lowered ideals and relaxed intellectual fibre due to advancing years, I myself had been deemed unworthy, there was no lack of undergraduates and newly-fledged graduates, imbued with an uplifting sense of their mission, ready and willing to hand on the torch.

But it is the *Lantern* of 1908 I am bidden to review, and with the garrulity of age I have strayed from the subject into by-paths of personal reminiscence. The current number seems unusually good in matter and make-up, from the decorative frontispiece, drawn by one of the undergraduates, to the well-filled advertising pages, testifying to the energy and push of the Business Board. The editorial is unusually sane and well thought out. The writer possesses distinction of style, a happy gift of phrase, and humor, that saving grace, as well. A critical review of Taine's *Life and Correspondence*, under the title of *The Sage of Rationalism*, by Maud Elizabeth Temple, is worthy of the prominent place given to it. Here is meat for thought, opportunity for vigorous mastication. In judicious contrast to this serious and thoughtful essay, we pass to a delightful fantasy, *In Märchenland*, by Caroline Reeves Foulke. This freshly-conceived and charming excursion into the realm of faëry, through the medium of a midsummer day-dream, is well above the average in conception and execution. The fanciful verses scattered through its pages are notably clever, and one song at least, that of the old woman who spins the golden cobweb, arrests attention apart from its setting. The five short stories in the number, one of them cast into dramatic form, possess point and are worth while, and one of them, *The Revelation of a Bond*, has a central idea of marked power and originality.

The verse shows variety and ability. Three poems, among the best to my mind, have been culled from the student fortnightly, *Tipyn O'Bob*, to gain a surer immortality by being shrined in the elder and more serious annual: *Sappho*, *Ganymede*, *Daphne*—their titles attest the inevitable appeal of the classic subject to the student mind. Noteworthy, too, is a graceful translation of a song from Rostand's *La Princesse Loïtane*, by Margaret Franklin, and a tuneful little poem, *Over the Hills*, which, though reminiscent

of Housman in *The Shropshire Lad*, still strikes a very clear and sweet note of its own.

The selections from college themes are always of interest. Each class is represented—the most vivid and striking of the five examples, *The Surf Rider*, being by a Senior, Ethelinda Schaefer, though each has its special appeal. The usual interesting reports follow of the year's work in the various clubs, leagues and associations. Merely to read over the names of these organizations, The Law Club, The Chess Club, The Oriental Club, The Consumers' League, and what not, makes one realize how varied are the activities of the student-life of to-day. In the report of the Athletic Association, the use of the unadorned surname in recounting the athletic events of the year, gives a diverting masculine touch; while the statement that the Athletic Board is undertaking to raise \$30,000 towards a new gymnasium is most inspiring. May their efforts prosper!

EDITH CHILD, 1890.

## SOME LETTERS.

### A LETTER ON ATHLETIC DRESS AT COLLEGE.

*To the Editor of the* QUARTERLY:

The question of dress seems hardly one to be answered in a paper published by the alumnae of B. M. C., though I could name several publications in which the subject is discussed with great regularity. But let us confine the discussion to the dress of Bryn Mawr College students of the past and the present.

The costumes of past classes in their work-a-day clothes can be best noted in the pictures that hang in the Trophy Corner. The styles have changed since '89. The hair of the B. M. C. student has always been criticised from the day the students first walked from Merion and Taylor in a high wind. Even in 1893, I recall a mother of a beautiful and well-dressed freshman saying, as she looked at a learned graduate student, an alumna of the college, "My daughter, if I thought you *could* ever look like that I should take you home at once." And daughter stayed four years in college, played games with her hair in a pig-tail, her face over-heated and her skirt and waist not always perfectly riveted together. She is now a beautiful woman with hair tidy, figure neat and mind alert—a social success.

When out-of-door athletics followed fast upon the bicycle craze, criticism of the garments of college students was indeed most unpleasant. We were shocking not only "the Main Line, but New York, Boston and Baltimore." To be sure, our skirts did not hang well, for we had to make them ourselves; no dressmaker would cut any but the prevailing style, a "bell skirt," which sagged a few inches in the back. That skirt simply cut off did not look exactly tailor-made. The pioneers of 1894, in home-made suits, endured that the present generation might be blessed with short skirts that do hang well. The heavy flannel blouse has been superseded by the more hygienic and cleaner white blouse. A white blouse, though it does not always look clean, can always be made clean.

Shall the students wear jumpers with belts or without? is a vital question at present. Now the jumpers are fastened in at the waist; two months ago they were not.

The abuse of the custom of wearing athletic costumes is its only fault. Are the jumpers not worn for longer periods of time than necessary? Do we like to have our best non-collegiate friends see us in these costumes of the field? Do we not find it hard to prove to our families and friends the special beauty or grace of our best friends when they are present in jumpers? The effect is not good on mothers of prospective Bryn Mawr students, nor on the girls themselves, who have not tasted the joys of unconventional dress.

Yet with all this lack of attention to dress for four years, the Bryn Mawr alumna somehow develops a method of judging people, not by their dress, but by their worth. And that is a good thing.

AN ALUMNA.

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#### A LETTER ABOUT "HALL SHOWS."

*To the Editor of the QUARTERLY:*

The undergraduates, although perhaps resigned to the passing of the "Hall Show," have not ceased to regret it, and have not come to feel—as is often true of similar prohibitions—that in this case the prohibition has been, after all, a relief. The privilege of giving "hall shows" was not one that we abused, and very little time and thought were spent in preparations. Much of our enjoyment in them came, on the contrary, from their spontaneity and from the feeling that we were getting and giving pleasure, without responsibility or work.

The particular sort of entertainment which the "hall show" represented has, moreover, a place in college life. It was not a useless crowding of our time, but a way to fill a real want. There are many Friday and Saturday evenings in the winter months when nothing is going on, and when all of us really crave relaxation and festivity. Nowadays we snatch at every opportunity to leave college for a day or two at a time. Perhaps this was always true, but I am inclined to think that it was perceptibly less true when the "hall show" flourished and gave us something to enliven those monotonous hours. Certainly, in any case, we never found that our improvised plays interfered with our work or wore out our strength, and the pleasure we got from them was great.

MARGARET CHARLTON LEWIS.

## COMMENCEMENT.

The June number of *THE QUARTERLY* may by a happy chance reach its contributors before the end of the month; but in all likelihood it will not be on its way until July. The Editors feel in no sense guilty of a breach of faith, far from it; for the delay was due to their endeavour to present a full account of the doings of Commencement Week. Some of the classes holding reunions have sent in interesting reports, and these we gladly publish. The speeches made at the Alumnae Supper we reproduce in part, hoping to give those who were not able to be with us some idea of what they missed. To each alumna, whether she was with us or not, must come her own memories of joy and sorrow; but we feel that our love for Bryn Mawr is deeper, truer, tenderer when, as a body, or as classes, we honour those whom we have lost. A touching incident in the meeting of the Class of '93 was the presentation to the College of a gift in memory of one of their number, Madeline Abbott Bushnell. Known and loved by many classes, she is not forgotten among us; but it is fitting that some memorial should speak of her to those who come after.

Welcome, indeed, were those former professors with their reminiscences and friendly greetings. It was hard to remember, as the familiar figures were seen hurrying, or sauntering, or whatever else you like, across the campus, that our college days were over and that they no longer taught at Bryn Mawr. To those who came the alumnae owe a debt of gratitude; for it is good to see face to face those without whom Bryn Mawr would not have been Bryn Mawr.

To the Class of '93, whose happy thought it was to bring them back, we feel doubly grateful, that they planned and carried out so successful a reunion, and that they welcomed so heartily those of us who were of their day, but not their class.

At the conferring of degrees, President Hadley, of Yale, made the address on the "Relation between College Education and General Culture." One of our editorial board was present, and has

recorded her impression of a speech that has been much discussed. We have also secured the report on the Gymnasium Fund, which was made by Miss Thomas, and which is interesting as showing the energy and ability of the undergraduates in the enterprises they undertake.

PRESIDENT HADLEY'S SPEECH.

President Hadley, of Yale University, delivered the Commencement address on a subject very interesting to Bryn Mawr alumnae, "General Culture." Nearly one-half of his talk was given to a definition of culture and the rest to a discussion of the obstacles which prevent American colleges from sending forth alumni cultured to a high degree. Our résumé of his address must necessarily be brief and inadequate.

What is culture? Not certainly absorption in the obvious; rather the recognition and understanding of what is not on the surface, of hidden things in life. In different communities it displays itself in different ways; in the money-loving society of a Western town culture is indicated by fine manners, whereas in a circle of polished courtiers about a Louis XIVth it shows itself in sympathy for the common people; in business circles a knowledge of books, in college faculties an appreciation of the activities of the business world mark general culture. In fact, the breadth of view and repose resulting from a conception of the further purposes and present insignificance of life must in its manifestation be relative and opposed to the narrowing conditions of the occasion.

In the American college three stumbling blocks lie in the way of the institution and prevent its giving its graduates the great culture necessary to make them the best citizens. Over-specialisation is first, which, though often leading to financial success and adding frequently to the store of human knowledge, is nevertheless enemy to the general welfare of a community and to democratic government in particular. A faculty of specialists gives inspiration to the individual disciple rather than to the student body as a whole. On the other hand, however, a faculty whose desire is to provide for its students a thoroughly general education finds it difficult to avoid the second and worse hindrance to culture, dilettantism. And students who intend to specialise only after they have received a

liberal education and more particularly those who go to college merely for the sake of general learning are very easily tempted to spend their undergraduate days in athletic and social labors and intellectual dissipation. The last pitfall, pedantry, is a vice not possessed largely by the American people, but, for that very reason, it is one which in a teacher or scholar repels the would-be student and hinders general progress. From these three evils the American college must struggle to be free that the intelligence of the people as a whole be great and that the government of the country be in the hands of men of broad culture.

#### REPORT ON GYMNASIUM FUND BY MISS THOMAS.

I will now call to the platform Miss Marjorie Young, of Boston, Massachusetts, a member of the Senior Class, the President of the Athletic Association, and the Chairman of the Committee of the students to beg for money to rebuild the gymnasium; also Miss Constance M. K. Applebee, the Director of the Athletics and Gymnastics, and also a member of the Committee; Miss Cynthia Wesson, the third member of the Committee, and a very active one, herself a large donor to the fund, has sailed to-day.

Members of the Begging Committee and representatives of the Athletic Association, the rebuilding of the gymnasium which you have so enthusiastically undertaken is one of the most needed things in connection with the college. Our present gymnasium was planned in 1884, before the college opened, and has not been added to in any way since. It was planned for 100 students; it is now used by 400, and is entirely inadequate for the gymnastic work of the college. The ventilation and heating are antiquated and highly unsatisfactory. It is too small for you to use it in winter for indoor tennis or basket-ball. The running track is so inadequate that it cannot be used. The dressing rooms and bathrooms have long fallen into disuse, because they are utterly insufficient. The floor space is not large enough for your classes of 100 to drill at a time, as should be done. When you give your entertainments there the space is so small that your actors often disappear in the midst of their parts, having fallen off the edge.

I wish to thank your Committee and the student body, on behalf of the Directors and the Faculty of the College, for your

devoted efforts to raise this fund. It is the only enterprise of this magnitude carried through by undergraduates. Your Committee has collected \$14,664 from undergraduates now in the college—\$10,000 in large subscriptions, one member of your Committee, Miss Wesson, having herself subscribed \$5,000; one undergraduate subscription of \$200, one of \$125, eleven subscriptions of \$100 each, six subscriptions of sums varying between \$50 and \$100, fourteen subscriptions of \$50 each, seven varying between \$50 and \$25; nine subscriptions of \$25 each, one of \$23, seven of \$20 each; two of \$16 each, eight of \$15 each, twenty-four of \$10 each; forty-four of \$5 each, three of \$4 each; six of \$3 each, eleven of \$2 each, twenty-four of \$1 each, and subscriptions smaller than \$1 amounting to \$10.01; the proceeds of your Glee Club Concert and Class Plays have added \$503 to the fund; subscriptions from the Class of 1907, \$5,000; from the alumnæ and friends of the college, \$1,216, making a grand total of \$21,000.

All of these subscriptions are contingent on our rebuilding the gymnasium during this summer, so that it may be ready for your use in the autumn. Plans have been made and bids received. To rebuild the gymnasium in the way you wish, of gray stone to accord with our Jacobean architecture and to give the floor space you wish for your winter games, a new running track, proper ventilation and heating, will cost \$34,000. I hold in my hand a bid from a responsible builder which we have only to accept.

When you had done your utmost and found that \$13,000 more was needed, you appealed to me in your emergency, and I have passed on your appeal to friends and neighbors of the college, asking them for thirteen subscriptions of \$1,000 each. Eleven of our friends and neighbors have responded, ten subscribing \$1,000 each, and the eleventh giving a double subscription. I will read the list: Mr. John H. Converse, \$1,000; Mr. William P. Henszey, \$1,000; Mr. Charles E. Pugh, \$1,000; Mr. Samuel M. Vauclain, \$1,000; Mr. Frank L. Potts, \$1,000; Mr. William L. Austin, \$1,000; Mr. James Paul, \$1,000; Mr. Alva B. Johnson, \$1,000; Mr. Joseph N. Pew, \$1,000; the father of a member of the Junior Class in behalf of his daughter, Aristine Pixley Munn, \$1,000, and Mr. Justus C. Strawbridge, of our Board of Directors, a double subscription of \$2,000, making in all \$12,000 out of the needed \$13,000.



This \$1,000, I feel confident, I can surely promise you during the summer, so that your gymnasium will be rebuilt in time for your use in the autumn.

I wish to express to your Committee and to the student body and to the friends who have come forward to your assistance since Friday of last week—for you told me only on Thursday that you had secured nearly \$21,000 and could do no more—my most sincere thanks.

#### DEGREES CONFERRED.

##### *Bachelor of Arts.*

*Greek and Latin*—Gertrude Mary Buffum, Dorothy Dalzell, Anna King, Mayone Lewis, Minnie Kendrick List, Eleanor Ferguson Rambo, Louise Pettibone Smith, Ethel Phillips Vick.

*Greek and French*—Mildred Remsen Bishop.

*Greek and Mathematics*—Louise Elizabeth Roberts.

*Latin and English*—Lucy Perkins Carner, Edith Chambers, Irene Stauffer Eldridge, Margaret Ladd Franklin, Sarah Sanson Goldsmith, Margaret Carroll Jones, Mabel Mathewson Keiller, Margaret Anderson Kinsley.

*Latin and German*—Elsie Harriet Bryant, Elizabeth Long Crawford, Dorothy May Jones, Helen Virginia North, Ethelinda Florence Schaefer.

*Latin and French*—Louise Congdon, Myra Elliot, Evelyn Dunn Gardner, Helen Ridenour Greeley, Miriam Vaughan Ristine, Grace Adeline Woodelton.

*Latin, Italian, and Spanish*—Elizabeth Andros Foster.

*Latin and Mathematics*—Adda Eldredge, Margaret Chloe Doolittle, Sarah Minier Sanborne.

*English and German*—Lydia Trimble Sharpless.

*English and French*—Margaret Charlton Lewis, Caroline Alexander McCook, Marjorie Young.

*English and Philosophy*—Louise Foley, Theresa Helburn, Louise Milligan, Dorothy Mort, Martha Plaisted.

*German and French*—Margaret Steel Duncan, Madeleine Maus Fauvre, Elsa Norton, Alice Sachs.

*French, Italian, and Spanish*—Anna Mary Dunham, Dorothy Merle-Smith, Hazel Cooper Whitelaw.

*History, Economics, and Politics*—Melanie Gildersleeve Atherton, Adele Brandeis, Anna Merven Carrere, Anna Newhall Clark, Mary Cockrell, Cornelia Jeannette Griffith, Louise Hyman, Anne Warren Jackson, Margaret Ryerson Maynard, Virginia Spotswood McKenney, Cornelia Lynde Meigs, Jacqueline Pascal Morris, Frances Passmore, Josephine Voorhees Proudfit, Nellie Marguerite Seeds, Marjorie Newton Wallace, Margaret Washburn, Elizabeth Dixon Wilson.

*History and Philosophy*—Kate Hampton Bryan.

*Economics, Politics, and Philosophy*—Margaret Boyd Copeland, Katherine Venai Harley, Caroline Florence Lexow, Mary Kirk Waller, Anna Welles.

*Philosophy and Mathematics*—Adelaide Teague Case.

*Mathematics and Physics*—Mabel Kathryn Frehafer, Laura Leisenring Pollock.

*Mathematics and Chemistry*—Caroline Frank Schock.

*Chemistry and Geology*—Mary Estella Dolores Biedenbach.

*Chemistry and Biology*—Margaret Morris, Ina May Richter, Dorothy Straus.

*Doctor of Philosophy.*

Edith Fahnestock, Edith Hayward Hall, Marion Parris, Helen Elizabeth Schaeffer.

*Master of Arts.*

Marie Rowland Bunker, Helen Lamberton, Edith Florence Rice, Clara Lyford Smith, Helen Twining Smith.

## ALUMNAE SUPPER.

Speakers: The Honorable Wayne MacVeagh, Professor Robert M. Johnston, Professor Gonzalez Lodge, Mr. Samuel Scott, Miss Nellie Neilson, Baron Serge Alexander Korff, Mr. Talcott Williams, Professor Paul Shorey, President M. Carey Thomas. Toastmistress, Mrs. Charles M. Andrews.

The speeches follow in order.

MRS. ANDREWS:

Fellow alumnae and guests of the Alumnae Association, no one can have more pleasure than I as President of the Alumnae Association and as presiding officer of this our twentieth supper, in welcoming you here to-night. It happened last year that by reason of illness I was unable to be with you. I could see the lights of Pembroke and hear the sound of the songs, and it needed not much imagination to see the whole scene. Moreover, I knew that no harm was coming to you on account of my absence, for your vice-president, Miss Orlady, was here in my stead, and I knew that she and you and our guests could make the occasion a delightful one.

It is the first and pleasing duty of your president to welcome to-night these guests, who have been so kind as to come here. It also gives me great pleasure to see so many associate members and new members of the Association who are dining with us to-night, but it gives me special pleasure to welcome here those members of the Class of 1908 who have found it possible to honour us with their presence to-night. It is a difficult matter, I know, to come to an alumnae supper when one is crowded with all the pleasures incident to Commencement. Members of the Class of 1908, we extend to you the cordial hand of fellowship, and welcome you with the greatest pleasure into our midst. We know very well that your hearts are not entirely ours to-night. They are with your class and with the pleasant associations left behind you. But you will belong to us after a while, and in a very few years you will come back and will be considered objects of curiosity by the undergraduates. Professor Scott said she was speaking to an undergraduate a few

days ago, who said it was very pleasant to see so many of the old alumnæ back. Professor Scott said she thought it was. The undergraduate added: "The Class of 1893 is having its thirteenth reunion. It is especially interesting to see what a Bryn Mawr student finally becomes." Departing from the usual custom, I have not insisted that the President of the Senior Class address this august assembly of guests and alumnæ, and when she expressed to me her thanks I felt that I had been prompted by a spirit of humanity. When she told me how many toasts she had to make this week, I felt how awful it was to be president of anything, even of one's class. It is this fact of the duty of a president that deprives us of the company of President and Mrs. Hadley this evening. I have come to feel that only of an insurance company can one be a president for any term of years with absolute impunity.

I want to say a few words on the subject of college loyalty,—what it means to us as individuals. When we are in college we think we are loyal to the college, but this is so confused with our devotion to our friends and loyalty to our class and other things that the real feeling for the college has little opportunity of asserting itself. Those of you who have read Professor Royce's book on the philosophy of loyalty will fully understand my point of view regarding the matter. I agree with him so entirely that I can do no better than to quote from it at the very beginning: "Loyalty is willing and practical and thoroughgoing devotion of a person to a cause. . . . A man to be loyal must express his devotion. . . . The loyal person will not be seeking his own advancement. . . . Loyalty is man's chief moral good." If we grant for the moment that loyalty is man's chief moral good, then it is for us to decide whether our cause is a good one, whether it conflicts with other morality or other goods. I do not think that anyone will question that the cause of education is a good cause, nor do I think it necessary for us to dwell on the question as to what good the college itself gets from loyalty. It would be useless to ask how any college could thrive that did not receive yearly its tribute of loyalty and affection from students leaving it. . . . We may while in college overestimate our value, and our loyalty takes an aggressive form,—we think that we are the most perfect people in the world. However, I think we may be pardoned for

rating so high our beautiful, lovable Bryn Mawr. We may be in sympathy with the darky bride, who, as she leaned back on the shoulder of her beloved, looked up into his face and said, "Ain't you 'shamed to be so handsome!"

It is then a moment for us to consider why college loyalty is a good thing for us as women. Someone has said that both men and women are happy who have a vocation and an avocation. In many cases the vocation and avocation may be one. This often happens in the case of men who are following intellectual pursuits. But at any rate a vocation is always that by which a man makes his bread; for a woman it is the management of her house. The man has a choice of vocations. As a rule the woman has no choice; therefore, anything that gives her an avocation is of inestimable value. I maintain that a college education fits a woman both for her vocation and her avocation,—that it makes her more keen in the execution of her duties, and gives her, besides, memories and resources of untold value. This in itself is, it seems to me, reason enough for loyalty. But the college furnishes an ideal in the midst of this busy life, so full of difficulties and problems. It may be that our Puritan ancestors were made up of the best stuff, but we have only to look at the emigrants crowding in every day to realise that America is to be composed of all the nations of the world, and that it needs the activity of every educated man and woman to keep up the national standard. And so after leaving college we plunge at once into civic affairs. When we do this, we come up against the sordid side of life. We find ourselves daily in contact with political corruption and immorality, and we realise it is for us to alleviate these wrongs. If we are women we should be found in the ranks of those who are trying to save this country from the curse of child labor, trying to give proper housing to the poor, and better physical conditions; who are trying to bring together that great brotherhood which the Reverend Francis Peabody said should be wide enough to include men of all nations and all creeds. We wish to prove that democracy is the best form of government, and in order to do this we have to develop the individual to his utmost, physically, morally, intellectually; we have to make him able to resist temptation, and to do his best from disinterested motives. Such is the task we Americans have before us, and in

the execution of this we grow weary. But if we want encouragement and refreshment we turn to our college, which always stands for youth and vigor and hope; there the classes still come and go, and bear the same relations to each other and to the world outside, as in our day; there we find the students, bubbling over with youth and hope, all of which keeps us brave and young. It seems to me, therefore, if the college is to be all this to us, that we owe her a great deal of loyalty. It is perfectly true that the little college world reflects the world outside, but here we find only the young knight, as it were, with weapons of the most approved sort, ready for the conflict. If the college is turning out year after year new soldiers for the war in which we are all engaged, and if it gives us all this comfort, I think it is for us to return thanks, and to join the ranks of those whom Mr. Royce calls loyal men: "The man who sees some social cause or some system of causes,—so rich, so well knit, that he says to his cause, 'Thy will is mine, and mine is thine.' . . . If one could find such a cause, he would have one plan of life, and this plan would be his own plan, his own will set before him." If such is to be the place of loyalty, is there not every reason why we as Bryn Mawrters should cherish college loyalty to our Alma Mater?

Following Mrs. Andrews's introductory words, Miss Elizabeth Kirkbride gave a report on the Endowment Fund. In making her detailed report, she said that the figures were not large, but that they showed how many of the alumnæ liked to feel that they had a share in the work. The total subscription for the year was \$2,615.75, and Miss Kirkbride hoped that the first hundred thousand dollars would be completed by the autumn.

PROFESSOR ROBERT T. JOHNSTON:

To express my regret at leaving Bryn Mawr, I ought to say that as far as the students are concerned—I see none of my students here to-night—I do not expect to have to face more pleasant and satisfactory classes. I should like to say that my colleagues have been friends, and that my own particular colleague, Dr. Smith, has been a very pleasant and thoughtful colleague to work with. I ought also to say that so far as the institution itself is concerned,

I have always met the support that my work required, and whenever I have gone to President Thomas for permission to make the work more effective, I have met with an adequate response. So of necessity I can hardly go away without much regret, and it is with great sorrow that I do go.

When I had been asked to make this speech, I was told that a professor is expected to give his reminiscences. That perhaps will be done by past members of the faculty who are here to-night, but I am afraid in that particular I am not very able, because for all intents and purposes I am not a professor, and I am afraid my reminiscences of Bryn Mawr would lack relief. That being the case, I have to go a little further back, and I will go quite a long way back.

It so happened that I was educated in five different countries at eighteen different places. Now I do not say that in a boastful spirit. Far from it. I do not recommend it, and especially because the other day when I made this announcement to a friend of mine,—an alumna,—she immediately said, “Were you expelled?” It certainly does sound rather suspicious. However, that was not the case.

Now, in all these very numerous places which I have been at, there is one I love with perhaps a warmer feeling than any other, just as you all love the college at which you have taken your degree,—that is, the university at which I took my degree some few years ago, the University of Cambridge, and it occurred to me that if reminiscence is the thing, and that if I were to take my reminiscences from Cambridge, I might possibly out of such recollections put before you one or two points which might be interesting, because you are alumnae of Bryn Mawr and anxious about the development of your college, and anxious to know of any possibilities it offers. So after thinking of Cambridge as I have known it and thinking of one or two salient facts, I thought I would suggest to you in the lightest possible way some points of contrast, and some ideas that might be applicable to American conditions.

The first thing that strikes me is this: At Cambridge a professor of history, like an English professor in several other branches, lectures one hour a week. And that is not a peculiar condition. Of course there are more extreme cases than that,—as the case of a

professor of constitutional law who lectures once a year, and no one even knows his name. Going from Cambridge to the Continent, at Paris at the Sorbonne a professor lectures one hour a week, and in addition gives two hours in conference to his graduate students. At the Collège de France a professor lectures forty hours a year. This is a very hard sort of proposition to put to an audience in this country. It is hard to admit that that is a better state of things than when a professor has to lecture more hours. But it is probable that the quality of work produced by a man trying to strike out original thought, devoting all his attention to what he is to produce once a week will be better than when he has to lecture two or three times a day. What I think we do not see is that he ought to receive the same consideration that we give to child labor or the sweating problem. I remember hearing Dean Briggs give statistics as to how many members of the Harvard faculty broke down every year: twenty-seven members broke down every year. But it is not only a case of the man breaking down—that is one thing. A worse thing is the reduction in the quality of the work produced. When you look at the quality of the work and when you see how we are keeping behind France and England and Germany, you realise that this depends to a certain extent upon the quantity of work demanded from our professors. I have in mind the case of a young man of fine physique who in the midst of academic work was in one year an absolute wreck. These same statements apply to the women in universities. When a country treats its women in a way which is not right, that country is in a very bad state of civilization.

I am omitting those things which Cambridge might very well adopt from American custom. I shall reserve those for when I have occasion to make a speech at Cambridge. Another thing stands out for our observation, one that seems to me in line: If you go to Cambridge—and more or less the same thing is true at Oxford—you will find everything which you could put down under the label of recent literature dating at least three hundred years ago. Current literature is not studied, is not entered on the courses. The result of that is this: that in a great intellectual centre, to a collection of hundreds or thousands of students, the literature of the country is not taught. The immediate result is that every person feels it a voluntary duty to become acquainted with it individually,



and the result is that there is developed a certain catholicity of thought. The literature of a country is really its thought. The literature of England is the thought of the Anglo-Saxon race. Every man is brought into direct contact with that by his personal effort, and then by his study of the literature of other races and other ages he is given a sense of proportion. I think myself that there is no way in which this sense of proportion can be got more effectually than by the intellectual way of stressing everything that is at all a product of other days.

Then going further: you have heard a lady to-night treat indirectly the question of salaries of professors. I think that on the whole the question of salary is not the important question, and that is one of the points we miss. On the whole the only point is this: we think that the person who goes into academic life goes into it invariably for salary. The question of salary has to be thought of, but the person who goes into academic life in English universities finds his satisfaction in the surroundings into which he is thrown,—a life with marked individuality, more or less unlike the life of the ordinary community, full of its own traditions, privileges, modesty,—not desiring to go beyond its walls. I really think that very often our colleges rather miss that point. A person who goes into academic life, if that person can get those surroundings of dignity, of comfort, of academic position, will be admirably requited. And, further, it goes beyond that. I think there is a danger of there being too much money in academic life. I have regretted to see, in the last year or two, inordinate salaries being paid to certain men. I think that just as wrong as underpayment, and that the real point is to give the man the proper atmosphere.

I cannot come back to Bryn Mawr by a better way than in speaking of my first experience at teaching in the academic line. It was really only a short time ago that I first met one of the most distinguished alumnae here to-night, Miss Neilson. A friend had me invited to come to his house to meet her, to ascertain whether I might not take a position. I was rather alarmed at this interview. It was one of those cases where you are not supposed to know why you are meeting each other, and, as usual, it seemed very embarrassing. As the result of this interview, Miss Neilson had the courage to give me an appointment at Mount Holyoke, and so you

see the beginning of my short academic career was under Bryn Mawr auspices. I can only assure you once more what a very warm remembrance I shall have of all my friends here, and whatever service I can do for the college will always be done very cheerfully.

PROFESSOR LODGE:

I have been very much interested both in what your presiding officer has had to say, and in the remarks of the last speaker. Both subjects come home very closely to myself, and particularly with regard to the position occupied by professors in this country. I am reminded of a criticism passed a very short time ago by the principal of one of New York's great high schools, who said that as for the profession of teaching, that was the most coddled profession in this country. This principal of the high school was a type of a class of critics that is unfortunately much too numerous in this country, and it is the relation of the alumnæ of Bryn Mawr College to the development of sane thinking in the country that I wish to speak about in a few words now. And this is to be in a sense a word of cheer to those of my friends whom I know, and a word of suggestion to those whom I see before me, whom I know only in hope.

I think that the alumnæ of Bryn Mawr College are a very peculiarly blessed set of people. I do not think that you all appreciate just how blessed you are. You know what the standards of the college have been. You passed through them with many sighs and sometimes with much relief. But that is a point that I wish to emphasize, for you all, and particularly for those who graduated today. The period that you spend in college, the four years, is in a general way the period that shapes your attitude towards life. That is a truism, but, like all truisms, it is a truism because it is true. Now Bryn Mawr has ever since I have known it been famous for what is called in rather commonplace way "high standing." The result has been that the alumnæ are in duty bound to set a high standard in sound thinking. That is particularly important in this country of ours. This country of ours is a democracy, ruled and governed in more things than one not by its best, but by its inferior mass. That seems to be perhaps a bit unpatriotic, but it is true. I

am referring particularly to the difficulties that confront all efforts made in this country at the present time for the encouraging, stimulating, and defending the spiritual as opposed to the material. A distinguished alumna of Bryn Mawr College said some time ago that the teaching profession is the only body of experts that is willing to have its standards set by the masses. And it is unfortunately true that in our colleges and universities the tendency has been in recent years to reduce the standards to the capacity of the mob. It has been even within the last week or ten days actually set forth in an assembly of academic people that the college and university should provide instruction suited to the needs of the weakest intellects. Now, Bryn Mawr has steadily from the very beginning gone on entirely different principles. It has taken this ground: that if we are to raise the standard of the mass of democracy we must have a standard to which they will rise. If the standard is a standard that can be reached by all, it ceases to be a standard. It is necessary—and remember I am talking particularly to these young alumnae—it is vitally necessary for an institution that intends to be of service for raising the grade of humanity, that it have a standard to which to raise it. In our metropolis from which I come the movement is a very peculiar one in education. A large number of people who are engaged in saying what shall or shall not be taught are people who have of themselves no appreciation of what can be done in teaching. The majority of those who attack that which tends to develop the spiritual side of life are men who have no experience of what that kind of life can produce. Many of the superintendents of education in great cities in this country are men whose education itself is extremely defective, and it has not infrequently happened that a man was put in a position of authority to say what should be taught who was positively ignorant of the first principles of education.

Now, Bryn Mawr and Bryn Mawr graduates have been going for the last twenty years through a process of selection. It has been a fact that many students who would like to have come to Bryn Mawr have not been able to get in. Therefore the ability to enter Bryn Mawr has been a distinction. A result of that, a very striking result, has been that the intellectual average of the Bryn Mawr graduate has been exceptionally high. That leads to the

whole gist of my remarks: to wit, when you go out into your lives you must in justice to your bringing up see that all effort to debase the standard of culture is resisted. It is fortunate that one who has an ideal is usually much stronger than many who have a commercial instinct, and if you keep, as you should do, the Bryn Mawr standards as your guiding star you will find yourself in the position to be guiding stars to numbers who require their opinions ready made. In the general discussion, then, of those things which make up the side of life through which we enjoy the highest things, it is your privilege to be a power to exercise an influence all out of proportion to your numbers. The message then that I have for those who are going out as alumnæ and for those who have been out as alumnæ is this: So long as Bryn Mawr standards are better than those of other places, so long will the influence of Bryn Mawr in the intellectual councils of the nation be great. As soon as Bryn Mawr drops to the normal line of our intellectual standing, the influence of Bryn Mawr will diminish. In your hands it lies, because the alumnæ that go out from an institution exercise a potential influence upon the management of that institution. While Bryn Mawr is under the management and tradition of its past twenty odd years there is little fear,—but your faculty passes and will continue to pass. It is the law of life. The college remains, but it is your privilege to see, because you are eternal, that the tradition of Bryn Mawr abides. It is a pleasure to me to come back and see, as I was sure I saw this morning in the enthusiasm of the Commencement proceedings, in the light of intelligence and personality which was characteristic of all who took degrees, of which I was a particularly interested spectator,—it was a joy to feel that while in the old days there were great people at Bryn Mawr among those who studied there in the younger days, their juniors who are coming up are coming up worthily, and it gave me encouragement to hope that in days to come the influence which has made Bryn Mawr will react through 1908 upon those who follow successively through the years. I like to feel that I had a certain part, years ago, in helping to develop the Bryn Mawr spirit. I shall be glad to know, when my chance of taking part in the developing of any spirit has passed, that the Bryn Mawr spirit goes on triumphantly.

MR. SCOTT:

I was asked to say a few words about reform in Pennsylvania. In order to confine myself within a reasonable limit I must confine myself to one aspect of the question. One of our great daily newspapers printed a few months ago a very interesting map of the city of Philadelphia, or rather a series of maps. The first map was almost white. The next map was overspread with a dark color, and that darkness gradually crept up until the left hand upper corner, the old township of Germantown, was the only white spot left. That increasing darkness was intended to represent the gradual relapse which the city of Philadelphia has been taking back into corrupt politics. But as my personal experience has been on that white spot,—which has been white ever since, but not because I was there,—I may perhaps be pardoned for more optimism than some of my contemporaries.

My thesis is this: that the reform of politics, like all movement, goes by waves, by ebbs and flows, and that while we are now at the bottom of the wave, at the very lowest spot which the relapse can take, we are not as low as we were before the recent reformation, and next time the wave of reform will take us still higher.

The way by which I think reform can be finally instituted, and the only way I can see, is that the thinking, representative, conscientious citizens of the country shall enter politics, and each man do there his share. The unfortunate thing about the great material development of this country has been that its representative men have been drawn into commercial interests, and only lately has it become a respectable thing to be interested in politics.

I can see three general lines along which the political outlook is hopeful. In the first place, in the mere matter of personnel: At the time of our reform of 1905, there was almost no body of disinterested politicians. At the present time, although our reform party has been almost entirely disrupted, there are in Philadelphia at least ten thousand men who have learned practical politics from a disinterested point of view. Those men are not now organized in the way they have been, but they have got their training, they feel differently from what they did before, and when the next call to arms comes we have a disinterested and a representative political body to take up the cause of reform.

The second and third lines show gains in administration which have come about directly through the recent political upheaval. First there has been a very adequate civil service reform, resulting in an adequate machinery. There has been recently an illustration of the way in which examinations may be passed. The civil service reform machinery has been inconveniencing the organization which is in power. That is what it is supposed to do, and the fact that it is doing it shows it to be in good working order. The power of an organization rests upon its ability to put its own adherents in office. It must be able to pay its way out of the public purse through public office. Recently a man had rendered effective political service, and was about to be rewarded, with a companion. But having taken their civil service examinations they failed. Instead of making them leave in disgrace, the mayor expelled one of the civil service commissioners, that is to say, one of the faculty, and having a new commissioner, a new examination was ordered, and we expect that both men will get their positions. However, the effect which this kind of legislation will have is that it will gradually tend to take out of politics that band of vampires known as practical politicians, and the amateur politician will not be under the tremendous handicap which he is now.

The next advance is in what we know as the uniform primaries act. The old-fashioned way was that everybody could vote, but that the politicians told us whom to vote for. After they had selected a bad man on each side, the privilege of voting was not worth very much. The ordinary man was not much better off than the ordinary woman is at the present time. The recent legislation enables every man to go to the primaries and take his part in the choice of those whom he will vote for, and enables the independent man to work through the party machinery and to get rid of the inertia of the ordinary voter. In these three ways, then, I can see a distinct advance.

What advance woman's suffrage will make here I do not know, nor do I know how long it will take, but I can say this: if you will have the spirit of the Spartan mother who wished her son to come back on his shield, and if you will treat in the same way and in the same spirit the man who comes back to the house on election day without having voted, I can tell you you will exercise quite as much influence as if you had the vote.

MISS NEILSON :

It is the part of the Bryn Mawr alumna to acknowledge her indebtedness to the college, and it is well to make that acknowledgment in the presence of those to whom it is partly due. Of course the Bryn Mawr alumna does not know what her training has stood for until she has put it to the test of experience. When I left Bryn Mawr my lines fell in pleasant places. I went to a college which is in many respects the opposite of Bryn Mawr, but which has also certain things in common with it, winning for it a place in my respect and in my affection. That college, a college which has one possession Bryn Mawr does not have, a very long tradition, has made an advance in accordance with the expressed wish of its founder, that within its walls women might always find the best possible education. In accordance with that wish, it has made a remarkable change from the position of a second rate institution into a position of equality with the other New England colleges, and I think it is ready to-day, perhaps on account of the effort which was made in that change, to take its place with Bryn Mawr according to its different conditions, in upholding solidity of work and an uncompromising point of view toward scholarship. I suspect that solidity of work is not as much a foregone conclusion as we might wish that it was. In the first place, the change that has come about in undergraduate life is very great. When I was in Bryn Mawr days went on one very much like another. To-day the life of the undergraduate is distracted by very many things which did not enter into our life. Clubs and committees and organizations seem somehow to be present in great numbers. This of course is in a sense a grave evil, but I think it rather an external thing and not perhaps an essential difficulty. I believe the college woman comes to college for a very serious reason, and it is always possible for the academic work to divert the attention of the student.

There are other grave dangers which are baffling, I think, because they come to us through our interpretation of academic work itself. Sometimes I grow weary of reiterating to my students that it is impossible for them to substitute the knowledge of how to make an interesting schoolroom for the knowledge of how to teach the facts of history, and that to learn carefully how to teach nothing

will be of no practical value to them, although it may enable them to get a teacher's certificate from the State of New York.

I do not believe that there is any royal road to teaching or to the solution of social questions. All of these questions of technical education have their place, and a very important place. The question is what place shall be accorded them. I always want our students to be the best possible teachers and to recognize their responsibility to society and to fulfil it to the letter. I feel more and more, however, as I see the pressure to which the undergraduate is subjected from all sides, that the admission of more technical instruction at the price of the loss of much else is a wrong kind of preparation for any kind of practical life hereafter. It seems to me, especially in these days, the message is that which Dr. Lodge has given us,—one that is of the greatest value, and one that we should not lightly disregard.

#### *Woman's Suffrage in Finland.*

I am glad to have this chance of telling something about woman's suffrage in Finland,—one of the most striking examples of what women can accomplish in politics. It gives them not only the right to vote, but the right of being elected to the House of Representatives. As a result of the revolution of 1905 and of the new law of 1906, at the first election, out of two hundred members of the house, there were nineteen women elected, and they got just as many votes as the men. As to the women who voted, there were many more votes than the votes of the men. In the house, of course, the women divided their work from the work of the men, and devoted their time to special questions of legislation,—the marriage laws, religious freedom, social and educational questions. Woman's suffrage in Finland was a decided victory. The people, however, took it sanely, quietly, naturally, as they would take any natural progression. No one discussed it or wondered at it, and the reason for this fact is that already from the end of the nineteenth century the woman in Finland has had an absolutely equal position with the position of the men. In the early eighties a number of co-educational schools were established, where the girls from their earliest years, sitting side by side with the boys, got used to looking at them as equals and comrades. It was continued at the universi-



ties. Out of 2,200 students we have generally from three to four hundred girls who take a most active part in university life. They belong to the different university clubs, they take the same courses, the same examinations, seminars and other work. Then after they graduate they go out into life with the same ideals, the same principles, the same associations, and have also the same chances for success. You can find them everywhere,—in the banks, in the insurance offices, in government service, in the custom house, post-office, telephone, in fact, I know of no single branch of life where you would not find women side by side with men. So much for woman's life.

In politics you will find the same equality. During the struggle of Finland against Russia, the Finnish women worked even harder and more effectually than the men, who were handicapped by political persecution. The women had more freedom. Thus when the moment came for the Finnish constitution to be adapted to modern ideals there was no question of excluding the woman from public life. She had already a position equal to that of man, and no one even tried to dispute it. There was no voice raised in the whole country against it. This shows clearly why the woman got these rights in Finland.

Now, in the house the work of the women was divided from the work of the men. I think undoubtedly this is right. They devoted their work to social legislation. Certainly it is the woman who understands best the needs of the education of the child, and it is the woman who can best protect minors and natural children, and who knows best about advanced household sanitation. Then the men have much more time and freedom to devote to other questions. Thus in the two last years we see very good results of their work, many questions already before the house, many already settled. I think from this movement and these results there are two interesting conclusions to be drawn: First, that in a modern democratic community or state the woman's suffrage and the woman's taking part in politics is indispensable. It brings good results in legislation; it is a useful means for securing social betterment. Secondly, the right of the woman to vote should not come as an increase in the number of voters, but should come as a result of the previous work of the woman. She should previously show

to her own community by practical results that she is not only capable but necessary, and I think that then, and only then, will come, of necessity, the right to vote as a crown to her efforts.

MR. TALCOTT WILLIAMS:

I am sure you will all agree with me that it was not an unnatural thing that one called upon to address this audience should turn for support to a degree of doctor in the humane letters. The question was once asked as to what difference should be made in a library for women as distinguished from a library for men, and one of the answers received was that one thing that was necessary to consider, perhaps the only thing, was the superiority of the feminine over the masculine intellect. This story was told in a lecture, and as the lecturer saw a movement in his audience, he raised his hand and said, "This did not come from Bryn Mawr, though I see a great many of you think so." I suppose it is that thought which made me tell your distinguished presiding officer,—that I do not think this attitude of mind towards her exaggerated. This comparative value of man and woman is better expressed, I think, in the remark of a cousin of mine, just after her engagement had been announced. "I know," said she, "that John is an acquired taste." When you have got the taste, however, you can't do without it, and under these circumstances it seemed to me a most interesting thing that your president, whether thinking of the masculine pronoun as used generally or whether with a more significant meaning, I do not know, told us that the object of a Bryn Mawr education was to see that *he* did his best, to induce *him* to discharge his full duty to the state. And if I wanted an explanation for that political purity, that single white spot in the map of Philadelphia, I can assure you that I know of no better reason than that a graduate of Bryn Mawr decided to move into that district. And that brought about the natural and inevitable reformation.

For myself, it is an agreeable thing as a graduate of a small college to face the graduates of a college somewhat smaller. One of my young friends from a great institution in the East, which I will not name except to say that it is better distinguished for its intellectual advance than for its success in athletics, was at home on his vacation. I said to him, "How do you like English?" "Oh,

pretty well," was the reply. "Who is your instructor?" I asked. "Mr. Williams, you don't expect me to know the duffer's name, do you? I know I'm doing his work, but as for knowing his name, that is beyond me." This could not happen in Bryn Mawr. He went on through his three years. He reached his junior year. I asked him what courses he was going to take. "Oh, I'm taking this year the anthropology of the Pacific Islands." "My boy," said I, "why are you taking that? Have you ever taken anything in anthropology before?" "No," he said, "but it's very interesting. I'm learning the names of lots of new things." "Well," I said, "you might learn that much from a city directory. What induced you to take the anthropology of the Pacific Islands?" Then a spasm of truth passed over his face. "Well," he said, "it came at half-past eleven." Perhaps this, after all, could not happen at Bryn Mawr. But a boy who was trying to make a literary club at a sister institution called on me, and I said, "What courses are you taking?" He said, "I am taking one course in the poets of the first half of the nineteenth century, and another on Browning and Tennyson, and another on the poets just at the end of the century before the last, and then my fourth course is on the poets which come before Browning and Tennyson. You know I want to make a senior society, and it makes such a lot of difference in your work if you take studies so that the dates and names are in together and help you to remember each other." This view of a college course is one which I may say is uniformly absent from women in education. To one of the officers of the Phi Beta Kappa I proposed that it should be required that no man should be elected to it who had not taken at least one of the ancient languages. The representative of three great Western universities said, "If you limited our membership of the Phi Beta Kappa to people who have taken Greek and Latin, we should not be able to admit anyone but women, because next to no men take these languages any longer."

As for co-education, my own personal opinion has been that I would be glad to have co-education in every institution except my own. On a visit which I recently made to the University of Wisconsin I was talking with a group of boys, finding out what kind of amusements were taken up among the students, and one of my young friends said that many of the students came from small

country villages where there is no amusement except of the lower sort and they took instantly to drinking. I said, "I suppose that is the case. But I want to know how it is with you." The boy's face brightened when he said, "We boys in this house are constantly meeting nice girls, and it is impossible for us to descend to that sort of thing." I had struck upon the thing which makes the presence of women in education not only wise and desirable, but indispensable.

The question rising before us in the organization of a city, which has gone farther in that country of extraordinarily high civilization of which we know so little, Finland, the question which comes to us is whether, in the universal facing of new responsibilities, new demands, and new responses, whether we shall level up or shall level down. I know a generation ago, when those of my age first began to see the movement of woman's education rise, the one hope and one desire was that the result of the education of woman beyond all things else should be that it should carry through civilization a new sense of responsibility towards higher moral standards; that the immediate result would be that the men would leave altogether to the women the duty of advancing the moral standards of the community was expected, and there has been too much of this in the past, with the result that the moral principles of one sex have been higher than the moral principles of the other.

The question which comes before us, as I have already said, is whether this change shall come in men rising to the standard which women have had, or women being willing to descend to the lower standard which men have had, and if there be any danger or any question in regard to the matter (I have held a brief for it from the first moment I began to-night) it is because there has begun to be a grave doubt that if the complete burden of responsibility were thrown on the women there would be found among them a willingness to overlook the claims of the past because they would be associated with the chains of the past. There is a tendency to make experience the measure of personal responsibility, instead of devotion to the highest standards, until that standard is universal. Whenever the education of women produces any such results, if there come any slacking up, any chance in this sense of moral responsibility, then all that has been done will have been done, not

for the better, but for the worse. And the one supreme duty which it seems to me rests on every educated woman, and most of all on those who stand at the completion of four years in which they have had all that education at Bryn Mawr gives them—since one's responsibilities are greater in proportion to one's privileges—this one supreme duty is to meet any such tendency if it exists, to face any such movement if it appears, and to insist that in this new society which the education of women is bringing to pass the change shall be that men shall be raised to the position of women and not that there shall be any descent by the women to the position in which the men have been willing to be in the past. And this will be done by none of the methods of the past, by none of the ways in which it has been accomplished, not by a remnant, a part,—for the idea that education is to be the privilege of a part leads to a great danger,—an upper class paralyzed, and a middle class materialized, and a lower class brutalized. It is impossible for us to imagine that standards are to be maintained in this country by the maintenance of a class distinction. The necessity is that the great mass of humanity be brought to a higher standard of ethics. And this great task of securing all that the future is to give through education and to maintain all that the past has given, will be accomplished by the higher education of woman, who is able, possessing, as she does, a finer moral fibre, and higher responsibility than men. By her education she will be able to give to this instinctive sense of ethical responsibility the external reason and mental proof which become convincing to the great mass. To-night we have heard this college compared to the places where young knights receive their armour, to the home, to the fount. I prefer to think of it as the abode of the vestal, where was kept that sacred flame on which depended the future prosperity and life of Rome. While that was unharmed the Capitol stood secure and the Palatine Hill was safe. The Hall of Justice was secure, and the triumphs went up the Sacred Way. When that flame ceased these things also ceased. And I love to think—for in a way I am one who has given a hostage to this institution, and I have seen it through the eyes of one dear to me—I love to feel that here that sacred flame is tended, that here it lights the life and spirit and souls of all of you, and that you, having received this flame, will take it with you until it blazes in the forehead of the morning star.

## PROFESSOR SHOREY:

This is the largest Bryn Mawr class that I ever addressed, and I am almost as stagestruck as I should have been if Miss Thomas in my first year at Bryn Mawr had transferred me from the quiet of my Greek class to the crowded lecture room of Required English. I have seen not only the loyalty of old Bryn Mawr students to Bryn Mawr, but also a walking tour in the mountains of Pennsylvania develop into something like a talking tour. I was only too proud to lose a day at the end of the trip in order to have the honour of dining with 1895 last night, and the crowning honour is the opportunity of addressing the alumnæ of Bryn Mawr and of dining with them for the third time in my life. Nevertheless, I have been thinking of a business letter which came to me the other day from a graphophone company. It was marked "private," and it began in this way: "Dear Prof: We understand that you are marked for a talking machine." This walking trip was undertaken primarily as a rest cure. I was struck by a definition given by an English schoolboy for "elocution," "What they use in America to kill folks with." A candid friend comforted me by saying that if my tongue grew weary, at least my brain was at rest. Meanwhile my peripatetic friend writes me that he has changed our itinerary to Virginia, and has made appointments for me to address the alumni of the Keely Institute at Jacksonville, followed by a lecture before the Laura Jean Libby Association followed by a reception, and on my return he has hopes of making a date for me with the Varnishers' Union. My friend does not realise that at Bryn Mawr I have no need of eloquence, and that if I did it would be supplied by the memories of Bryn Mawr students, and their affection for those who have helped to keep their standard to the ways that are more excellent. He has not shared in the Bacchic madness, in that overtension of the oversoul which filled the era of plain dressing and hard thinking of the early days of Bryn Mawr,—which, I fear, has not continued through the years when I hear that the younger graduates read the plays of Ibsen and "wear the gowns of Gibson." My friend is not aware with what ease they can supply any lack of my wit with the wit of Horace, how in place of my words some of you will hear the roll of Homeric hexameters, and if the idea should break down in midflight, you would still soar above it in the songs of Pindar.

In those old days each successive class renewed the inspiration which we thought its predecessor had taken away forever; '89 went forth, and our hearts went with her, but '93 had come in with the Pindaric cry, "These things now are passed, but we, too, in the fourth generation, look for a brief inspiration from the golden sun of youth and enthusiasm, and the first glory of imagination, with its light of Platonic splendor." With the idea of good went the idea of truth and duty,—the virgin light, for every soul to gaze upon for a brief space before it returns to the shadow. We thought pretty well of ourselves in the early days of Bryn Mawr, and we were contemptuous of the rest of the world,—the score of ambitious young professors, fresh from the university, and convinced, though we were only the teachers of friendly little girls, that nevertheless we perhaps knew almost as much and maintained quite as high standards in our classes as the dons of the great universities, and we were upheld by the scorn of these high-souled, highstrung girls, disdainful of all pretexts and limitations. This kind of scorn is not always the best guide, but they at least encouraged us to create standards and traditions. If some of that spirit still exists at Bryn Mawr, it mingles with a certain condescension of the East toward the West,—in the attitude of the East toward that great democratic institution, the University of Chicago. To some of you it may seem to make many compromises with the ideal, but by diverse means one obtains the same end, and if the University of Chicago, while doing an enormous amount of missionary work, maintains the same standard as Bryn Mawr, it is for Chicago to put that American axiom, "Some things can be done as well as others." In material matters nature holds us up to self-demonstrated standards. In these matters of the mind there is no standard, that is, no rule to keep us ever to our best, except a certain tension and tenor of the soul. The standard for education and culture is as relative and intangible as that of the carpenter, who came down the middle of the street, with right arm stretched rigid and brow knit, crying, "Get out of my way, I am carrying the measure of a door." If the new Bryn Mawr can carry into her culture the measure of the door that opens into the eternities and infinities, without extension of fore-arm, or tension of brow, so much the better, but if she denies that there is a door we of the

older generation will disown her. I hear the practical man ask, "Why try to make the girls so highstrung?" and there are doubtless many who profess, more or less openly, that as long as the men are clever and the women are pretty, and the crops are good, and the granaries are full, that nothing else matters. But if spiritual things do matter as well as material, the quality of education that we impart to the limited and sensitive class of women, each one of whom will be to other men and women a centre of influence, the quality of that education does finally matter for the spiritual life of the whole of society. There is no lack of finishing schools and polishing schools for young ladies, but Bryn Mawr has other work to do.

HON. WAYNE MACVEAGH:

Ladies, the hour warns me that I must not intrude on you, and then President Thomas kindly says that if I am short she will conclude in half an hour. Professor Shorey said that to be alive was blessed, but to be young was very heaven, and then he went on to speak of the golden hours of your youth, of your enthusiasm, of your enjoyments, of everything bathed in a golden light, of how everywhere was the "light that never was on sea or land," all the consecration and the poet's dream for the young. I am here to assure you that every word he said was true, and infinitely more true every year you are permitted to live. It is absolutely certain that my experience may be the experience of every one of you when I assure you that last year was far and away the happiest year of my life, and that I expect this one to surpass it. There is nothing whatever that the years do not bring to you. You get into them, it is true, but they get into you, and the serenity, the sanity, the sense of humour, the sense of proportion which grow with every passing year enable you to enjoy life in a fuller measure than in any previous experience you thought was possible. And I am very sure that even in those hundred years in which Professor Shorey has been privileged to spend so much of his life, which include the birth of Pericles and the death of Plato,—the happiest years for the human spirit it has ever known, and in some respects the happiest perhaps for untold ages it will know,—I have a presentiment that this country of ours, with all its shortcomings, may



yet reach a height, will I believe reach a height, of general happiness, of general elevation, and I may also say of general culture, never known by the sons and daughters of men. The American democracy is not only the latest form of government, but it is the final form and it is the best form, and all the world is accommodating itself to it. We only need the influence of the educated women of the country, we only need Bryn Mawr multiplied all over the land,—because your influence upon the life of the nation, which is now the life of the world in a larger degree than ever before, will transform us all.

It is, or will be in October, twenty-three years since I was privileged to bring a wise and great and good man to give his friendship to this college, and as I walked with him from Brookhill farm to Taylor Hall, I said, "You must give some message to these students to be repeated to each class, some inspiration which will improve their lives," and Mr. Lowell, in that charming address, one of the most charming ever delivered, left as his message the hope that every graduate of Bryn Mawr would carry through life a fine sense of the difference between printed matter and literature; and surely, with such instructors as you have had, with such instructors as you do have, that lesson at least you will always keep in heart, and with it other innumerable inspiring lessons, so that you and your brothers working thus at the beginning of this new century will all work for the signs of the moral renaissance everywhere visible on the horizon. The whole world was never so awakened to responsibility. And you women, you graduates of Bryn Mawr College, are especially bound to help along the good work, until we all come to know that the democratic government is the best government, that the Christian religion is the best guide in life, and that, men and women, we are all in one common brotherhood under the common fatherhood of God.

PRESIDENT THOMAS:

In order to show you just how unjustly Mr. MacVeagh has reported me, I propose to confine my address to three anecdotes, one *apropos* of Mr. Johnston, one of Miss Neilson, one referring to Mrs. Andrews's speech. And then, of course, I cannot resist saying a few words about Miss Kirkbride's report of the Endowment Fund.

I am sure it will console you to know that great as our loss is in losing Professor Johnston, he is the only loss Bryn Mawr is to have. *Apropos* of his going to Harvard, an undergraduate told me the other day that Professor Johnston had said in one of his classes that he did not expect to admit women to his lectures at Harvard. I said that the Bryn Mawr undergraduates must have had a bad effect on Professor Johnston. She said, "Not at all. He says he wants to give the Harvard men a chance." And I think nothing is more gratifying than to hear from professors who come to us from other colleges that the standard of your work is really very remarkable, and I attribute that not entirely to your own merits, great as they are, but to the fact that Bryn Mawr College, now in its twenty-third year, has not changed its entrance examinations and has maintained the same standard,—that you all have had the same training before you enter Bryn Mawr.

When I hear of the good work of Bryn Mawr graduates, and of the fact that they are a little above the average of other college graduates, I sometimes wonder if that is entirely due to you, if a great deal of it is not due to the fact that all the graduates of Bryn Mawr have had exactly the same training, that you have all been sent out as products of the group system, which has not been changed for twenty-four years. While other colleges are tinkering at their course, introducing electives, or changing their faculty, Bryn Mawr has kept its college course absolutely unchanged. Even if you have a bad thing, you get more effect by having it consistent, but when you have a good thing you get a splendid accumulated effect. I believe even if there are mistakes in the Bryn Mawr course—and everything in this world is fallible—it is a splendid thing to try an experiment fairly, and the results of our experiment are really so good that I hope we shall not change it soon. It is a wonderful thing to look at you and to think that I have been present at the academic making of all of you, at what I think of as your spiritual and intellectual birth.

It is a great privilege for Professor Lodge and Professor Shorey to feel the pride I feel at having been present at the sending forth of earlier generations from Bryn Mawr, and I think I see a little sign of the idea that the later generations are not so wonderful, but I can assure them that they are. They are more finished products of Bryn Mawr, these earlier generations, in the sense that

they have had longer to live, but still I am convinced that the younger alumnae, that the Class of 1908 in fifteen years will have the same place in American education, in American life, which is held by that class which has been and is very influential.

Miss Neilson has said a little of the rising standards of Mount Holyoke, and the fact that in many ways Mount Holyoke and Bryn Mawr are very similar. I think that is true, because the standards of Mount Holyoke are, I believe, thoroughly honest standards. It went against its traditions in many ways by introducing these standards. I should like to read a quotation which I received from a colleague of Miss Neilson. I sent to this colleague a copy of my address delivered in Boston. He wrote, "I wish all college presidents would express their minds so clearly. We would know where they are, and we could kill them off." So in raising its standards Mount Holyoke has had its difficulties.

I do not know when I have been more pleased than when the president of Mount Holyoke said to me, "There is one characteristic which I have noted in every woman I have seen from Bryn Mawr. It is loyalty. Bryn Mawr women come on our faculty, and are its most loyal members." It seems to me a wonderful quality, and I want to appeal to you on its grounds. I think you are very loyal to your college. But Mr. Williams told me he asked eight Bryn Mawr alumnae as to whether a student without much money could come to Bryn Mawr, and get the greatest privileges of the college, and he said that six out of the eight said that Bryn Mawr was not the place for such a student. If a girl who has no money is not able to come to a college with the intellectual standards of Bryn Mawr and get the true value of the college, it is a bad comment on the college. The one thing we are proudest of is that in the influence in the college, in the standing of the students, riches or prosperity make no difference,—that it is the spiritual and intellectual qualities which count. Get us the poor girls, who need the Bryn Mawr training, and never let a girl be kept away from Bryn Mawr because she hadn't enough money to go over to the tea room, etc. That is what I mean by loyalty. Do not let it give a wrong impression that a certain number of girls in Bryn Mawr have not been compelled to earn their living.

And now a few words about the Endowment Fund. I have felt very much encouraged this Commencement by the fact that I

really believed that the classes and students of Bryn Mawr are going to make it possible for the college to keep and to raise its intellectual standards. Though money to an undergraduate makes no difference, it makes some difference to a college. That \$500 from 1893 to be spent in books is the sort of academic gift which we appreciate. The fact that 1905 has determined in two years to give us an infirmary is a great encouragement. Mr. Smiley told me that when he heard of the gifts of the students to the gymnasium he wept, and he had not wept for a long time, he was so delighted at the efforts the students had made. Delightful as that is, I feel much more like weeping when I hear of the Endowment Fund, because, after all, the one thing we must work for if we care for Bryn Mawr is that she may keep her intellectual place among the colleges of this country, and we cannot do it unless we have money with which to pay our faculty. You cannot have a college without a faculty, and you cannot have a faculty without salaries. Important as honour and glory are, money to live on is necessary. And your Endowment Fund of \$100,000, your first great gift to your college, will enable us to raise the salaries of our full professors nearly \$500. That will mean everything in the academic standing of the college, because it will enable us to keep the professors longer than at present, and I feel this first gift of yours means far more in a sense than the great gifts made by the alumnæ of Harvard of two million dollars, for you do not belong at present to the moneyed classes, in the sense that you are not making large incomes. Bryn Mawr is not old enough to have the rich widows who are now coming to the help of Vassar. That not being so—and I cannot wish it so—we must realise that every dollar given by the alumnæ of Bryn Mawr to their college means great effort and sacrifice. And we must see that no rich woman leaves her money to a college for men. Men have been more generous to colleges for women than have the women. I cannot conceive of a greater opportunity than to help the colleges for women in the East, the 4,700 women studying in the five colleges of the East. For the education of women for the teaching of the young is going on in them. The science of teaching is being worked out in our colleges for women, and there are the teachers who are going to train the next generation, who can bring a different point of view for educational problems, and every millionaire in the country ought to realise it. Presi-

dent Eliot has said that the business of women is the training of her own or other people's children, and that is true, since the women are the teachers of the world. That \$100,000 that you will doubtless give the college next autumn is an earnest of what you will give in the future. I am touched not only by the glory which you mean to bring to Bryn Mawr, but by the sacrifice that it will mean to get together that \$100,000, so that not only the material but the spiritual part of the college will be the gainer. And we need not feel that standards will drop when those of us who guided the college in the earlier years are unable to guide it any longer.

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### REUNION OF '93.

The Class of '93 held its fifteenth annual reunion on June third. What constituted the success of the event was the fact that the former faculty of the class was invited to the reunion, and responded in wonderful fashion, and there sat down with the twelve members of the class, who returned, eight of their own faculty: Miss Scott, Miss Chamberlin, Dr. Andrews, Dr. Barton, Dr. Hopkins, Dr. Lodge, Dr. Shorey, Dr. Warren. Of the class themselves were present: Eliza Adams Lewis, Jane Brownell, Louise Brownell Saunders, Lucy Donnelly, Louise Fulton Gucker, Nellie Neilson, Bertha Putnam, Gertrude Taylor Slaughter, Evangeline Walker Andrews, Susan Walker Fitzgerald, Susan Van Kirk.

On the afternoon of the third, the Senior Garden Party made the main part of the campus gay with the brightness of the new Bryn Mawr. On the little enclosed space below the terrace in front of Radnor '93 held a tea in honour of the visiting faculty and their wives, to which were welcomed all the friends of the class of the old days in the neighborhood. Members of '89, '90, '91, '92, and of many classes more recent than '93 but already "old," friends in the neighborhood near and far, and members of the present faculty, made a group that came and went through the afternoon, all eager to welcome back the faculty of '93.

At seven the supper took place, when, Lucy Donnelly presiding as toastmistress, her own faculty greeted '93, and the class voiced as best they could their appreciation of the honour done them. Susan Fitzgerald, Gertrude Slaughter and Evangeline Andrews were the speakers on behalf of the class. When "The New Bryn

Mawr" had been toasted, Dr. Shorey rose to "The Old Bryn Mawr." Beneath the title of his toast, on the programme, stood the first stanza of his translation of the Ode to Postumus, which he had once written out for '93:

"Alas! the fleeting seasons, my Postumus,  
Go gliding onward, nor can thy piety  
Delay the wrinkles, stay old age, nor  
Keep thee from Death, the unconquered Monarch."

And beneath that, the words of Crito from the *Phaedo*:

"But, Socrates, the sun, I think, is still upon the mountains,  
and has not yet gone down."

Falling into the spirit of the moment, he renewed for a few instants the old spell of the college classroom, the wonder that has been on all undergraduates of all years, that of the beauty of thought and form opening on them for the first time, the joy of him who teaches and of him who learns. For an instant, to us all, "the happy, busy years intervening seemed the dream, and the early days at Bryn Mawr the reality." And our reunion has added to our memories of the college one other memory that we would not lose.

The class has presented to the college as a reunion gift the sum of \$500, in the form of a memorial to their classmate and former officer of the college, Madeline Abbott Bushnell. The gift is to be devoted to the purchase of books for the English Department of the Library.

L. S. B. SAUNDERS.

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### REUNION OF '02.

The Class of '02 had its sexennial reunion supper in Denbigh June second, with thirty-six members present. Elinor Dodge was toastmistress and Jean Crawford, Anne Shearer Lafore, and Edith Totten responded to the toasts. Letters were read from absent members, and at the close of the supper there was a circus, with Anne Rotan Howe as ringmaster. One hundred and fifty dollars was raised for the book fund, which was begun at the triennial reunion.

ELINOR DODGE.

## THE COLLEGE.

## CALENDAR.

- April 1—Meeting of the Christian Union.
- April 6—Condition and deferred examinations begin.
- April 8—College fortnightly meeting. Sermon by the Right Reverend William Neilson McVickar, Bishop of Rhode Island.
- April 10—Meeting of the German Club. Lecture by Dr. Karl Detlev Jessen on Nietzsche.
- April 11—Entertainment by the Class of 1908 for the Class of 1909.
- April 14—Condition and deferred examinations end.
- April 15—Easter vacation begins at one P. M.
- April 23—Easter vacation ends at nine A. M.
- April 24—Reserved for the Graduate Club.
- April 24—Meeting of the Philosophical Club. Address by Professor Theodore DeLaguna on The Psychological Basis of Pragmatism.
- April 27—President's *At Home* for the Graduate Students.
- April 28—President's *At Home* for the Senior Class.
- April 29—College fortnightly meeting. Sermon by the Reverend Father Huntington, of the House of the Holy Cross, West Park, N. Y.
- April 30—Founder's lecture by Dean George Hodges, Dean of the Episcopal Theological School, Cambridge, Mass., on "The Hanging of Mary Dyer."
- May 1—May Day celebration.
- May 1—Meeting of the English Club. Lecture by Mr. Paul Elmer Moore, Associate Editor of *The Nation*, on Sir Thomas Browne.
- May 2—Glee Club concert.
- May 4—President's *At Home* for the Graduate Students.
- May 5—President's *At Home* for the Senior Class.
- May 6—Meeting of the Christian Union.
- May 8—Freshman Supper.
- May 9—Senior oral examinations in French and German.
- May 9—Entertainment by the Class of 1910 for the Class of 1908.
- May 11—President's Reception to the Graduate Students.
- May 11—Private reading examinations begin.
- May 12—President's Reception to the Senior Class.
- May 13—College fortnightly meeting. Sermon by the Reverend Charles Wood, D.D., Pastor of the Church of the Covenant, Washington, D. C.
- May 15—Junior-Senior Supper.
- May 15—Sophomore Supper.
- May 16—Junior Entertainment.

- May 18—President's Reception to the Graduate Students.  
 May 19—President's Reception to the Senior Class.  
 May 19—Vacation.  
 May 20—Collegiate examinations begin.  
 May 25—Matriculation examinations begin.  
 May 25—President's Reception to the Graduate Students.  
 May 26—President's Reception to the Senior Class.  
 May 30—Collegiate examinations end.  
 May 31—Baccalaureate sermon by the Reverend Hugh Black, M. A., Jesup Graduate Professor of Practical Theology, Union Theological Seminary.  
 June 1—Senior Supper.  
 June 2—President's luncheon to the Senior Class.  
 June 2—Senior Bonfire.  
 June 2—Matriculation examinations end.  
 June 3—College Breakfast.  
 June 3—Senior Garden Party.  
 June 4—Conferring of degrees and close of twenty-third academic year.  
 Address by President Arthur Twining Hadley, President of Yale University, on "The Relation between College Education and General Culture."

FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AWARDED FOR  
 THE YEAR 1908-09.

EUROPEAN FELLOWSHIPS.

- Bryn Mawr European Fellowship.*—Mayone Lewis, of Philadelphia. Prepared by the Girls' High School, Philadelphia. Holder of the Trustees' Philadelphia Girls' High School Scholarship, The James E. Rhoads Sophomore Scholarship and the Brooke Hall Memorial Scholarship.
- President's European Fellowship.*—Cornelia Catlin Coulter, of Ferguson, Mo. A.B., Washington University, 1907. Graduate Scholar in Latin, Bryn Mawr College, 1907-08.
- Mary E. Garrett European Fellowship.*—Helen Hawley Nichols, of Marietta, Ohio. A.B., Marietta College, 1906. Graduate student, Bryn Mawr College, 1906-07. Graduate Scholar in Semitic Languages, 1907-08.
- Research Fellowship in Chemistry.*—Mary Cloyd Burnley, of Swarthmore, Pa. A.B., Woman's College of Baltimore, 1897, and A.M., 1899. Fellow in Chemistry, Bryn Mawr College, 1897-98. Assistant in Chemistry, Vassar College, 1898-1900, and Instructor in Chemistry, 1900-07.
- Anna Ottendorfer Memorial Fellowship in Teutonic Philology.*—Anna Sophie Weusthoff, of New York City. A.B., Woman's College of Baltimore, 1906. Graduate Scholar in Teutonic Philology, Bryn Mawr College, 1906-07. Holder of the special Ottendorfer Memorial Research Fellowship in Teutonic Philology and student, University of Berlin, 1907-08.



## RESIDENT FELLOWSHIPS.

- Greek*.—Mary Hamilton Swindler, of Bloomington, Ind. A.B., University of Indiana, 1905, and A.M., 1906. Graduate Scholar in Greek, Bryn Mawr College, 1906-07, and Fellow in Greek, 1907-08.
- Latin*.—Anna Ward Aven, of Clinton, Miss. A.B., Mississippi College, 1905. Graduate student in Greek and Latin, Bryn Mawr College, 1906-07, and Graduate Scholar in Latin, 1907-08.
- English*.—Helen Estabrook Sandison, of Terre Haute, Ind. A.B., Bryn Mawr College, 1906. Group, Latin and English. A.M., 1907. Graduate Scholar, Bryn Mawr College, 1906-07. Assistant Principal of the High School, Brookville, Ind., 1907-08.
- Romance Languages*.—Mary Helen Millman, of Toronto, Canada. A.B., University of Toronto, 1907. Graduate student, University of Toronto, 1907-08.
- German*.—Esther Harmon, of Toledo, 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.
- History*.—Helen Maud Cam, of Hertfordshire, England. Royal Holloway College. B.A., University of London, 1908.
- Philosophy*.—Ethel Mary Chamberlain, of Galesburg, Ill. A.B., Lombard College, 1906. Graduate student, University of Chicago, 1906-08.
- Physics*.—Helen Lamberton. A.B., Bryn Mawr College, 1907. Graduate Scholar in Physics, Bryn Mawr College, 1907-08.
- Chemistry*.—Grace Potter Reynolds, of Stamford, Conn. A.B., Smith College, 1904. A.M., Columbia University, 1905. Assistant in Chemistry, Smith College, 1905-06. Assistant in Chemistry, Barnard College, 1906-08.
- Biology*.—Margaret A. Reed. A.B., Woman's College of Baltimore, 1901. Graduate student in Biology, Bryn Mawr College, 1901-02. Graduate Scholar, 1902-03. Assistant in Zoological Laboratory, Columbia University, 1903-05. University of Zurich, summer of 1906. Assistant in Zoology, Columbia, 1903-06. Lecturer in Physiology, New York Medical College for Women and Barnard College, 1904-08.

## GRADUATE SCHOLARSHIPS.

- Greek*.—Eleanor Ferguson Rambo, of the Class of 1908. Group, Greek and Latin. Prepared by the Girls' High School, Philadelphia.
- Latin*.—Elizabeth Andros Foster, of the Class of 1908. Group, Latin, Italian and Spanish. Prepared by the Gilman School, Cambridge, Mass.
- Clara Lyford Smith. A.B., Bryn Mawr College, 1907. Graduate Scholar in Greek, Bryn Mawr College, 1907-08.

- Emily C. Crawford. A.B., McGill University, 1907. Graduate Scholar in Greek, Bryn Mawr College, 1907-08.
- English*.—Rose Jeffries Peebles. A.B., Mississippi State College for Women, 1891. Graduate student in English, Bryn Mawr College, 1906-07, and Fellow in English, 1907-08.
- Mary Caroline Spalding. A.B., Vassar College, 1901. Graduate student in English, Bryn Mawr College, 1906-08.
- Louise Baggott Morgan. A.B. and A.M., Brown University, 1907. Graduate Scholar in English, Bryn Mawr College, 1907-08.
- Economics*.—Michi Matsuda, of Tango, Japan. A.B., Bryn Mawr College, 1899. Group, History and Economics. Teacher in the Christian School, Kyoto, Japan, 1899-1906, and in the Girls' English School, Tokio, 1906-08.
- Geology*.—Eleanora Bliss. A.B. and A.M., Bryn Mawr College, 1904. Group, Chemistry and Biology. Graduate student, Bryn Mawr College, 1904-05. Graduate Scholar in Geology, 1905-06.

#### UNDERGRADUATE SCHOLARSHIPS.

- James E. Rhoads Junior Scholarship*.—Katherine Forbes Liddell, of New York City. Prepared by the Calhoun-Chamberlain School, Montgomery, Ala.
- James E. Rhoads Sophomore Scholarship*.—Marion Delia Crane, of Boston, Mass. Prepared by the High School, Abington, Mass., and by private tuition.
- Mary E. Stevens Junior Scholarship*.—Mary Ethel Ladd, of Philadelphia. Prepared by the Girls' High School, Philadelphia. Group, Greek and Latin. Holder of City Scholarship.
- Maria Hopper Sophomore Scholarships*.—Angela Darkow, of Philadelphia. Prepared by the Girls' High School, Philadelphia. Holder of the First Matriculation Scholarship for Pennsylvania and the Southern States and of the Trustees' Philadelphia Girls' High School Scholarship, 1907-08.
- Agnes Lawrence Murray, of Delhi, N. Y. Prepared by the St. Agnes School, Albany, N. Y. Group, French and Spanish.
- Elizabeth Duane Gillespie Scholarship in American History*.—Eugenia Blow Miltenberger, of the class of 1909, of Ferguson, Mo. Prepared by the Mary Institute, St. Louis, Mo. Group, History, Economics and Politics.
- Judith McCutcheon Boyer, of the class of 1909, of Pottsville, Pa. Prepared by the High School, Pottsville, and by Miss Wright's School, Bryn Mawr. Group, History, Economics and Politics.
- Maria L. Eastman Brooke Hall Memorial Scholarship*.—Awarded on the ground of scholarship to a member of the Junior Class. Divided between:
- Margaret Sidner Dillin, of Radnor, Pa. Prepared by the High School, Radnor. Group, Latin and German.

Margaret Bontecou, of South Orange, N. J. Prepared by Miss Beard's School, Orange. Group, History, Economics and Politics. Grades of both these students, 87.82. Prize divided.

PRIZES.

*Mary Helen Ritchie Memorial Prize.*—Theresa Helburn, of Boston, Mass. Prepared by Miss Winsor's School, Boston, and by Miss Florence Baldwin's School, Bryn Mawr. Group, English and Philosophy.

*George W. Childs Essay Prize.*—Theresa Helburn, of Boston, Mass.

Honorable Mention: Margaret Ladd Franklin, of Baltimore, Md. Prepared by the Bryn Mawr School, Baltimore. Holder of the First Matriculation Scholarship for Pennsylvania and the Southern States, 1901-02, and Holder of the Bryn Mawr School Scholarship, 1902-03, 1904-08.

**THE MARY HELEN RITCHIE  
MEMORIAL PRIZE.**

The Mary Helen Ritchie Memorial Prize was given for the first time on May 1, 1908. It was founded by Miss Helen Strong Hoyt, of the class of 1897, in memory of Mary Helen Ritchie. The prize, consisting of an edition of Shakespeare specially bound, with an inscription in each volume, is awarded by a committee consisting of the President of the College, the head of the English Essay Department, the Wardens of the Halls, the Secretary of the College, the Presidents of the Self-Government Association, the Undergraduate Association and the Athletic Association. The prize is awarded to the member of the Senior Class, who, in the opinion of the committee, has shown throughout her four years in college to the highest degree the qualities of joyousness, high courage, fortitude and faithfulness.

**UNDERGRADUATE ASSOCIATION**

The election of officers for the Undergraduate Association was held on February 17, 1908, and the following officers were elected for the year 1908-09:

President, Mary F. Nearing, 1909.

Vice-President and Treasurer, Elsie Deems, 1910.

Secretary, Frances H. Hearne, 1910.

Assistant Treasurer, Marion Crane, 1911.

During the past year only a few matters of importance came before the Undergraduate Association. In February, 1907, it was voted that the late Dr. Iron's library be bought by the Association, and placed as a memorial to him in the College Library. The fund was raised during the spring and summer of 1907—partly by the undergraduates and partly through the generous assistance of alumnae.

A self-perpetuating committee was

appointed last June to take charge of the college bulletin boards. This has proved to be very successful in making the bulletin boards much less unsightly and more effective.

The Board of Censors of the *Tipyn o' Bob* was abolished by vote of the association on June third and the new editors for the *Lantern* were elected as follows:

Editor-in-Chief, M. Franklin.

Secretary, Shirley Putnam.

Business Manager, Mayone Lewis.

The question of giving a college play at Garden Party was discussed at several meetings of the association, and the matter was finally brought before President Thomas and the Prudential Committee. It was decided, however, that it would not be feasible at present to attempt such a play.

The fund for the new gymnasium is being managed by the Athletic Association. The matter was taken up first in February or March of this year, and the cost of remodeling the old gymnasium was estimated at \$30,000. President Thomas offered to see that the sum of \$10,000 was raised provided the undergraduates would secure \$20,000. The amount already raised by gifts of alumnae and friends of the college and by proceeds from plays, Glee Club concert and other entertainments is about \$18,900, leaving somewhat over \$1,000 still to be collected. The entire sum must be raised by the first of June. According to the plans, the gymnasium will be considerably enlarged, and will be built as far as possible in the style of the rest of the college buildings. It will also be refitted with hardwood floors, and provided

with new dressing-rooms, and will offer better accommodations for plays.

#### GRADUATE CLUB.

The officers of the Graduate Club for the year 1907-08 have been:

President, Rose Jeffries Peebles.

Vice-President, Florence Donnell White.

Secretary, Helen Hawley Nichols.

Treasurer, Anna Ward Aven.

Athletic Representative, Mary Swindler.

Self-Government Representatives: Executive Board, Margaret Shore Morriss; Advisory Board, Helen Huebner.

The two graduate European Fellowships have been awarded for 1908-1909: Mary E. Garrett Fellowship to Helen Hawley Nichols, A.B., Marietta College, 1906; President M. Carey Thomas Fellowship, to Cornelia Coulter, A.B., Washington University, 1907.

The Club has had a very successful year. Tea has been served in the Club Room, as usual, four afternoons a week during the winter. Five formal meetings have also been held, two of which have already been mentioned in the *QUARTERLY* for January, 1908. The other three meetings were addressed by the following speakers:

Professor Paul Clemen, of Bonn University, Exchange Professor at Harvard University, on "Boecklin."

Dr. Carleton F. Brown, of Bryn Mawr College, on "Paganism Redivivus."

Miss Laura J. Wylie, of Vassar College, on "The Peasant in Wordsworth's Social Theories."

The Graduate Club also gave a reception to the members of the faculty and to the friends of the Club on April 25th.

The fellowship dinner this year was made a somewhat more formal affair than it has been heretofore. The dinner was given in Radnor Hall, the night of the announcement of the European fellowships. All the former European fellows of the college were invited to be present and to speak to the Club of their experiences while holding the Bryn Mawr fellowships. The privacy of the small dining-room and the clever speeches of the former fellows added very much to the interest and success of the dinner.

Some of the members of the Graduate Club have been talking recently of the advantages and disadvantages of graduate work at Bryn Mawr. We feel that there are many advantages in work here, such as the seclusion of the life, the use of the beautiful new Library with its seminary rooms, and especially the individual attention which a student here receives from her professor. But one very distinct disadvantage in graduate work at Bryn Mawr, as compared with that of the larger universities, has been forced upon the notice of some of us in the course of the year, and we feel that perhaps it would do no harm to call this to the attention of the Bryn Mawr alumnae. This disadvantage is the lack of many books in the library which are necessary for the production of graduate work of a really scholarly character. The college possesses perhaps a fairly good general library for undergraduate purposes, but the library facilities for research work, certainly in several depart-

ments, are woefully inadequate. Nearly all the graduate students can testify to the very strong representations made by their professors on this score. It is perfectly obvious that it is necessary for a department to keep up with recent publications on its subject, but in some cases this has not been possible.

A new student building is all very well, and a new gymnasium doubtless most necessary, but the crying need of more books for academic purposes must also appeal strongly to every alumna who is interested in maintaining the high standard of the college. The graduate school, which has played so large a part in helping to keep up this standard, is or should be an object of pride to every Bryn Mawr alumnae, but its reputation for scholarly work cannot be sustained unless the library at its disposal grows with the growing needs of the school. Is there not some way in which the alumnae, with the help of the graduate students, can remedy these conditions?

MARGARET SHORE MORRIS.

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#### TROPHY CLUB.

The "Trophy Club" should be of as much interest to alumnae as to undergraduates. By its collection, it gives to those in college a background of college life, showing them what other classes have done before and, on the other hand, it gives the alumnae a place where they may find records of their class and of their years in college. Thus it aims to unite more closely the alumnae and undergraduates. The Trophy Club

collection is now at the end of the lower corridor of Pembroke East. When the Students' Building is built there will be a room better fitted for it. In the collection are pictures of all the classes, basketball, hockey and play pictures, play programs, all the class lanterns since they were first given, class rings, college publications, class books and various championship cups. Alumnae wishing to examine the things in the cases may get the key from any member of the Club. The Club consists of two members from each class and two or more alumnae members. In the fall a tea is given for the freshman class so that they may see the collection and hear of the earlier college days from different alumnae speakers.

The Club has been working this year to put up in each room small, brass name plates which record the name and class of each student who has occupied the room. It has been an immense amount of work and so far only a few rooms have complete lists of occupants. The Club hopes to put up at least five hundred plates this spring or next fall. If all the alumnae who have not yet contributed their fifty cents, and sent in a list of the rooms occupied by them, would do so soon it would help the Trophy Club a great deal in their work.

M. B. C. '08.

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#### THE SCIENCE CLUB.

It is now three years since the Science Club of Bryn Mawr College was organized by a few students who

realized that at the present time scientific interests are becoming more widespread with each year. Its membership was limited to those among the undergraduates who are taking or have taken the major courses in mathematics, or in any of the sciences of biology, chemistry, physics, geology, or the minor course in psychology. Graduate students are admitted to associate membership. Its aim has been to promote a lively interest in scientific questions, not only among its members, the students who are specializing in science, but also among the members of the college in general. To effect this end, we have endeavoured to secure as speakers men who would be interesting to the laymen as well as to the initiated. This year Dr. David Hone, former professor of chemistry at Bryn Mawr, gave a talk on some of his own research work. On another occasion Mr. Willis P. Moore, Chief of the Weather Bureau, lectured in the chapel on "Storms," illustrating his lecture with lantern slides. The undergraduate speaker this year has been Margaret Morriss, 1908, who read a paper on Planarians.

Although as yet the membership of the Club is comparatively small, still it has made a definite place for itself in college. Each year seems to bring a keener realization of the fact that it supplies to the best of its ability a present-day need, namely, that of up-to-date information on scientific matters.

Officers: President, Margaret Bontecou, 1909; Vice-President, May Putnam, 1909; Secretary, Margaret James, 1910.

MARGARET BONTECOU, 1909.

**MAY-DAY.**

I must describe a Bryn Mawr May-Day—and if you say that is no different from another May-Day, why that argues you haven't been there lately. As for this first of May, it was a cold, blue-skied, October-like day, the wind rushing through Pembroke Arch and snapping the soft leaves from the maples there. Yet at half-past six the seniors were up to salute Miss Thomas with a song, "The Hunt is Up," and to present her with a May basket of apple blossoms and daisies. They greeted the day next with the Magdalen hymn, sung from the towers of Rockefeller and heard by a slowly gathering crowd; and then they paused to breakfast. One year May-Day really began for Bryn Mawr at dawn, so the victims tell us, and the hymn was sung into the grey of twilight; but now the sun rises at seven on May-Day.

By half-past seven a shivering crowd of spectators, school-girls, professors and Bryn Mawr generally were watching the May-poles gaily streaming on the lawn in front of Merion, and hoping the dance would soon begin. Red, green and dark blue were blended there very harmoniously, one May-pole for each class, while over between Denbigh and Taylor the pale blue senior pole was cool and lonely. Around the others white-clad figures began to gather—spotted with jackets or capes, too, or dancing to keep warm—but the seniors were still breakfasting in state in Rockefeller. Miss Garrett came and Miss Thomas, carrying the May basket. Then at last the scattered strains of the May-Day song began

to settle down into the notes of the "Bryn Mawr Band," and we saw them coming around Taylor, and after them the seniors, dancing in long rows. The May Queen, president of the senior class, was crowned with violets, and she looked, though cold, much more cheerful than that image of the "Queen of the May" with which Tennyson filled our youthful minds.

Then we watched them wind the May-poles. The freshmen had miscalculated somehow, not realizing that winding ribbons takes them up considerably, and had some trouble hanging to the ends of theirs as they receded into the air. But the red pole of the juniors went beautifully through more than one evolution, and all the while the May song music went on and on. It would have been more complete, perhaps, to have heard the song itself more heartily sung, as on that first May fête. There was speechmaking finally and the president gave the May Queen a beautiful star hair ornament, as a memento of the day. Then they all streamed into Taylor to hear at chapel the announcements of fellowships and prizes, and college went on. It can't be May-Day always.

C. N.

**THE NEW GYMNASIUM.**

In sending out appeals for the thirty thousand dollars required to remodel the gymnasium according to the architect's plans approved by President Thomas, the committee has found that many of the alumnae believe that the enlargement of the present building is a luxury, not to

be supplied so long as the definite need of an infirmary, a students' building and of an endowment fund is felt.

Many of the undergraduates, on the contrary, have seen that the most immediate need was for a gymnasium, in view of the fact that the old building is utterly inadequate to supply the ever increasing demands on its capacity. The floor space is too small for proper gymnastics, and the ventilation, always bad, has not improved with the enlarged classes for the regular drills. Moreover, many people have felt that the crowded auditorium and crooked exits were an absolutely perilous combination in case of fire. Besides, the floor is falling into splinters and it has been an act of Providence that no serious accident has occurred.

The feeling of dissatisfaction grew so steadily during the winter that eventually a committee was formed of the athletic board and Miss Applebee to consider the possibility of improvement. A gift of five thousand dollars from an undergraduate conditional to the realization of the rest of the sum before June first, started the collecting in good earnest.

Since the original gift two others of five thousand have been received, one from an alumna and another anonymously. President Thomas has promised to procure ten thousand if we succeed in raising twenty thousand. The remaining five, of this twenty-thousand total, is being raised in small gifts now.

There is still a deficit of about one thousand dollars, and contributions sent before June first to Marjorie Young, 1908, the treasurer of the

committee, will be gratefully acknowledged.

The committee feels certain that the fund has not to any considerable extent diverted possible gifts from the endowment fund, the infirmary or the students' building, and President Thomas shares this belief. None of the larger gifts would have gone to the other funds instead, as their donors expressed definite interest in this special side of college life.

MARJORIE YOUNG.

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#### PHILOSOPHICAL CLUB.

The Philosophical Club has had, this year, two formal meetings, at the first of which Dr. Ethel Puffer, of Wellesley and Radcliffe, spoke on "The Æsthetic Experience;" at the second Dr. de Laguna, of Bryn Mawr College, spoke on "The Psychological Basis of Pragmatism." There have been no informal meetings. It is difficult to arouse any general discussion at such meetings, and, although we should like to encourage an interest in Philosophy, we do not find informal meetings successful.

The officers for the year were: President, Louise Foley, '08; Vice-President, Cynthia Wesson, '09; Secretary, Barbara Spofford, '09.

L. F., '08.

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#### ENGLISH CLUB.

The English Club has held its usual fortnightly informal meetings throughout the year. At these meetings the members read papers written for the English courses and for the Club. The papers were then discussed. Miss Donnelly was present at the first meeting and helped the



Club to draw up a new constitution. The basis of membership now rests entirely upon the grades in composition work. Three formal meetings have been held. At the first, Mr. William Morton Fullerton spoke on "The Lesson of Henry James." Mr. Roger Fry, Curator of Paintings in the New York Museum, lectured on "Expression and Illustration in Art," and at the third meeting Mr. Paul Elmer More, of the *Nation*, read a paper on "Sir Thomas Browne."

The officers for this year were: President, Louise Foley, '08; Secretary, Pleasaunce Baker, '09.

L. F., '08.

#### MISCELLANEOUS NOTES OF ALUMNAE INTEREST.

Mr. Harkness, formerly of Bryn Mawr, now of Magill University, was married to Miss Katharine Emily Cam on Saturday, May the second, at Montreal, Province of Quebec. Mrs. Harkness's sister comes to Bryn Mawr next winter as fellow.

On May 16th, the Trans-Atlantic Society gave a reception to the members of the Peace Conference on the Bryn Mawr Campus. Among the speakers were Bishop Mackay-Smith and the Rev. Floyd W. Tomkins.

On May 23d, the Alumnae Association gave a tea on the campus for the Honorary Committee of Philadelphia.

The Garden Party, this year to be held on June 3d, will be a reception, hours from four to seven.

At the exercises for the Conferring of Degrees in the College Chapel on June 4th, a portrait of David Scull, President of the Board of Trustees and Chairman of the Board of Direc-

tors, who died November 22d, 1907, will be presented to the College by his son. President Arthur Twining Hadley, of Yale University, will give the Commencement address. Mrs. Andrews, President of the Alumnae Association, will be toastmistress at the Alumnae supper. President Hadley will speak, also President Thomas and Mr. Johnston, Professor of History, who leaves this spring for Harvard. Dr. Andrews is an expected guest and other former professors.

#### ALUMNAE CLUBS.

##### *Bryn Mawr Club of Boston.*

The Bryn Mawr Club of Boston has held its usual monthly meetings during the winter at the club room, 40 Commonwealth Avenue.

At one of these meetings, the club was informally addressed by Miss Okenoge, a Japanese student, now at Wellesley College. Her subject was the "Education of Japanese Girls." Miss Okenoge was a pupil of Michi Matsuda, '99, and the direct object of her talk was to assist in arousing interest among the members of the club in a fund now being raised in this country to help Michi Matsuda to return to Bryn Mawr and study for a higher degree, which it is essential she should have in order to advance in the teaching profession in Japan.

At the annual spring business meeting the following officers were elected: President, Elinor Dodge, '02; Vice-President and Treasurer, Sylvia C. Bowditch, '01; Recording Secretary, Caroline Elizabeth Harrington, '06; Corresponding Secretary, Evelyn Walker, '01; Director, Elizabeth W. Pearson, '02.

## THE ALUMNAE.

'92.

Helen J. Robins, who is teaching in the Conservatorio Femine, at Siena, has edited a graded Italian reader.

Elizabeth Ware Winsor Pearson (Mrs. Henry G. Pearson) is director of the Bryn Mawr Club of Boston.

'93.

The fifteenth reunion of the Class of 1893 will be held at the Bryn Mawr Inn the evening of June third. The class will entertain at dinner many of the professors of the faculty of 1893, among others, Dr. Shorey, Dr. Lodge and Dr. Hopkins.

Lucy Martin Donnelly has been given a year's leave of absence. She has a delightful essay on the *Decay of Finery* in the *Atlantic* for May.

'96.

Georgiana Goddard King, who is Reader in English at Bryn Mawr College, will offer a course in imitative writing next winter.

'97.

Helen Strong Hoyt will teach at Rosemary Hall next winter.

'98.

The tenth reunion of the Class of 1898 will be held Wednesday, June

third, in Pembroke dining-room. "The Rose and the Ring," which was given in 1897 at the Junior-Senior supper, will be repeated.

Isabel Andrews, Caroline Archer, Mary D. Bright, Hannah Carpenter, Rebecca Foulke, Anna D. Fry, Mary Githens Calvert, Josephine Goldmark, Anna Haas, Alice B. Hammond, Alice Hood, M. G. Moody, Lucile Merriam Farmer, Elizabeth Nields Bancroft, Ullericka Oberge, Marion E. Park, Sarah Ridgway, Edith Schoff Boericke, Mary Sheppard, Leila Stoughton, Anne Strong, Dr. Martha Tracy, Louise Warren, Helen Williams, Elizabeth Guilford and Helen Zebley are expected to be present.

'99.

Friedrika Margaretha Heyl will be Warden of Merion Hall next winter.

Michi Matsuda has been given a scholarship in economics for the winter of 1908-1909. She is coming to Bryn Mawr to work for a doctor's degree, which, if she obtains, will make her the first Japanese woman to have a Ph.D.

1900.

Announcement is made of the marriage of Louise Buffum Congdon to Richard Standish Francis on May 9th. They will be at home after June first at 125 East Twenty-fourth Street, New York City.

## '01.

Lucia Shaw Holliday (Mrs. Norman Macbeth) has returned to Indianapolis, and is living at 1121 N. Meridian Street.

Elizabeth Dabney Langhorne Lewis, who received the degree of Ph.D. from the University of Berlin, in 1907, has a government appointment to investigate factory conditions for women in the South.

Katharine Lord will be assistant principal at Miss Wheeler's School in Providence, Rhode Island, next winter.

Marion Parris will receive the degree of Ph.D. from Bryn Mawr College this June, having successfully passed her examinations. She is Reader in Economics and Politics, and this semester, during the absence of Dr. Williamson, has been conducting his classes.

Marion Reilly expects to spend the summer in Holland and Belgium in company with her mother.

Fanny Souther Sinclair Woods (Mrs. Andrew H. Woods) has returned from China. Her husband is practising medicine in Bryn Mawr and they are living on Elliott Avenue.

Sylvia Church Scudder Bowditch (Mrs. Ingersoll Bowditch) is vice-president and treasurer of the Bryn Mawr Club of Boston. Evelyn Walker is corresponding secretary of the same.

Amelia Elizabeth White, wood-carver, and Sarah Isabel Towle Moller (Mrs. Irving Clark Moller), portrait-painter, have a studio together in New York City.

## '02.

Some of those who will return to the sexennial reunion of the Class of

1902, to be held in Pembroke dining-room on June second are: Mary Ingham, Harriet Spencer Pierce, Edith Totten, Helen Stevens, Anne Rotan Howe, Grace Douglas Johnston, Miriam Thomas, Fanny Corcoran, Elizabeth Stoddard, Anne Todd, Edith Orlady, Elizabeth Lyon Belknap, Alice Day, Eleanor Wood, Violet Foster, Anne Shearer Lafere, Elinor Dodge, Kate Duval, Frances Morris Orr, Lucia Davis, Marion Balch, Josephine Kieffer Foltz, Elizabeth Bodine, Corinne Blose, Marion Haines Emlen, Ethel Goff, Louise Schoff, Helen Stewart, Frances Adams Johnson.

Elizabeth Farris Stoddard has given up her position as Warden of Merion Hall.

Harriet Jean Crawford expects to spend the summer abroad in company with her mother.

Elinor Dodge is president of the Bryn Mawr Club of Boston.

## '03.

The fifth reunion of the Class of 1903 will be held June the first. Mary Montague will be toastmistress. Among those expected are: Gertrude Dietrich, Margaretta Stewart, Ethel Girdwood, Dorothea Day, Ida Langdon, Marianna Taylor, Martha White, Fannie Brown, Rosalie James, Elizabeth Eastman, Emily Larrabee, Ethel Bacon, Frances Wayne, Lillie Müller, Edith Sykes, Jessie Henry, Agnes Sinclair, Helen Ditmars Sewell, Doris Earle, Elizabeth Snyder, Elsie Thomas, Eleanor Deming, Katharine Hull, Ethel Hulburd Johnston, Eunice Follansbee, Julia Smith, Louise Heike, Margaret Field De Motte, Edith Clothier, Elizabeth

Ultey Thomas, Elsie Lowrey and Charlotte Morton.

Anna Tucker Phillips Bolling (Mrs. Raynal Cawthorne Bolling) has a daughter, born this spring, Anna Tucker Bolling.

Grace Lynde Meigs, the only woman competing, has received the first honors this spring in the examinations for the degree of M.D. at Rush Medical College, Chicago.

Anne Isabel Sherwin has been visiting Miss Alice Runnells in Chicago.

'04.

Evelyn Macfarlane Holliday has announced her engagement to W. Wallace Patterson, of Pittsburgh, Pa.

'05.

Carla Denison Swan (Mrs. Henry Swan) has a daughter, Carla, born on April 5th. Class baby of 1905.

Clara Martha Herrick was married on May 5th to Arthur Havermeyer, of New York. They will live for the present on his ranch in Colorado.

Caroline Nelye Elise Morrow

sailed on April ninth for Paris to be gone three years.

Theodora Hastings Bates, who was to accompany her, was detained by illness and followed her the next week on the Teutonic.

The third reunion of the Class of 1905 will be held Monday night, June first, in Rockefeller dining-room.

'06.

Caroline E. Harrington is recording secretary of the Bryn Mawr Club of Boston.

'07.

The Class of 1907 will hold its first reunion in the Denbigh dining-room. In deference to the needs of her many professional members, the date has been set for Saturday night, May 30th. Cornelia Lynde Meigs will be toastmistress. Emma Carola Woerishoffer is expected to give a talk on settlement work in New York, and Comfort Worthington Dorsey a talk on journalism. About forty are expected back.



# BRYN MAWR ALUMNAE QUARTERLY

VOLUME II

OCTOBER, 1908

No. 3

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# THE BRYN MAWR ALUMNAE QUARTERLY



## EDITORS.

MARIAN T. MACINTOSH, '90, *Editor-in-Chief.*

EDNA ASTON SHEARER, '04.

IDA LANGDON, '03.

CAROLINE S. DANIELS, '01.

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ALICE MARTIN HAWKINS, '07 .....*Business Manager*

JANE C. SHOEMAKER, '05 .....*Assistant Business Manager*



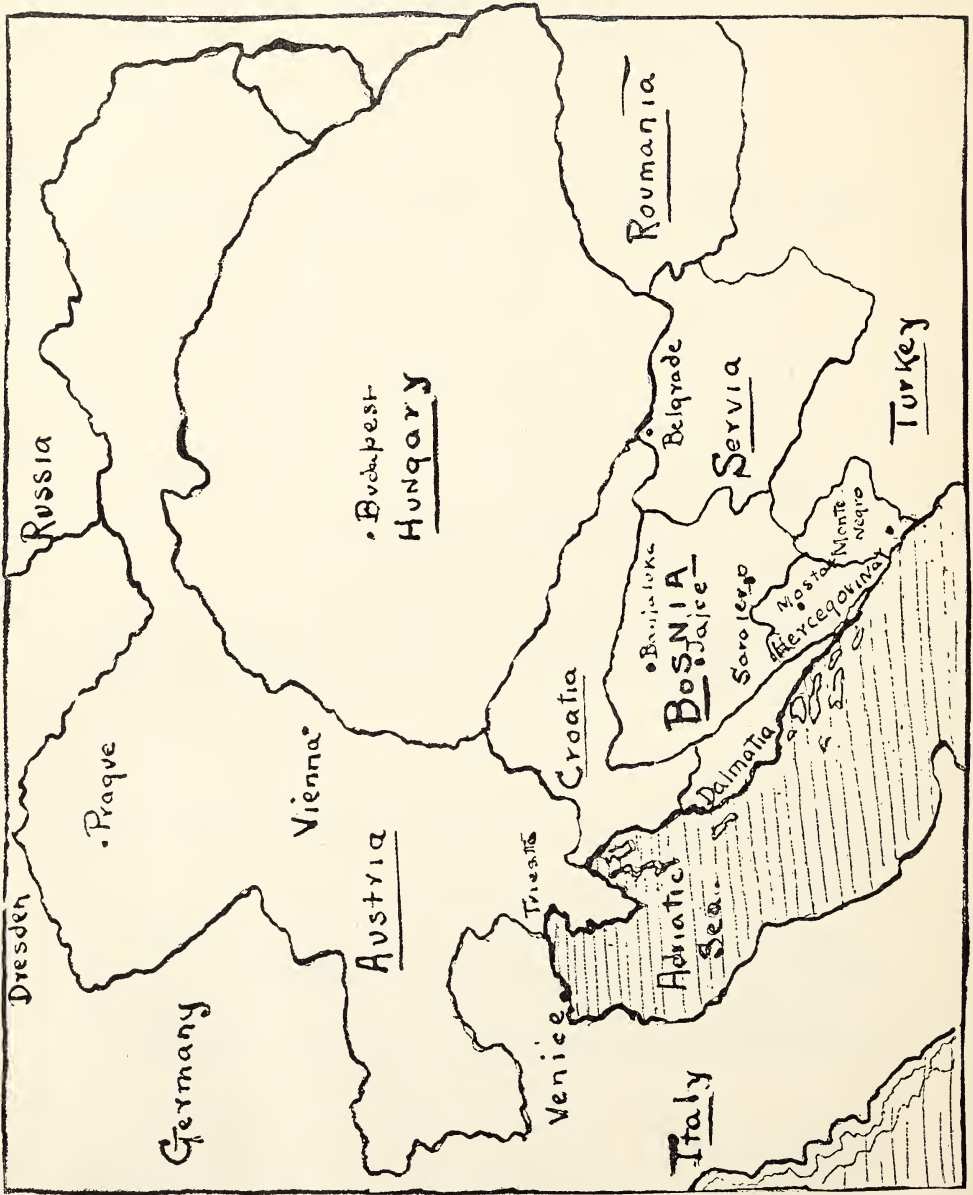
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## A WEEK IN HERCEGOVINA AND BOSNIA.

Only some thirty hours from Vienna, and in Sarajevo we were in the Mohammedan East. From the point of view of picturesqueness our week in Hercegovina and Bosnia was, perhaps, the culminating point of a journey that had been full of unexpected revelations of the picturesque. We had started, Euphemia and I, to study emigration from the Slavic provinces of Austria-Hungary. At the outset I had warned her that this was a journey for business not for pleasure, and lo, no pleasure journey that I had ever taken compared with this for pure joy of travel. It led us through parts of Europe, which, while not distant, are comparatively little known and where the old European peasant life still lingers, almost unchanged from the Middle Ages. The Slovak country of upper Hungary, parts of Galicia, the Bukowina, Carinthia, the entrancing Adriatic coast and all the rest, each had its own vivid and varying interest, but here we seemed to be in a world still more novel and far away.

Up to 1878 the two provinces, Bosnia and Hercegovina, were still under Turkish rule, but in that year the Congress of Berlin gave them over to Austria-Hungary to be "administered." They are still, however, by a diplomatic fiction under the sovereignty of the Sultan.\* The actual situation is a curious blending of East and West. One notes the signs of active progress; order and safety, religious tolerance, business activity, handsome school buildings, railroads, excellent highways, and other public works, postal service

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\* This episode of travel in the summer of 1905 was written, of course, before the recent changes in Turkey and the still more recent annexation of the two provinces by Austria-Hungary.

and, for the traveller not least important, good hotels. Yet the East is not less present. The closely veiled figures on the street, the thronged and sounding lanes of the bazaar, the muezzin calling to prayer to the different quarters of the heavens, the secluded



CHRISTIAN PEASANT WOMEN, MOSTAR.

homes with their bayed and latticed windows, all speak of the Turk and the Orient.

But this is anticipating. We had been down the Dalmatian coast as far as Montenegro, the strange little independent principality which has given Italy her queen. Now we were making

our way North again, on the newly built railroad, striking across first Hercegovina, then Bosnia, on our way back to Croatia. Everywhere along the Adriatic shore, even if the immediate foreground had been luxuriant, the imminent background of the scene was karst or limestone desert. At some places among the mountains the face of nature was as bare of vegetation as a pile of cracked stone awaiting a road mender and looked indeed much like such a pile magnified to mountain size.

Consequently as our train struck inland from Ragusa the radiance of the country was doubly marked. It was the last day of April and the valleys that opened back of the coast-range of mountains were green, and in some cases full of water. At one place the train ran for some time along the shores of a lake, said to be thirty miles long and a hundred feet deep, yet in a month or so, we were told, all this water would be drained off through the underground channels that pierce this porous limestone country, leaving the whole basin of the present lake ready for cultivation. Through jade-green water we could see, in shallower parts, the patchwork of the submerged fields. The harvesting sometimes has to be done in haste to secure the crops before the mysterious waters return from their source and drown the land once more.

The day happened to be the Greek Easter and the people gathered at the railway stations displayed quite different costumes from any that we had met. They were striking even to those already a little blasé with all that is to be seen in Agram, Ragusa and Cetinje. The men, indeed, wear much the same dress that one sees in some places on the Adriatic coast, and which there strikes such a curiously Oriental note. A red fez, generally without any tassel; two or three short Figaro jackets, one over the other, the outer one often red or wine colored, sleeveless and heavily trimmed with braiding; under all a white shirt, often wide open at the throat; Turkish trousers, baggy and square cut, coming to the knees only, and generally of a dark blue; gaiters or socks knit in bright colored patterns and a low sandal-like shoe, called *opanka*—roughly this is the dress which holds among the men through a wide region.

The women's dress varies more from place. Here at these Bosnian way stations it was strange enough. On the forehead, under the shadow of white kerchiefs, many women wore large silver pendants,

round or diamond shaped. Others had great silver belt buckles of two embossed pear-shaped pieces showing below embroidered jackets. In some places, however, the upper garment was a long skirted white linen coat, which on this day, probably because it was muddy, was generally worn with the lower corners tucked up under the belt, revealing a pair of straight white trousers ending in a sharp level line about midway below the knee. Over these trousers some wore an apron, dark and very narrow, which dangled like a tail against the trousered legs. Below the trousers were stiff black gaiters wound about the ankles like bandages, and for foot-gear, the usual opankas with peaked upturned toes. The costume seemed infinitely less feminine than the full loose trousers of the Turkish woman, which are capable of taking such graceful and flower-like lines. In strange contrast with what was, to my eyes, the harsh masculinity of the lower part of the dress were the grave matronly faces of the wearers, most womanly under smoothly parted hair, and lined with the experiences of hard and simple lives.

At one station a bridal party of peasants boarded the train, seen off by a jolly company of groomsmen and friends. For a long time after we were accompanied by curious dragging melodies, sung by one of the bridesmaids or was it the bride herself? She put her head out of the window, elaborate headgear and all, and with amazing resolution shouted her song against the din of the train, in the roar of narrow cuttings as well as in the open, for mile after mile. Perhaps the smile of admiration on a brown face under a red fez, sticking out of the window behind her, helped sustain her. Finally they reached their destination and were welcomed by another hilarious group of waiting friends.

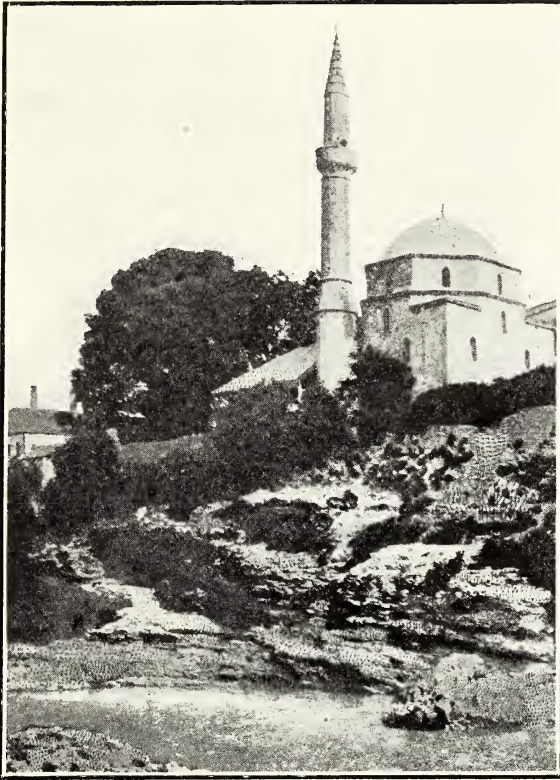
Not long after we reached Mostar, the chief town of Hercegovina. It was late and we were glad to go to bed. In the garden below us a fountain plashed and in my head kept running Heine's lines:

"Taglich ging die wunderschone  
Sultanstochter auf und nieder  
Um die Abendzeit am Springbrunn  
Wo die weissen Wasser platschern."

We woke next day eager to be up and seeing. As is always the case every crumb of information that we had gathered about the

history of the country added to our interest in what it had to show us. And as some knowledge of it is indispensable to any understanding I will share my small store.

This history is a curious and tragic one, full of fierce and



THE MOSQUE, MOSTAR.

romantic episodes. In the fourth or fifth century the sway of Rome was broken by Gothic invasions. Early in the seventh century came certain South Slav peoples, the Serbo-Croatians, to give the country its permanent character as to both population and speech. Before the end of the ninth century the whole country was Christianized. The period that intervened before the Turkish conquest in 1463 was varied and stormy in both provinces. There

was no political stability. Elective princes, sometimes called bans, sometimes kings struggled for power and united now more now less of territory under one rule. At times they were themselves feudatories of Hungary, again they stood as independent princes. The name Hercegovina is from a Slavonized form of the German Herzog, and might be translated principality.

A considerable element of the population seems to have received the Turks, when they came, without great reluctance, if not with relief. The explanation of this attitude seems to be found in the religious situation of the Bosnians. The Manichæan heresy of the Bogomils, spreading westward from Bulgaria, had appeared during the period from the tenth to the thirteenth centuries in the most distant countries, Italy, France, Germany and England. Its adherents were called by different names in different times and places—Cathari, Patarenes, Bougres (Bulgarians), Albigenses. Bosnia, so close to Bulgaria, both in situation and in race and speech, was strongly affected by the heresy and was in consequence ravaged by the most frightful persecutions by the Roman Church. The invading Mohammedans, with their promise of toleration, seemed, therefore, to offer to the heretics a way of escape from Christian bigotry. Possibly, too, the character of their belief, their inclination to a unitarian conception of the Godhead and their opposition to the use of images, made the Mohammedan faith seem less alien to them than to other Christians. In fact not only did Bosnia become subject to the Turks, but a very considerable part of its population went over to their faith, so that the province presented the spectacle of a country Slavic in blood and speech, feudal and European in constitution and culture, and Mohammedan in its dominant faith.

The political results were a twofold oppression, the misrule was of the feudal overlord at his worst, being united to the abuses characteristic of Osmanli tax-gathering and general official corruption. These abuses and consequent disorders filled the following centuries, until finally the outbreak of 1875 forced the hand of Europe and obliged the Great Powers to inaugurate the change always referred to as "The Occupation." To the chagrin of Austria, the new régime, instead of being welcomed, was opposed in arms by the population, or by elements in it, encouraged it may be by Servian influences, so

that it was only after a pretty sharp campaign that the new order was established.

At present, of the million and a half of population in Bosnia and Hercegovina, the Mohammedans are a little over one-third. Among the two-thirds who are Christians, the Greek-Orthodox are almost twice as many as the Roman Catholic. There are, beside, a considerable number of Spanish and Portuguese Jews, refugees hither three or four centuries ago, an aristocratic and wealthy group, marked by an antique costume of their own.

The day that we spent in Mostar was Easter Monday among the Greek Orthodox, and we started out in the morning to find the Servian cathedral, drawn by the ringing of its bells—bells so often a cause of strife in Balkan countries, symbolizing as they do to the Turk the very essence of Christian unfaith. The cathedral is finely situated on a height above the main part of the city, and the rites within were interesting and impressive with the strange ceremonial and the striking dress of the Greek clergy. But we were glad to come out and enjoy the view over the town below us. To the north the beautiful Narenta, jewel-green and arrow-swift, flows through its midst. We could count the slender needles of sixteen minarets, many of them with a dome or two beside them, but this accounted for only one-half of the mosques in the city.

Descending through steep and narrow streets we had the opportunity to see some of the people at close range. Indescribably quaint was the effect of the dress of many of the women who wore ordinary ready-made shirt waists with skirts which seemed to begin like our own, only to suddenly gather in at the ankles and turn into Turkish trousers. Little boys were dressed in clothes like a child's night-drawers, or a Kate Greenaway costume, a single garment buttoned up the back and reaching to the ankle. Some women were in full Turkish dress, heavily veiled, with a masque of black and gilt horse-hair over the upper part of the face and a white veil below. Among bareheaded girls and women of the lower class I noticed the most amazing copper colored hair, literally glinting like polished wire in the sun. I was surprised at this among a generally dark haired people, but learned afterwards that the effect was artificially produced.

Our walk gave us many pleasant glimpses of courtyards, ver-



andas, wooden window screens, curiously patterned and colored, and took us past closed and forbidding doorways adorned with much worn carving on the unstained wood, or with rude iron handle-rings dangling from ornamentally perforated disks. Once we made friends with a poor woman, through the freemasonry of smiles and nods eked out with a few broken phrases in Serbo-Croatian, and she showed us her house. A rickety outside staircase led us from the courtyard to her rooms, which were very bare and unexpectedly clean, whitewashed and extremely tidy. Square kerosene tins and a portable stove were evidently of the West; while the East was suggested by the low table hung up on the wall, the tiny coffee cups, and the girl squatting on the floor as we came in.

Soon we passed a mosque, the first we had been near, and as we lingered a little a party of half-grown lads offered to show it to us. To judge by the way that they nosed about for the key, which they found at last hidden on an overhead rafter of the deep porch, they were hardly its rightful guardians. The interior was Oriental in every line, in every color and detail, in the clean worn rugs which covered the whole floor, the painted pendant carving, like colored stalactites, over the niche which indicates the direction of prayer, and the crude frescoes representing the fruits of Paradise—figs, dates, cherries, oranges, lemons and grapes, upon the walls.

By the time that we reached the beautiful bridge over the river, the sun was almost intolerably hot, and we were at once charmed and tantalized by seeing, far above the sloping hillside with the town, the gleaming snowy head of Mount Porim. Po Rim—that is the mountain toward Rome, for to the inland Greek-Orthodox Slavs what was Westward was “toward Rome”—Rome being represented to their minds by the Roman Catholic coast land of Dalmatia.

The old bridge itself, from which the town takes its name (*Most* means bridge), is said to have been originally a Roman work. It certainly looks worthy of any pontifex, a single pointed arch nearly one hundred feet above the rushing green water. The footway, which alone it carries, is itself quite steeply curved. Here again was a tantalizing charm to the hot and thirsty; by our side a delicious gush of smaller streams was falling sharply into the river just beside the bridge, keeping the garden growth through which it passed fresh and sparkling with the constant beads of spray.

Once more we found a point of human contact among these strangers. Two peasants, a man and woman, presumably Christians, greeted as they passed. Their good gray Slav eyes in their sun-browned faces were both friendly and intelligent. We conversed with signs and broken words, the woman let us examine the carved distaff from which she was spinning as she walked, and both were quite willing to be photographed. Some people in these parts showed, on the contrary, such a shrinking from being looked at—to



THE BRIDGE AT MOSTAR.

say nothing of having their pictures taken—that I could only suppose that they feared the Evil Eye.

As the afternoon cooled a little we started to drive to the village of Blagaj, to see the source of the river Buna—source indeed where a full-grown river wells up in a cavern under an enormous cliff.

Our guide to the cave was an old man in very ragged Turkish dress, with manners gentle and almost courtly. Fortunately we could talk with him freely, for he had learned German, though not, as is so usual, in the army. He cautioned us to carry our wraps

with us from the carriage, suggested putting them on as soon as we came into the chilly shade of the rock, and took them from us when we came out into the sun; he brought us little cups of Turkish coffee from the Mohammedan cloister at the foot of the cliff; he rolled a cigarette and on our invitation smoked it; he told us what we wanted to know, all with a curious friendly detachment of manner as far from familiarity as from obsequiousness.

The cave itself, large enough to row into when the water is a little lower than when we were there, was filled with the eddying swirling river. Wild pigeons, with the barred plumage that interested Darwin, were flying in and out of holes in the face of the rock; one lighted on a stone just inside the cave mouth and drank and lifted its head and drank again. Swallows darted back and forth glinting a most brilliant and lovely blue in the sunlight.

Above, on the top of the cliff stand the ruins of a ducal castle, Stjepangrad, the subject of much tradition, more or less historical. An opening in the face of the cliff is said to be the mouth of one of its underground passages, though it looks an inconvenient place at which to emerge.

One story, which connects castle, cave and cloister, shows a very curious blending, in the folk mind, of classic and Eastern elements. Below, in the cave, it relates, once dwelt a dragon, who in thoroughly conventional fashion, required the sacrifice of a maiden each year. Once the lot fell on Milica, the daughter of the duke, and she was chained against the rock, a Slavic Andromeda. But here the story diverges—the blonde Sari Saltik, a young dervish from Syria, appeared at the right moment and slew the dragon with his mace, though the writhings of the beast knocked great pieces out of the cliff. The happy father gave his daughter to her deliverer and built for him, moreover, a Mohammedan cloister on the rock shelf below the cliff, and made him its head. The cloister has been recently much injured by a fall of rock, but is still inhabited by one or two Mohammedan recluses. It is, moreover, sanctified by the tomb of Sari Saltik himself, which is visited by pious pilgrims. Our guide, though a Christian, showed it to us with obvious reverence. We saw, too, the mace with which the dragon was killed, hanging upon the wall by the tomb, an antique and murderous looking weapon. On the floor close by stands an earthenware jug, which is nightly

filled with water for the saint's ablutions. That he uses it is shown by the jug's being empty each morning and the earth wet beneath, but this we did not see for ourselves.

Meditating on the possibilities of refined and satisfying living inside ragged clothes, we followed the tatters of our guide to see an old fulling mill of the most primitive construction. As in Solomon's temple, there were no nails; everything was of wood and kept in place by clumsy wedgings. The home-made woolen of the neighborhood is here washed, shrunk and half felted by being pounded, in the running stream, under two great trampling blocks of wood, alternately caught up and dropped by the cogged wheel.

On our return drive we passed for the second time along by vineyards, under the lee of the snow-clad mountain, by the barracks of an Austrian detachment, by neglected Turkish cemeteries, where the graves of the men were marked by turbaned headstones, like toadstools, and past a Gipsy encampment. The small dingy tents were made of a single strip of dark cloth drawn over a ridge pole, with no sides of any sort. The children ran after us begging, some of the younger ones with perfectly naked little brown bodies.

From Mostar to Sarajevo, the capital of Bosnia, is a journey of some eight hours by train, a beautiful ride up slopes beautifully wooded, largely with beech. The cogged engine picks its way along narrow gauge tracks to the top of the Ivan Planina, the watershed between the Adriatic and the Black Sea. Perched here and there are wooden houses, with steep shingle roofs and cloistering outbuildings, including a little house on runners for the dog. This can be dragged to wherever on the hillside his services, I suppose as shepherd, are needed.

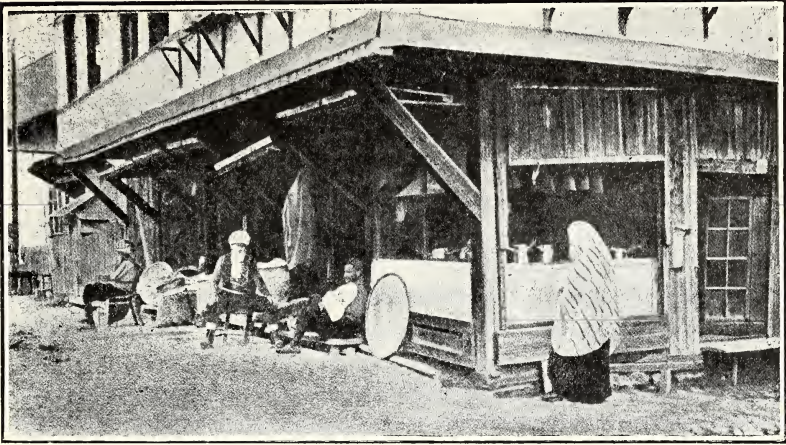
Sarajevo, with a population of some forty thousand, impresses one as a considerable city. As we approached it we passed pretty scattered villas to which Turkish ladies go to spend the summer season by some fashionable hot springs. The city itself is most modern and European in its Austrian quarters, most Eastern for the rest. The chief sight is the great Casija or bazaar, a labyrinth of lanes lined with booths which are at the same time workshops and retail stores. For the most part each lane is devoted to its own specialty—here shoemakers, here tailors, here coppersmiths, here dealers in stuffs, in grain or in vegetables. The merchants for the

most part do not offer their wares, but show them courteously on request and appear to have fixed prices. Here and there one sees a veiled lady shopping, or a seller of drinks bearing aloft a clinking, glinting brass vessel, shaped like a pagoda. Constantly on the streets one meets little lads in heel-less slippers carrying on a tray a coffee service, consisting of a cup like an egg-cup and a little long-handled dipper-shaped pot.

We arrived at the great mosque as afternoon prayers were being called. The wide courtyard about the building has two main adornments, a noble old linden and a fountain for religious ablutions. These seem to have three objects—refreshment, cleanliness and devotion. Men come up and wash their hot tired feet; they rinse out their shoes; they roll back their wide hanging shirtsleeves, edged with a little coarse embroidery, and bathe their arms to the shoulders; they take off their turbans and rub wet hands over their shaved heads and the napes of their necks. They rinse their mouths and proceed to a vigorous process of washing their nostrils, snuffing up water from their palms.

Thus purified they step up onto the wide porch of the mosque, leaving their slippers below, and proceed to their prayers, standing outside the building, facing it. I will not try to add another description of Mohammedan prayer, for Burton, in his *Pilgrimage to Mecca and Medina*, and others have given classic accounts. As we saw it, devout and reverent attention seemed expressed in every one of the rhythmical movements. The often repeated prostrations, bendings and motions with the hands, did not look like the mechanical repetition of a rite. The whole seemed to take about a quarter of an hour, and was gone through in the measured and deliberate tempo which struck us here in the everyday life also.

That evening happened to be the one time in the week in which the so-called dancing dervishes perform their devotions. Accordingly we set out, a little body of guests from the hotel, following the swaying lantern of our guide through rough steep streets of the Mohammedan quarter. It was with a pleasant shock of surprise that we overheard two of our companions talking English, the first time for a long while that we had heard anyone else speak our own language. Inevitably we fraternized with a very pleasant globe-trotting English couple, brother and sister.



SCENE IN THE BAZAAR AT SARAJEVO.



DEALER IN HIDES, SARAJEVO.

Our guide had warned us with great seriousness that we must be as nearly noiseless as possible, and obey his directions implicitly, and it was in hushed silence and with a sense of unpleasant possibilities of outraged fanaticism that we made our way through a courtyard to a squeaking wooden gallery overlooking the interior of what I suppose was a mosque, but, if so, a very rough and unadorned one. A wooden lattice screened off part of the gallery for Mohammedan women. In the dimly lighted room below a mullah in a high cap was praying before the wall, and leading the devotions of a number of men and boys in the usual fez and Turkish trousers. The floor was strewn with unshorn sheepskins, cut to a point at one end, to serve as prayer rugs. As the evening progressed more men and boys kept coming in till something like fifty were present; some of them quite small boys. The rugs were dragged back and spread in a rough circle and the devotees squatted in a close ring. The exercises seemed to consist essentially in the repetition of a verse or phrase, first chanted by the mullah, then taken up by the circle also, and shouted louder and faster, louder and faster, accompanied each time by some special sort of swaying movement. The most violent involved a swinging and tossing of the head, which in some cases was carried so far as to become evidently spasmodic and beyond control. The mullah, however, always paused when the excitement seemed to be reaching this point, and inaugurated, first a pause, then a new versicle and new motion. After about an hour and a quarter he made a rather sudden end of it, and the whole company quietly passed out. We were told that there is much greater excitement on these occasions in winter.

Another very interesting glimpse of Mohammedan life came through a chance made acquaintance, a Croatian lady who taught in a school for Mohammedan girls. She kindly invited us to go with her to make a call on some Mohammedan friends. This meant a visit to a harem, but not the harem of one's preconceived ideas. The curious and interesting fact is that the Bosnian Slavs in becoming Mohammedans still retained their loyalty to their racial morality, and the sense of a moral obligation to monogamy. To take more than one wife, while legally permitted, is practically unknown among them, and would create a great scandal. The harem is simply the women's part of the house, where they enjoy privacy

which probably tempts to greater dishabille, which in turn heightens the sense of the impropriety of masculine approach.

The old lady, our hostess, was decidedly *grande dame* in spite of a certain shabbiness of aspect as she squatted on her heels and smoked. Her pretty young daughter-in-law, in all her finery, brought us Turkish refreshments and showed us her heavy forehead adornment of gold coins, which was her dowry, or part of it. It always makes her head ache to wear it, but it cannot be avoided on state occasions, if only to show that the coins are untouched. Our visit, which seemed to have a background of curious and amused maids and children, was perhaps as interesting an experience to our hostesses as to ourselves, but as a purely social occasion even our kind introducer and interpreter could not prevent its being somewhat meagre and embarrassing. I think that we were all glad to have seen one another and relieved to part.

I could not help speculating on the curious contrast in the color scale affected by Christian and Mohammedan Slavs. Where the former delight in robust though skillfully combined reds, whites, blues, greens and blacks, with a rarer use of orange and yellow, all very pure and bright, these trousered and slippered ladies make much use of turquoise blues, purple pinks, emerald greens and such tints. Does the difference go back to industrial grounds—home dyed stuffs versus manufactured? Is it a question of imitation through fashion of a different racial taste, that of the Turks? Or has it, conceivably, some psychological relation to the contrast between days of out-of-door labor and open sun, and stifled, artificial lounging life indoors?

The next stage of our trip, the journey to Jajce, was a series of idylls of shepherd life. Spring showers drawing a bright wet veil between us and the hillsides only made the pictures more lovely. Once it was a little child taking shelter from the rain under the skirts of her mother's long white woolen coat. By a brook, in an interval of sunshine a shepherd boy was playing on double pan-pipes, here called *Svirale*. In a field a group of boys were playing a game, and in a stony upland pasture a lad had left his pigs to look after themselves, and was fraternizing with some shepherds.

At Jajce we were at one of the most picturesque spots in Bosnia, both for history and beauty of site. The steep hill is



crowned with a fortress, which once stretched encompassing arms down and around the town, their oval shape giving it its name, which means little egg. The glory of the place, however, is a waterfall of perfect beauty. The Pliva drops a hundred feet into the river Vrbas in the most exquisite cataract imaginable. Niagara is more sublime, but this is the most lovely fall that I have ever seen in any country.

Stories of the sieges that the citadel has sustained (and much other curious, informing and entertaining matter) may be found in Evans's "Through Bosnia and Herzegovina on Foot during the Insurrection, August and September 1875." One story is that an army of besieging Turks, having failed to take the place by force, resorted to stratagem and made a feint of withdrawing. But the general in the fortress was an old fox himself, and learned through informants of siege ladders being prepared; so he laid a trap of his own. It was a feast day, and he directed that the girls of the village should observe it in the usual way, dancing the kolo or wheel dance of the Croats at sunrise in the king's meadows outside the walls. The Turks heard the shrill songs of the girls, and forgetting everything else, rushed on their prey, only to fall into an ambush prepared for them, and perish almost to a man.

In Jajce we had another glimpse of an interior—brief and unexpected. We had been coquetting with a group of half-grown girls; we wanted to photograph them; they wanted and did not want to be photographed. Irresistible curiosity would draw them forward to see the strange apparatus which the little boys were so eagerly examining, then there would be a hurried retreat, with much giggling and jostling, behind the walls of the deep stone archway in which they had been framed so prettily—alas, *with the sun behind them.*

Some of these girls had an extreme prettiness of a markedly Oriental type, one especially was like a tiger lily in strange tawny brilliance and slender grace.

It seemed that this little comedy had been watched by three women in an upper window, two matrons and a girl, and they unmistakably invited us to come in and take the girl's picture. Nothing loath, we made our way up to a room where we found them seated on divans and eager to welcome us. On such social

occasions we had to bring out all the few things that we were able to say in Croatian, to eke out, as an ill prepared hostess has to set forth all that she has, appropriate or not. Generally we would begin by remarking that we were from America, a statement always received with much appreciation and exclamations as to the distance. The next step on their part would be "My brother is in New York," or "I have a son in Pittsburg," then very commonly came inquiries if America were not a beautiful land and as to cost and means of getting there. But in this case interest centered not on emigration, but on the question—to be photographed or not to be photographed. The girl, who was a harem beauty, with a pretty pink and white indoors complexion, and narrow, dark eyes, was bashfully willing; one of the older women, apparently herself a visitor, urged it; the mother, if she was the mother, was opposed, and so finally the matter was dropped. Content with our little call for its own sake, we made our adieus, attempting the phrase which we understood to be the Mohammedan equivalent of the usual Croatian *S' Bogom* (with God). Whether our *Dor Allah* (I write phonetically and subject to correction) was understood or not I was not sure.

The next day we spent driving from Jajce to Banjaluka, and this was the last of our too short Bosnian trip. All day we drove through the beautiful valley of the Vrbas. The river itself is of a lovely green, cold and rapid, with the strange ways that rivers have in limestone countries. Sometimes the volume of the stream narrows suddenly, part presumably flowing off through an underground channel. Again great springs or river mouths in its bed suddenly swell the stream. We had been told that it was deadly to bathe in it, and I, for one, heard this with complete scepticism till we stopped for dinner at an inn where a voluble landlord told us that a young Englishman who had recently insisted against all advice upon bathing in the river, being a crack swimmer, had been taken out dead.

Our driver was a Mohammedan, turbaned and inaccessible, for we had no language in common. The day was that in which the Greek Christians were celebrating one of the most important festivals of the year among the South Slavs, Saint George's day. All sorts of quaint customs and observances gather about it in this district; for instance, we were told that the girls go out in the early

dawn to gather flowers with the dew still undisturbed, that they themselves may be strong and healthy throughout the year. Strangely enough the Mohammedans celebrate the day as well as the Christians.

Our imaginations had been fired by Evans's vivid description of the kolo dance, but by an unlucky series of events we had missed it. We hoped that on this day we might be more fortunate, but it was not to be, and we never had the pleasure of seeing this folk dance, though we saw various other interesting Slavic dances, which curiously enough never seem to have come to their own in the recent revivals of national dancing.

The incidents of this last day were, indeed, few, though we were much pleased at seeing by the roadside a shepherd girl in a species of finery that we had seen in museums and which has already become rare. At her lonely work, where it would seem that no one was likely to see her, she was decked out with a sort of plastron of coins covering the front of her bodice.

As happy nations have no history, so our long, beautiful, restful drive leaves little to record. About four o'clock we drove into Banjaluka, which showed no signs of the feast day beyond having the shops closed, and which appeared to be a dull, uninteresting place. The next day found us in Croatia, where fresh experiences awaited us, but that is another story.

EMILY GREENE BALCH.

*Wellesley College.*

## MOODS AND TENSES.

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### THE TRIALS OF THE BUSINESS MANAGER.

Readers of this issue of the *QUARTERLY* are asked to notice the statement of the Business Manager, and to question themselves closely to discover whether they are not delinquent. Naming no names the Editor begs leave to say that some of those who have not paid have plainly stated they wanted the *QUARTERLY* for the current year, and that our present generous policy of continuing to send the *QUARTERLY*, though the subscriptions remain unpaid, is largely due to her well-founded conviction that they want the *QUARTERLY*, and are merely careless about paying their debts. Lest she may be mistaken she asks that any of the seventy-five who may wish to discontinue taking the *QUARTERLY* may in all honesty notify the Business Manager at once. An experience like this shakes the very foundations of one's faith in Bryn Mawrters. It almost persuades one that it is quite fair to raise the dues and make everyone an unconscious subscriber to the magazine they read.

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### THE COLLEGE CLUB.

The College Club of Philadelphia has leased a house, 1524 Locust Street, and now offers to its members the use of restaurant and bedrooms. Other organizations, such as the Agnes Irwin Alumnae Association and the Civic Club, have rented rooms in the house, and the whole venture promises well. Members of the Bryn Mawr Alumnae Association are eligible for membership in the College Club, and many of them have shown their desire to participate in the advantages offered. It is hoped that it will fill a much needed want and will strengthen the bond among the Bryn Mawr women in Philadelphia by offering them a common meeting place.

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### MR. WHITING'S RECITALS.

Those who have deplored the absence of music from the life at Bryn Mawr—with all due respect to that hardy perennial, the

Glee Club, be it spoken—will be glad to hear that through the efforts of some of the alumnae and former students a sum is being raised for a course of five concert recitals, to be given in the college chapel by Mr. Arthur Whiting.

The recitals will consist of performances of classic and modern chamber music for voice, pianoforte, harpsichord and string instruments, with incidental talk on the history, character and interpretation of the compositions. They will take place on the evenings of November 20, December 18, February 19, March 19, and April 23.

The programs will be as follows:—

- I. Soprano Recital.
- II. Pianoforte and Harpsichord Recital.
- III. Violoncello and Pianoforte Recital.
- IV. Baritone Recital.
- V. Pianoforte Recital.

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#### THE ORALS.

No part of the discipline of our college course has provoked so much discussion, so much terror, so much sorrow as the Orals. A few have even dared to mock at them, or rather to mock at their victims; but none, whatever her experience, has dared to suggest their abolition. We have suffered from them, but we have been proud of them. To speak more soberly, few have not felt that, but for the ordeal to be endured, all our knowledge of French and German might have vanished by Senior year, and a valuable part of our equipment have been lost.

Of late years, the College has aided the student in preparing for the orals, assigning required reading, and arranging for preliminary examinations, so that the unfortunates need not hazard all on a single throw. Now a most excellent plan has been put into effect. Beginning with this academic year, the Sophomores and Juniors, after they have registered the summer oral reading as completed, may present themselves for oral examinations in French and German before the readers in French and German. If they fail to pass these examinations, they cannot take the first oral examination in their Senior year. This plan of Sophomore and Junior orals will tend to make the preparation for the Senior orals more gradual and thorough.

## THE VILLAGE IMPROVEMENT SERVICE.

There is one branch of National Service which is under no Department head, which has no granite domicile at Washington. It knows neither rules nor penalties; its officers draw no salaries; its unlisted servants range from the humble citizen to the eminent. They may be gate-men at grade-crossings, who train vines over their tiny shelters; they may be school-children who tend flowers around a flag-staff; they may be club-women, proud of their native town and striving for its adornment; they may be captains of industry who make costly plantations around the village tenements connected with their mills, or they may be operatives who care in leisure moments for the green grass plots before their doors; they may be good writers, or broad thinkers, or great hearts who plead the cause. But their objects are identical—the realization of welfare and beauty where they were not found before.

In these days of many and rapidly succeeding ideas, it is indeed interesting to watch the growth and application of one as it leaves the centres of thought and action, to penetrate into the smaller towns and the country. At first, it has its prophet, or champion. Then it encounters popular indifference or even armed resistance. Eventually it becomes a fact, and life goes on, in these smaller centers, enriched by a new interest, which some one has struggled to establish and with which not one would now desire to dispense.

It is the purpose of this article to recount how the wave of what one knows as "village improvement" broke in the valley of a lovely, sinuous river in southern New England, called the Blackstone—a valley early interested in cotton manufacturing, not remote from Boston, across which New York trains daily pass, but where great elms still brood over the stone mills and cottages of the eighteen fifties. At the head of the valley are the ever expanding city of Worcester and the town of Millbury, the latter interesting from its connection with our Republican Presidential candidate, Mr. Taft. At its foot is the colonial city of Providence. Along its

slopes nestles a series of hamlets of historical origin, and, mid-way, is situated the merger of three, the prosperous mill-city of Woonsocket, originally the cotton-plant of old Gabriel Bernon, known as the Hamlet, a Quaker settlement a mile inland known as the Old Bank Village, and the ancient settlement of Woonsocket Falls where grist was ground for many years before the Revolution.

Fifteen years ago, the conditions in these hamlets and in the city of Woonsocket were typical and their attraction, certainly, was a negligible quantity. The conditions were relatively worse and the attraction less than forty years ago; for then mill-owners were more closely identified with their mills. As the Hazards of Peacedale, the Whitins of Whitinsville and the Drapers of Hopedale, so were the proprietors of every small manufacturing hamlet. They kept state in their own kingdoms. Then, too, the wage-earners were largely English or American people, who loved and tended gardens of old-fashioned flowers, quite as well as did the Doctor's daughter or the rich man's wife in her stately Colonial homestead. And to the beauty of garden and of tree and the beauty of rushing water as it swirled over the dam to turn great wheels and the beauty of quiet canals between fern- and birch-hung banks was added the repose of well-ordered village life. But, as the years passed, local pride became abased. The local princes migrated; the hamlets and the larger towns were now coining fortunes for people living in brown stone mansions in more polished centers. The plain citizen had not learned the twentieth-century lesson, which taught him what he should and could and would later love to do for civic glory.

About this time landscape architecture came to the front. "Village Improvement" and "Metropolitan Park System" appeared in large head lines on magazine covers. How long ago that seems! The things themselves did not reach the valley of the Blackstone at first; but word of them came in the pages of the *Century* or of *Harper's*, where they seemed immensely delightful and quite as exotic.

When at last the day was ripe, the idea of "Village Improvement" found realization in two centers, in Woonsocket and in the wealthy, secluded village of Whitins, near Worcester. Later Northbridge and the mill-village of Manville held up the torch. Per-

haps something of these later developments was directly due to the effort and object lessons of the two leaders. Over forty miles intervene between Worcester and Providence. Within these forty miles are nineteen mill centres! And while the achievement of Woonsocket, Whitins, Northbridge and Manville may be small, one must acknowledge that to be of that gallant four is already a distinction.

In Woonsocket are two women's clubs and the work there was begun by these agencies. One bright November day—it was in an old Colonial homestead in the Quaker part of the town—the smaller club came out with an afternoon on “Village Improvement.” This was in 1896. A few years later, the older club espoused the idea and as practical expression both clubs graded and seeded grass-plots at the intersection of city streets.

“Village improvement,” or, in this case, “civic improvement,” thus became a local institution.

But it was like a law unenforced; it passed into a period of experimentation, when it was not recognized by those with power to help, and when it was sustained by a few public-spirited women who were gradually learning that what had been applauded elsewhere might prove absolutely inapplicable to local conditions. The mill men would have no ivy upon their walls; the city fathers would appropriate no money for the extermination of the elm beetle. Mr. Olmsted was employed to make a study of the city, and his admirable monograph, after having been once copied into the local papers, remained a candle hidden away beneath a bushel basket. Dr. Tolman was invited to lecture on the “Higher Industrial Life,” and of the city officials who were asked to enjoy this opportunity for enlightenment two responded. But two prize competitions for well-kept door-yards and a third for improved school-yards carried the work forward by leaps and bounds. As appeals to the industrial population through their homes, and to the public school children through their teachers, they touched genuine chords of sympathy and resulted in much added beauty in barren and ugly spots. Moreover, to students of Capital and Labor in the industrial stronghold of Rhode Island, these competitions meant a noteworthy concession on the part of both to idealism.

The first competition was in 1901. This was for improvement



in door-yards. The various wards of the city were taken as a working basis and put each in the hands of a committee of three women, who canvassed their respective wards, interviewed the mothers and home-keepers in the cottages and mill-tenements, and distributed to all who would accept seeds of flowers easy to raise. Where only French was spoken, the French priests and French business men supplied interpreters. Three prizes were made available for each ward, and the competition lasted all summer. At that time, the village improvers were somewhat disappointed with results. Many women refused to accept the seeds and showed no interest at all. Others accepted the gifts, but put them to no use.

In two wards the committees did not feel justified in awarding the first prizes at all. On the other hand, even the slightest effort spoke for itself, and, in some instances, the neatness and beauty of the yards were model object lessons. But the seeds in the hearts of these home-makers brought forth even better flowering. The summer following many asked for a repetition of the competition, and in the course of some five years the improvement in the surroundings of the better homes is notable. In the fostering of the moral results of the competition, much credit is due the Roman Catholic Church. In one parish in particular, the French priests not only brought the subject to their parishioners, giving it a weight which they only had a power to give, but they set an example in the care and adornment of their vicarage and the grounds of their church. The lawns about an edifice still building were early graded and seeded and set with attractive flowers and shrubs; an adjoining vacant lot, coming into their possession, was planted along the borders with Lombardy poplars, and thus was created a neighborhood centre of much cultural influence.

The second prize competition, instead of being an appeal to the smaller home-makers of the city, was one made to its educational influences—its school board, its teachers and its school children. Three prizes (the largest only five dollars) were offered, to be awarded for the greatest improvement in beauty and cleanliness in school-yards. These improvements were explained as meaning the burning of paper, rags, all rubbish and refuse which can be so destroyed, the placing of ash heaps in inconspicuous places; the repairing of fences and out-buildings, the cultivation of grass

and careful mowing, the planting of trees, shrubs and plants, particularly hardy vines such as woodbine and honeysuckle, and their careful training.

Now, Woonsocket had very good school buildings; but, except in the case of one or two of the newest, no attention had been paid to their yards. Whereas in localities either more urban or suburban, one may find turf like emerald velvet, corners of feathery shrubs or borders of fern or salvia, in Woonsocket yards were primitive. Not only was the grass of the rock-pasture variety and much down-trodden by the youngsters' play, but ashes were often piled in the corners of the yards for want of suitable accommodation in the cellars. The school board had very little money to appropriate for up-keep. Not every building could boast even of lawn mower or hose. They simply had not been thought about—these school-yards! It had never occurred to people that there existed an analogy between school-yards and house-yards, and that, whereas personal pride adorned the one, civic pride should adorn the other.

To this scheme of betterment, not only the school board fathers, but the teachers lent themselves with most flattering enthusiasm. The work was obviously experimental; no one knew what could be done, or what could be begged or bought to carry on the work, or what moneys would be forth-coming. To begin with, the school board spent more money on the yards than ever before in one summer. Ash heaps came to be considered a disfigurement of the past; wherever possible, provision was made in the cellars; where this was impossible, bins were constructed in the yards. Broken concreting was repaired; more lawn mowers and hose were supplied. One yard was quite ideally graded with loam, at an expense of over thirty dollars. A second yard was graded through the gift of fifty loads of loam from the Highway Department, which happened to be cutting new streets in the vicinity, and through the generosity of a public-spirited citizen who furnished five days' labor of men and teams for its transportation and disposition. The educational value of the improved school-yard was evidenced before the summer was passed, when one small girl regaled her delighted father at dinner with a comparison, to its own infinite disadvantage, of her home lawn with that of her school.

It is needless to add that the yards to which the loam had been

given received also the prizes. The first in merit presented not only a boys' yard in good order, but a girls' "lawn" of much attraction, and two handsome beds of cannae flanking the gate, like two flaming torches of the gospel of æstheticism. It may have been—it undoubtedly was!—a far cry from the glowing borders of the schools of Winchester to these two circles of red and yellow blossoming cannae; but the improvers had permeated the educational domain of this manufacturing city. A second summer saw the work continue of its inherent vitality. The rural school-yards, which had not responded the first season, displayed towards the middle of the second their sterile surfaces transformed into green lawns of fine texture with beds of cannae or nasturtiums, or else made effective with well planned shrubberies. So much had citizens done for citizens with the co-operation of school, church and municipal forces.

The last competition to be described brought in a new element and another relationship, that of capital and labor. The attitude of the manufacturers, in a manufacturing city where mills and their influence are the most obvious feature, was, from the first, the great discouragement facing the civic improvement service. The concessions made were regarded as especial signs of grace in those particular corporations. Two mill owners had planted vines early in the history of the movement. A third, and large, corporation, the Manville Company of Rhode Island, comprising four great plants, had in 1904, through the agency of one of them, lined a tenement street glaring in its bareness with cotton-wood trees. But last summer saw this same Manville Company identifying itself very fully with the work in a way truly noteworthy

The plant before mentioned, the Globe Mill, contented itself with adorning its grounds under the direction of a landscape gardener. Portions of a really fine lawn, stretching from the street and mill-office down to the mill on the Blackstone River bank, were re-sodded, and to the decorations of numerous cedar trees were added beds of red geranium and salvia, relieved by white sweet alyssum. Along a line of picket fence dahlias were planted. The contrast of the red and white, the bright green of the velvety lawn and the sombre green of the cedars, was most pleasing to the passerby, and should have been enjoyed by the workers who passed in and out between the flowers morning and evening.

A second plant, the Manville Mill, located not in Woonsocket, but in an adjacent village, made elaborate improvements, which are certainly epoch-making in that vicinity. At considerable expense, extensive plantations of trees and shrubberies were made about the Company's tenements in such a way as to make a most interesting and apposite solution of a problem in landscape architecture. The focus of the improvements may be said to be a child's play-ground, laid out where a large four-story tenement block had been removed. Here were placed swings and see-saws. To the back were laid paths rambling away over a bit of vacant lot, which was converted into small informal park. Between the paths were plantations of large shrubs, some of them roses, in odd triangles, and plats of newly-graded and seeded lawn. Bits of old picket fence were made to serve as back-ground to great clumps of similar shrubs; California privet in low hedges was planted along the by-paths running under the fine old elms from house to house with quaint and pretty effect.

The happiest results of all were obtained with two parallel lines of old cottage blocks, low, built of plastered brick and looking neither too comfortable nor too sanitary. Between them had been laid out a parkway, seeded and planted with maples along its outer edge. And the diminutive yards each side of every entrance were not so much planted as filled in with tiny barberry bushes, affording a very picturesque appearance. When these shrubs are grown and are in flower, this Social Service attempt in the Blackstone Valley promises to be a notable and effective endeavor of its kind. Not only is the place made more attractive, but the economic value of those old tenements much increased—an aspect of the question which will surely appeal to all captains of industry and owners of mill property.

Finally, the two remaining plants, the Social and Nourse Mills, under one head, engaged in a prize yard contest. The terms were three prizes of twenty-five, fifteen and five dollars, to be awarded to the best kept yard during the three months of June, July and August. The beauty of the flowers, the good-will put into the gardens, and the enthusiasm of the Committee on Awards on its periodical visitations, were the really important phases of the contest. The honor of making the awards had been conferred upon

three ladies, members of a local club, who will always wonder when those busy operatives found time to weed their verbenas and trail their vines, and clip and sprinkle their grass during an exceedingly hot, dry season.

The visits of the Committee on Awards were interesting. The two streets of red-brick cottages belonging to the mill are mellow with years and enjoy the grace of old arching trees. Added to this is the fact that some cottages are overgrown with vines and that their uniform yards are diversified with old shrubs, lilacs and syringas, which lend an element of picturesqueness. On the first visit, in June, there were only the grass, which in many yards had not been touched, and the brown earthen patches where the seeds had been sown. The vision of beauty which was in each tenant's eye could merely be surmised. It was noted that one garden in particular showed especially well advised effort, having begun with fundamentals. The yard had been re-graded and seeded, beds had been laid between the garden walk and the picket fence, and to the rear, still along the fence, were a series of admirably constructed parallelograms.

Three weeks later things were very different! The always beautiful maple trees cast a welcome shade over the quiet streets, and the old rose bushes, red and damask, gave the grace of old days at its best. The yards, almost without exception, showed some thrifty care. In the less ambitious, neatly mown grass was the rule, and some little effort at adornment was noticeable, as, for instance, a star-shaped bed of pansies, or a large red keg mounted upon a post and filled with geraniums and greenery. There were four or five more elaborate yards. One of them belonged to a household of women, and its gardening was done by women's hands or paid for by women's work; its soft grass was nicely clipped and its chief feature, a border running the length of the fence, was set thick with lilies and old garden stand-byes. The model yard was advancing beautifully. The new grass was coming up and the parallelograms had developed begonia, sweet-william and verbenas, while along the garden walk more begonias lifted their delicate leaves and blossoms heavenwards. A third yard had a splendid bed of cannae, coleus and other foliage and flowering plants, which from its size and variety of coloring was comparable to a huge

Turkish rug. And the rear yards, which were examined, were without exception neat, with smooth green lawns. Window boxes of gay red geraniums were discovered outside of kitchen windows, and little children were noticed tottering about, watering the nasturtiums and collecting twigs and waste paper.

A fourth visit was made in August. The model yard continued to expand its charms; it was nicely trimmed; the square beds were a glory of delicate color, begonias (red and white), phlox, coleus, and beyond smooth lawn, over which the spray continually played throughout the stifling day. But a new prize-winner had dawned upon the expectant vision of the jury. A yard which in no wise had shown especial promise had blossomed out around the house, up and down the picket fence and in the rear, with a wealth of golden nasturtiums and lovely trailing vines intermingled. If one cares for the drama! While the committee were admiring the dazzling riot of gold and green, a trim young girl, with the yellowest of yellow shoes and the smartest of blue skirts, came briskly down the street, and in at the low gate, her capable blue eyes triumphantly meeting the gaze of the committee as she turned.

EDITH EDWARDS, '01.

## SOCIAL SERVICE AS GIVEN BY HOME-MAKERS IN WASHINGTON, D. C.

*"Aequa memento rebus in arduis servare mentem."*

For one whose particular concern is the happiness and comfort of all who share her home there are serious problems to solve. In the doing, this requires a certain kind of social service, different from that of associated charities and social settlements. In general it may be said that whoever is a creative or productive member of society leads a life of social service. What I have in mind, however, is in a way supplementary to what is or has been called social reform and will soon be extensive enough to be included in such a general term.

Miss Jane Addams has defined social settlement work as "a sustained and democratic effort to apply ethical convictions to social and industrial conditions in those localities where life has become most complicated and difficult." Further, "It is an experimental effort to aid in the solution of the social and industrial problems which are engendered by the modern conditions of life in a great city." Also, "It insists that these problems are not confined to any portion of a city." Now the problems with which homemakers have to deal in Washington, D. C., are, indeed, social and industrial and involve in their solution the application of ethical convictions, but they confront more particularly those who live in the portion of the city not touched by the settlements. However, in the progress of the work there has been an interesting overlapping, as it were, to mutual advantage. It must be understood that the amount of service given by the groups of women now making their experimental efforts in this city, is largely incidental and dependent upon conditions that vary with the demands of the family or home duties. It has so newly taken shape that the nature of it can scarcely be defined; but it is certainly a part of the economic evolution of the day. The sooner it is recognized as such by those who should share in it, the greater will be the social progress of society as a whole."

The problem of social responsibility was a simple matter when

a woman's duty was little more than to look well to the ways of her household and to eat not the bread of idleness. But now we are a part of a complicated social order involving many matters within and without the home that require continual adjustment. It is not to the glory of womankind that problems of the household have been allowed to baffle and remain unsolved. What though domestic service has been affected by the change made within a hundred years, by the substitution of the factory system of manufactures for the domestic system! What though the division of labor has not yet been fully accomplished through the century! \*

It is not the time to shake one's head in despair and say, it is no use, there is no way out of the difficulty. Yet among women this is the usual way to meet the question of how to approach one's ideal of beauty, order and perfection in the home with the means at command.

The greatest and most universally acknowledged trouble is in accomplishing the necessary household service, for in this we are more or less dependent upon others if we live up to the highest standard. For many years it has been the custom in Washington, for housekeepers of ability and experience to take young women of the negro race, showing promise of good work, and carefully to train them for service.

This course, or the employment of "settled women" with children to support, have been the only ways open to those who could not pay the highest wages, *i. e.*, those received by the comparatively few well-trained servants. There is no doubt that the wise choice of a servant determines good results. But there are cases when a choice is not possible and there is cause for thankfulness if only some kind of domestic worker is secured, whether promising or not, young or settled, with or without children. Indeed, there are times when one cannot even think of exercising one's power of dismissal, though the maid is found inefficient. Women have been taken to task for this weakness, and in some cases rightly; a disinclination to change and do double work, even temporarily, often stands in the way of a happier combination of mistress and maid.

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\* See "Domestic Science," by Lucy M. Salmon, in "The New Encyclopædia of Social Reform," by W. D. P. Bliss and R. M. Binder.



The degree of success in finding the best kind of employee for the individual needs of a family, for the problem is individual (no two families being alike), is dependent upon the personality of the employer. This has been clearly shown by Elizabeth McCracken in an article on "the Problem of Domestic Service from the Standpoint of the Employer," in a recent *Outlook*. Those who would solve the problem must take account of the various kinds of employers. The helpless, ignorant, inexperienced housekeepers do as much to disorganize and complicate the situation as any other factor. Then there are those who begrudge the time that must be given to training and supervising incompetent servants that should rightfully be given to rearing and teaching the children and to making the home a peaceful, quiet abode for the breadwinner, the children and, indeed, for the homemaker herself. The so-called neurotic tendency of women may be traced in part to the failure to accomplish this. A well-known physician in discussing this alarming condition, assured me that he thought it due to the sudden opening of an infinite number of possibilities for women in thought and action, and the competition involved therein. While there may be truth in this, it seems to me to be due to the absence of restful homes and to the lack of a continuity of service from employees.

Here then is much to be remedied. It is necessary to adjust the supply of workers in such a way that a choice of servants and also the power of dismissal in the case of unworthy servants shall be made possible. The number of trained workers must be increased and longer periods of service encouraged. Above all there must be ways open for employers to acquaint themselves with at least the rudiments of their profession. The ability to employ wisely and humanely is most important. It may really be a matter of wise selection or luck, but Ruskin wrote "the way to have good servants is to be worthy of being well served. \* \* \* Only let it be remembered that 'kindness' means as with your child, so with your servant, not indulgence, but care." The wisdom of an employer can be illustrated by a conversation overheard in a Washington market between a mulatto who was selling fruit and vegetables, and another colored woman who was buying. The latter said, "How is it you come to market and sell, don't you go livin' out any more?" "Oh, yes," she replied. "My folks is away just now and don't need

me. I've been livin' with them for nine years. They thinks I b'long to 'em, but I don't. But they don't let me think I'm black."

If you who have read thus far recall an article by Lillian W. Betts, called "The Burden-Bearers of Progress" (in a recent *Out-look*), you will know what I mean by "employing humanely." It is clear to those who have had to employ women who have little children at home, that there is an exceedingly knotty problem involved which cannot be avoided. To quote: "Every woman who employs a mother knows the awful penalty that mother is paying because she is a wage-earner, and knows also the fear she has of the loss of wage-earning opportunity. What is the community doing to reduce her penalty for bearing her burden? How is the community trying to reduce its own penalty for neglecting these children?"\* \* \* "Who, without the experience, can conceive the difference in the working capacity of the mother who knows her children to be safe and well cared for, and that of the mother who must work with the paralyzing thought of children at the mercy of themselves and a world of debasing influences."

These are in short some of the problems homemakers in Washington encounter. To solve them in a practical way, for the greater happiness of the community and for their own families, a number of women, some of whom are college graduates, have been working together in several groups for the last three years. Not the least part of their task has been to persuade as many other women as possible to share the responsibilities of making successful several enterprises that promise improvement in existing conditions, because only through hearty co-operation can the best results be expected.

As long ago as April, 1905, a few housekeepers, realizing the need for domestic workers trained for sanitary and efficient service, equipped a kitchen in a private training school, in response to an appeal to them from the principal of the school a colored woman who was anxious to provide a way to help young colored women to lead useful lives as trained domestic workers. After encouraging financially and morally this work for two years, through many difficulties, the patronesses and promoters of the enterprise, in order to establish it on a better working basis, in November, 1907, brought about a formal affiliation of housekeepers, called the

Housekeepers' Alliance. This organization of over a hundred members has as its officers:—

President, Mrs. T. L. Cole (A.B. Wisconsin University).

Vice-Presidents, Mrs. David J. Brewer (wife of Justice Brewer of the Supreme Court); Mrs. H. B. MacFarland (wife of the President of the Board of Commissioners of the District of Columbia); Mrs. H. L. West (wife of Commissioner West); Mrs. J. R. McLean; Mrs. Archibald Hopkins; Mrs. Mary S. Lockwood.

Treasurer, Mrs. Russell B. Taylor, 1433 Belmont Street.

Secretary, Mrs. C. S. York.

The work accomplished during the spring and early summer of 1908 has been the conduct of classes for the study of Household Economies, under the leadership of Miss Emma S. Jacobs, Director of Domestic Science in the Public Schools; the opening of a sanitary laundry, called "The Alliance Hand Laundry," operated since June 1st by the principal of the training school and her sister, under the supervision of the Housekeepers' Alliance, and the framing and unanimous acceptance, in May, of the following resolution:—

Whereas the members of the Housekeepers' Alliance believe that the unsatisfactory conditions in household service are due in part to the following causes:—

1. Inadequate training, and lack of proper relations between employer and employee.
2. Lack of a reference system.
3. Lack of proper recognition of long terms of service.
4. Insanitary lodgings with attendant harmful influences upon health, morals and efficiency for those who must lodge away from the house of the employer.

There be it resolved as partial remedies for these conditions:

1. That the study of Home Economies be encouraged among employers and a domestic training school be maintained for employees.
2. That as a remedy for the lack of a reference system, members of the Alliance, who are housekeepers, shall keep a definite record of all employees. To further this end a uniform record and system of reference be devised.
3. That as a remedy for the lack of proper recognition of long

terms of service, the names of employees who have rendered efficient, faithful and prolonged service be placed upon an Honor Roll, such service to be fittingly recognized by both the employer and the Alliance.

4. That in the effort to improve lodgings, employers acquaint themselves with the housing conditions of their employees. This can be done by sending the address of the employee to the Associated Charities, that an investigation may be made by the district agent.

Moreover, since it is a well recognized fact that disease may be carried in clothing, especially woolen, therefore as a protection to ourselves and our children, be it also resolved that the Alliance use every effort to encourage the wearing of washable garments in the performance of household work. Thus a movement has been well started "with the definite aim of improving the efficiency of domestic workers, of studying domestic problems, both from the standpoint of the housekeeper and the worker, and of securing more sanitary habits, longer terms of service and greater reliability among domestic employees."

The problem of what kind of women to train has presented no difficulty, as there is only one class, one race available, for the majority of homes in Washington: *i. e.*, those of the negro race, who are not fitted for factory or clerical work. The task of securing pupils and helping them to support themselves has not been an easy one, but great credit is due to Mrs. L. R. Clarke, the principal of the training school, for her splendid and systematic effort and kindly influence in leading her people to confidence in the beneficial outcome of it all, and hope of just and fair treatment. The girls who have attended the school are for the most part from the more intelligent class of negroes in Virginia and the Carolinas, making good artisans or house-servants. Mrs. Clarke's work has been recognized and commended by those highest in authority and prestige in the nation.

How closely this undertaking is allied to the national negro problem can be seen by any one who will read the article on "Training of the Negro," by Dr. R. B. Bean, in the September *Century*, 1907.

It happened that in the summer of 1905, at two meetings of another group of women, addressed by Dr. Rosalie B. Slaughter (now Mrs. Baxter Morton) and by Miss Frances A. Kellor, attention was called to the "necessity of protecting our homes by protecting our servants." It occurred to several of those present at both meetings that in order to act in the direction indicated by Dr. Slaughter and Miss Kellor, it would be advisable to organize a Research Committee in the Public Education Association of Washington, D. C. Thus began an investigation of employment agencies in the District, similar to the work conducted in other cities by the Inter-Municipal Research Committee, under the direction of Miss Kellor.

In June, 1906, Congress passed a bill for the regulation of employment agencies, which was the direct result of the work of this committee, of the untiring energy of the president of the association, Mrs. Gitterman, and of the co-operation of the Inter-Municipal Committee and numerous local organizations. It will suffice to quote an editorial in the *Evening Star* for November 28, 1906, on "Employment Agencies."

"A long step toward putting the employment agencies of this city on a proper basis was taken yesterday by the Commissioners when they refused licenses to the establishments against which complaints had been filed by the Household Research Committee of the Public Education Association. Supplied by that body with evidence pointing to the conclusion that these agencies had been engaged in an immoral traffic, and later with a corroborative report from the police department, the Commissioners were in a position to deny them the privilege of doing business, with entire justice to the community.

"With the example of the law's effectiveness before them, it is unlikely that any future agencies of this character will undertake to do business on the old lines and every establishment in town will be held to a strict accounting. The employment agencies are necessary institutions, of great service to both the working class and the employers. They afford a meeting place for the demand and the supply, and when properly managed are a public convenience which cannot be dispensed with. \* \* \*

"Thanks are due to the workers of the committee who enabled

the Commissioners thus carefully to discriminate in their grant of licenses. In the first place the task of securing the enactment of the licensing statute was performed by them, with their knowledge of the general condition which it was desired to eliminate as a material factor in their success. That they have followed up their preliminary victory with practical activity in the enforcement of the law is highly creditable to them, and they have thereby earned the gratitude of the community for having assisted thus effectively in ridding the District of a group of dangerous centres of moral infection. They have given the law vitality and meaning at the outset, and have thereby set a pace which should and doubtless will be maintained."

With the mention of the O Street Day Nursery, carried on successfully for a number of years by Mrs. H. W. Gilfillan and her friends, a most important social service will be recognized, of benefit not only to the mothers of the children cared for, but to those employers who are served by them. It is not generally known how much efficient labor is locked up because mothers prefer to earn pennies when they might earn dollars, because there is no way for them to provide for their children while in service. With greater gain, better nourishment could be given the children, and the great mortality among this class be diminished. A social reform of vast proportion is closely connected with this need of the community. It is a well known fact, and a disgrace which it will take generations to remove, that matters pass as common occurrence among the negroes which would have been looked at askance at the time of Benvenuto Cellini in our race history. Hence it is that there are so many women with children to support and that family-life is in an early stage of development. Not long ago I heard Commissioner Macfarland state that there are thirteen thousand more women wage-earners in the District than men, the majority being negroes.

Now, it may be asked what is being done for white women who are wage-earners, and if they have any economic relation with home-makers. A small proportion of them are in domestic service, but the greater number serve us indirectly at telephone centres, or as stenographers and in shops. A number of women who believe that the interests of all women wage-earners and those whom they serve are so merged that what helps one group will help the other, have

brought about a co-operation among certain organizations interested in various enterprises of social service. The general purpose of the undertaking is to better the condition of women wage-earners in the District. While the plans of this Co-operative League for Social Service are for the present directed towards establishing a Travelers' Aid Service, at the Union Station, and a lunch and rest-room with headquarters for registering all women wage-earners in the city, it has also the task before it of accomplishing much that the Consumers' League has undertaken in other cities. It is hoped that it may help to bring about that sense of personal and mutual obligation that should exist universally between employer and employee. The work so far accomplished by the League was done in connection with that of the Jamestown Exposition Travelers' Aid Committee. Between July 15 and November 17, 1907, three hundred and seventy-five persons were cared for by the agent employed by the League to assist travelers at the new Union Station.

The affiliated organizations whose representatives constitute the board of management under the leadership of Mrs. H. C. Bolton are:—

- The Girls' Friendly Society.
- The Young Woman's Christian Association.
- The Woman's Christian Association.
- The Council of Jewish Women.
- The Young Women's Christian Home.
- The Association of Collegiate Alumnæ.
- The Farmington Society.
- Roman Catholic Charities.

If the crying need for Social Service of this kind gains recognition with discouraging slowness, it must be remembered that women who are pressed for time because of home duties are seldom sufficiently far-sighted to realize the necessity for reforms such as those that have been described, but that what seems difficult may nevertheless be done by the co-operation of many persons working with a tenacity of purpose. The women for whom the matter is most urgent are the very ones whose duties handicap them and hinder them from bringing about the desired changes. Whatever they do, and it seems indeed that what is done must be done by them, costs

personal sacrifice. To overcome the disinclination to suffer inconvenience and to bear the burden of responsibility, great must be one's civic devotion, one's courage of conviction, and one's enthusiasm for the end to be attained.

In conclusion, I shall take the opportunity to observe that for philanthropic young women whose patriotic zeal is unsurpassed even by their loyalty to Bryn Mawr, there is a fair field for social service in the nation's capital. For such there is waiting a warm welcome from busy homemakers whose chief care must be "the nurture and admonition" of their children, and who only by devoting leisure moments and living up to the maxim, "Carpe diem," can accomplish anything in this much needed social service described in these pages.

AMY C. RANSOME, '93.



## THE JUNIOR REPUBLIC AND THE BASIS OF ITS CLAIM TO BE A SCIENTIFIC METHOD OF REFORMING JUVENILE DELINQUENTS.

Probably every one who will read this article knows in a more or less general way what a Junior Republic is, but to be sure that all are at the same point of understanding a brief explanation may not be out of place.

A Junior Republic is a settlement of boys and girls, between fourteen and twenty-two years of age, where the government, democratic in form, is conducted by the boys and girls who are its citizens. The children are sent to the Republics by the Juvenile Courts, truant officers and discouraged parents, often also they are sent by higher courts, under suspended sentences.

The Junior Republic has for officers a President, Vice-President, and a Cabinet; it has also a judge, jury and police force. Elections are by ballot; the qualifications for suffrage depending upon a majority decision of the small commonwealth. There are industries, schools and a jail. There are cottages as well as hotels. In the cottages families of eight, ten or twelve citizens live. There is a currency and a banking system. All is conducted by the citizens as everything is conducted by the citizens in the United States Republic. The only adults are the teachers of the various trades and schools, and the house-mothers, or "Aunties," as they are called. The "Aunties" are the heads of the little families, and to them the several members pay board, as is the prevailing custom in the families of our manufacturing towns, where the children board with their parents as soon as they become wage-earners. While adult residents in a Junior Republic are entitled to require obedience wherever they may have jurisdiction, as they would in like positions outside, they must not interfere with the government or administration of justice any more than they may in the outside world.

Thus far is the Junior Republic analogous to a republic of adults. There is, however, an odd element present in the Junior

Republic which does not appear in its larger prototype; this is the Superintendent, or "Head Worker," as he is named. He is the connecting link between the Republic and the world outside; he also chooses the other workers. He never gives an order or grants a privilege to the citizens, but he works and plays with them and in this way knows to what extent the co-workers are doing their parts.

That the organization thus briefly outlined succeeds in reforming and educating a very difficult class has been abundantly proved since Mr. William R. George thirteen years ago originated the "George Junior Republic," at Freeville, N. Y., and there put in practice this his plan for helping unfortunate children.

The juvenile delinquent class is unfortunately large. The last special report of the United States Census Bureau (1904) shows the number of offenders in the prisons and institutions in the United States at that time to have been 104,806; of these 23,034 were under age, and a large per cent of the adults had been juvenile offenders. This great menace to the country can be lessened only by meeting the situation scientifically. The question is becoming, not how can we keep offenders against the law out of the way, but how can we so train and educate them that they will become useful members of the community? A child has been harmed by inheritance, by environment, or by accident, and we are confronted by a problem as to how he is to be reformed, educated and developed to live in our country, the theory of whose government is that each man is his own master. There are offered as solutions two general systems of reform: The plan of the Junior Republic and the institutional plan, exemplified under various forms and names, the paramount difference being that in the former the inmates are the controlling force, in the latter the controlling force is a superintendent.

The world of an institution, and the world of a Junior Republic, are so small that cause and effect follow one another closely; they follow, however, in very different ways. A punishment in one case is administered by a boss who was installed by a board of management or trustees; in the other case by officers put into office by the small offender himself, and under laws which he has probably helped to make. An institution offers as a reward of well-doing an individual's approval and aid; a Junior Republic has open to its ambitious citizens high offices of state, and the whole community's

mark of approval. A child cared for by an institution is spending his most susceptible years in what is at its best but a benevolent monarchy; in a Junior Republic he is being fitted by training to live in the United States, is being educated in harmony with the conditions under which his future life is to be spent. He is learning by experiment the meaning and power of freedom, and he is sharing the responsibility which an enforcement of the theory of man's equality before the law requires of citizens living under the law.

It is often intimated that the success of the Junior Republic is in reality the success of one man—that it is Mr. George's personal influence, and not his plan, which has brought about great results. It is certain that no one can meet Mr. George without appreciating how remarkable is his personality and it is not unnatural that those who have seen him should be persuaded that the Junior Republic idea lives and will die with him. Mr. George would be the most ardent combatant of this view of his great life-work, he would be the first to claim that the success of the Junior Republic is not dependent on a personality, but on the contrary is dependent upon a fundamental principle and that any Junior Republic constructed and continued upon this principle will bring about the desired results. There are at present five Junior Republics, each showing more or less success in proportion, not as they have a great personality in charge, but as they are really republics. It is indeed the head worker's most important duty to see that the community under his charge is through and through a genuine republic. To do this requires a wise man and such a one as will probably have what we call a strong personality, but any one who has watched a boy develop at a Junior Republic will readily appreciate that it was not due to any personality, but to the stimulating fact of the republic itself. The Junior Republic must always succeed as a method of reform when fairly tried, because it rests upon the rock theory upon which our own Republic was founded. It furnishes some of the many proofs that show that men have latent powers, which, given an atmosphere of equality, of justice, and of opportunity, will develop in an individual to a point where he is reformed.

East and West there is the cry for freedom and for more equality of power. Japan and Russia, even Turkey and Persia, are making at least feints in the direction of the theory on which our re-

public is founded. Governments everywhere are yielding to the steady pressure of a fact claiming its rights. Those interested in helping children who have suffered from cramped environments should not ignore this modern tendency toward democracy.

Examples of the success of the Junior Republic work are so varied that it is difficult to choose for illustration. A boy who at fourteen years I found so illogical as to make him vicious and foolish, became at seventeen Judge of the Republic, and acquired a comprehension of justice such as one seldom finds. Another sent from the East Side of New York, with a criminal record and further crippled with all the disadvantages with which a waif brought up in the worst sort of surroundings has to contend, is now an honest and respected man, a graduate of a university, an individual who promises more than ordinary usefulness and prominence in the country. Another, who had been arrested as a menace to the general safety, there being nothing too dastardly for him to attempt to get hold of money, was sent to one of the Republics, under suspended sentence. He became a steady citizen of the Republic, learned a trade and is now and has been for several years a trusted foreman of a successful plant.

On February first, 1908, "The National Junior Republic Association" was founded. It is composed of representatives of each Junior Republic and a few other interested persons. The President is Mr. Thomas M. Osborne. The acting executive officer is Mr. George. Its purpose is to supervise the work of the various republics and to charter new ones. It is also the purpose of the association gradually to introduce Junior Republics into every state and territory of the United States.

The Junior Republic work is to be carried on by two methods, known respectively as "Junior Colonies" and "Junior Republics," the former will deal with boys and girls fourteen years old and under; the latter with those from fourteen to approximately twenty-two years. At present writing there are no real Junior Colonies. There is a great demand and need for them, and as the Republics become better established financially the junior side of the work will be gradually developed. However, the pressure has been so great that several Junior Republics have taken a number of children who are under the age limit.

The following is a complete list of Junior Republics already established:—

The George Junior Republic, Freeville, New York.

The National Junior Republic, Annapolis Junction, Maryland.

The Carter Junior Republic, Redington, Pennsylvania.

The Litchfield Branch of the George Junior Republic, Litchfield, Connecticut.

The California George Junior Republic, San Fernando, California.

JULIET BALDWIN, '98.

## LETTERS TO THE EDITOR.

*To the Editor of the QUARTERLY:*

It is of course only a subtle form of "self-love" masquerading as the love of truth that objects to being misreported. But I hope that you will humor my weakness sufficiently to inform the readers of the QUARTERLY that not one sentence of my speech at the Alumnæ Supper is rightly given in your June number. The fault is mine; for I have never, even by accident, been correctly reported in my life, and have come to regard stenography as a myth. I ought to have asked you for a proof. But I cannot in honesty claim credit for the speech as it stands. Like others, I have sometimes strained for after-dinner wit. But in my highest flights of inspiration I never achieved anything so exquisitely funny as the "Pindaric cry" which your stenographer puts in my mouth. Nor did I boast that "Chicago maintains the same standards as Bryn Mawr." My more modest statement was that in some of its graduate departments it endeavors to maintain the standards of Oxford and Berlin. But seriously, I shall be quite unhappy if you allow the absent alumnæ to suppose that the dovetailed fragments of sentences caught by your reporter are what I said.

PAUL SHOREY, '89-'92.

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 THE VALUE OF MR. WHITING'S MUSIC COURSE.

*To the Editor of the QUARTERLY:*

That there will ever be a department of Music at Bryn Mawr, with a place in the college curriculum, is doubtful. It is, moreover, an open question whether such a department can profitably be attached to a college.

The demands of a technical training in any art are so exacting that students who have talent enough to wish to seriously pursue music or painting cannot afford, during their most impressionable years, to divide their attention with rival interests. Such students

will find their best opportunity for education in the foreign or American art or music schools.

The modern academic curriculum, on the other hand, already has demands upon it in too many directions, to be able, with advantage, to give shelter to the art.

There is, however, a borderland where an academic or artistic education can meet, where the former has something to gain by an intelligent understanding of the latter. Most of the universities have courses in recitations in which the history of art is taught, and a knowledge and application of the principles of painting, sculpture and architecture can be gained.

Believing that an acquaintance of this kind with what is best in music is a no less important part of a liberal education, Mr. Whiting has made himself the foremost exponent in this field and has designed a course that effectively meets the needs of students who, while they neither play nor sing, are yet eager to be taught how to listen to music; for good listeners, unlike geniuses, are made, not born, and no one who has been fortunate enough to early acquire a taste for the best music can fail to recognize in it a source of deep and lasting enjoyment and inspiration.

Mr. Whiting gave his college course last winter for the first time at Harvard and Princeton, where the recitals were enthusiastically received by large and attentive audiences of undergraduates. Their success at Bryn Mawr is, I believe, a foregone conclusion.

ETHEL PARRISH.

## THE COLLEGE.

### CALENDAR.

Semester I, 1908-09.

- September 30—The work of the twenty-fourth academic year begins at a quarter to nine o'clock.  
 College Fortnightly Meeting. Sermon by Prof. George A. Barton.
- October 1—Examinations for advanced standing begin.
- October 2—Christian Union reception to the Freshmen.
- October 7—Meeting of the Christian Union.
- October 14—College Fortnightly Meeting. Sermon by the Rev. Floyd W. Tomkins.
- October 15—Laying of the foundation stone of the new Gymnasium on the campus at 3.30 P. M.
- October 16—1909 to 1912.
- October 21—Meeting of the Christian Union.
- October 23—Faculty reception to the graduate students.
- October 24—Senior oral examination in French.
- October 28—President Thomas at home to the entering class in the Deanery at 3 P. M. College Fortnightly Meeting. Sermon by
- October 29—Meeting of the Graduate Club. Address by President Thomas.
- October 31—1911 to 1912.
- October 31—Senior oral examination in German.
- November 4—Meeting of the Christian Union.
- November 6—Lantern Night.
- November 7—Meeting of the Equal Suffrage League. Address by Mrs. Philip Snowdon on the question of Working Women and the Ballot in England.
- November 11—College Fortnightly Meeting.
- November 13—Meeting of the Oriental Club.  
 1910 to 1912.
- November 16—Collegiate and matriculation condition examinations begin.  
 Private reading examinations begin.
- November 18—Meeting of the Christian Union.
- November 20—Musical Recital.  
 Private reading examinations end.
- November 24—Collegiate and matriculation condition examinations end.
- November 25—Thanksgiving vacation begins at one o'clock.
- November 30—Thanksgiving vacation ends at nine o'clock.



## NEW APPOINTMENTS.

William H. Allison, Ph.D., of the University of Chicago, Professor of History and Political Science at Franklin College, has succeeded Professor Robert Matteson Johnston in the department of History, and in addition to the regular group work offered by Professor Johnston, Doctor Allison will offer a Post-Major in English History at the Time of the Stuarts and the Reformation.

Professor James H. Leuba has returned after a year's leave of absence which was chiefly spent at Oxford. He resumes the charge of the department of Psychology, assisted by Mr. Clarence Errol Ferree, Lecturer in Psychology. Just before sailing Dr. Leuba gave an address before the Congress of Religions in Oxford.

Dr. Nettie Maria Stevens, Associate in Experimental Psychology, has been granted a year's leave of absence.

Dr. Charles Clarence Williamson, Associate in Economics and Politics, has returned. He was absent on account of illness during the second semester of 1907-08.

Dr. Chern has been elected to a full professorship in Geology at the University of Oklahoma and is succeeded by Chester A. Reeds (B. S. University of Oklahoma and Graduate Student in Yale University, 1906-08), as Lecturer in Geology, who will offer the work announced by Dr. Chern.

Miss Leila Clement Spaulding (B. A. Vassar College, 1899; Instructor in Archæology at Vassar College, 1903-08; Graduate Student, Columbia University), who has been appointed Lecturer in Art and Archæology, will offer a course in Greek Life, one hour a week, and will give Dr. Ransom's work during her leave of absence in the second semester.

Miss M. Katherine Jackson, Ph.D., of Yale University and Instructor in English Literature for the past three years at Mount Holyoke College, has been appointed to take the place of Professor Donnelly during her year's leave of absence for study abroad.

Dr. Orie Latham Hatcher has given up her work in the Essay department, and as Lecturer in Elizabethan Literature is giving a three-hour seminary and a one-hour graduate lecture course in Elizabethan Literature.

Miss Virginia Ragsdale (Ph.D., Bryn Mawr College) has been appointed Reader in Mathematics and will give the courses in Trigonometry and Geometrical Conics.

Miss Lily Ross Taylor, A.B., University of Wisconsin, 1906, Graduate Scholar in Latin, Bryn Mawr College, 1906-08, and Fellow in Latin, 1907-08, has been appointed Reader in Latin.

Miss Lillie Deming Loshe, A.B., Bryn Mawr College, 1899, A.M., Columbia University, 1903, and Ph.D., 1908, has been appointed to take the place of Miss Fullerton as English Reader during Miss Fullerton's year's leave of absence for study abroad.

Asa Russell Gifford, A.B., Wesleyan College, Middletown, and Assistant in Philosophy, Yale University, has been appointed Reader in Philosophy, and

will offer an elective course in Logic, a Post-Major course in Metaphysical Theory and the usual group work.

Miss Isadore Gilbert Mudge, who was absent on leave last year, has resigned her position as Librarian, and Miss Mary L. Jones, who acted in Miss Mudge's place last year, is now Head Librarian, and will give a series of talks on "How to Use the Library."

Miss Elizabeth Gray succeeds Miss Sisson as Assistant Director of Athletics and Gymnastics.

Miss Mary Ellen Baker succeeds Miss Edna Goss as Head Cataloguer.

Mr. Joseph A. Skelley has been appointed Business Manager.

Miss Anna Delany Fry, A.B., Bryn Mawr College, 1899, has been appointed Junior Bursar.

Miss Friedrika Margrette Heyl, A.B., Bryn Mawr College, 1899, succeeds Miss Elizabeth Farris Stoddard as Warden of Merion Hall.

Dr. Annie Heath Thomas, A.B., Bryn Mawr College, 1897, M.D., Woman's Medical School of Pennsylvania, 1905, has been appointed Assistant Visiting Physician of the College, and will be at the college from four to six on Tuesdays, Wednesdays, Fridays and Saturdays. Dr. Everitt will come to the college on Mondays and Thursdays between four and six as heretofore. Their office will be on the first floor of Merion Hall, and they may be consulted by the students free of charge. They will also take charge of students in the Infirmary, and they will visit students in their rooms at a charge of one dollar per visit, which will appear on the bills.

Dr. Helen Murphy, Examining Oculist of the College, will continue her examination of the eyes of the students, which was found so useful last year, and will examine the eyes of all the Freshmen, Juniors and Sophomores. Her office also will be in Merion Hall.

During the summer the ceiling of the main reading-room of the Library has been decorated by Mr. Lockwood de Forest, who designed the teakwood staircase, the panelling of the reading-room presented to the college by the Alumnae of the College, the screen presented by the undergraduates in memory of Miss Ritchie, and the fountain in the cloister presented by the Class of 1901. The walls of the reading-room have also been made a warmer tone to agree with the ceiling.

The decoration is in the colors used so much in Gothic ceilings, red, blue and gold which will tarnish to a darker metal tone. The patterns selected are those used in Jacobean decoration of the period of the Library.

A new house for the Dean of the College is being built on Merion Avenue next to Yarrow.

The Professor's house, Tan-y-Bryn, on the College Hill has been enlarged and divided into two, thus providing an additional Professor's house.

The arrangement of the offices in Taylor Hall has been altered slightly during the summer so as to make the Business Manager's office more accessible.

For a description of the new Gymnasium see the separate account.

Until the gymnasium is ready for use all the offices, that of Miss Applebee and her assistant, Miss Gray, and of Dr. Everitt, Dr. Thomas and Dr. Murphy, will be in Merion Hall on the first floor. All the entertainments planned by the students will be given on the scheduled dates in the assembly room of Taylor Hall. A grand piano has been placed there for concerts and for the religious meetings of the students which have formerly been held in the gymnasium. For plays a stage will be erected as in the gymnasium and a temporary curtain will be arranged.

#### MATRICULATION SCHOLARSHIPS FROM THE YEAR 1908-09.

- First Matriculation Scholarship for the New England States.*—Elizabeth Harlan, of Chicago, prepared by Rosemary Hall, Greenwich, Conn.
- Second Matriculation Scholarship for the New England States.*—Gladys Elizabeth Chamberlain, of Portland, Me., prepared by Waynelete School, Portland, Me.
- First Matriculation Scholarship for New York, New Jersey and Delaware.*—Eleanor Bontecou, of Orange, N. J., prepared by Miss Beard's School, East Orange, N. J.
- Second Matriculation Scholarship for New York, New Jersey and Delaware.*—Marion Hastings Brown, of Ogdensburg, N. Y., prepared by Balliol School, Utica, N. Y.
- First Matriculation Scholarship for Ohio, Indiana, Illinois, Michigan, Wisconsin and the states west of the Mississippi.*—Helen Margaret Colter, of Cincinnati, prepared by Bartholomew-Clifton School, Cincinnati, O.
- Second Matriculation Scholarship for Ohio, Indiana, Illinois, Michigan, Wisconsin and the states west of the Mississippi.*—Jean Wedderburn Stirling, of Chicago, prepared by the University School, Chicago.
- First Matriculation Scholarship for Pennsylvania and all places not included in the other three districts.*—Helen Herron Taft, of Washington, D. C., prepared by the Baldwin School, Bryn Mawr, Penna.
- Second Matriculation Scholarship for Pennsylvania and all places not included in the other three districts.*—Aileen Hardwick Barlow, of Bryn Mawr, Penna., prepared by the Baldwin School, Bryn Mawr, Penna.

---

#### STATISTICS OF FRESHMAN CLASS, 1908-09.

Average age . . . .	18 years, 7 months.	Conditioned in 3 sections. . . .	7
Median age . . . . .	18 years, 5 months.	Conditioned in 4 sections. . . .	6
<i>Matriculation Conditions:</i>		Conditioned in 5 sections. . . .	3
Clear . . . . .	36		—
Clear except for spelling and punctuation . . . . .	23	Honorable dismissals . . . . .	5
Conditioned in 1 section. . . . .	10		—
Conditioned in 2 sections. . . . .	2	Total . . . . .	92

<i>States.</i>	
Pennsylvania .....	24
New York .....	15
Illinois .....	11
Maryland .....	9
Ohio .....	3
Virginia .....	3
Connecticut .....	2
Iowa .....	2
Minnesota .....	2
Maine .....	1
Massachusetts .....	1
New Jersey .....	1
District of Columbia .....	1
Kentucky .....	1
Louisiana .....	1
Texas .....	1
Indiana .....	1
Arkansas .....	1
Colorado .....	1
Missouri .....	1
Nebraska .....	1
Oregon .....	1
England .....	1
Paris .....	1
Japan .....	1
	—
	87

*Honorable Dismissals.*

Illinois .....	3
Kansas .....	1
England .....	1
	—
	5
Total .....	92

In all 22 states, District of Columbia, England, Paris, and Japan represented:

Fifty-six schools prepared the eighty-seven candidates who entered by examination.

*Honorary Dismissal.*

Newnham College, Cambridge, Mass. ....	1
--	---

Northwestern University .....	2
University of Illinois .....	1
University of Kansas .....	1
	—
	5

*Classification of Schools and Preparation.*

Private schools .....	54
Public schools .....	12
Private tuition .....	2
Private schools and public schools .....	3
Private schools and private tuition .....	11
Public schools and private tuition .....	3
Public schools, private schools and private tuition .....	2
Honorable dismissals .....	5
	—
	92

*Occupations of Parents.*

<i>Professions:</i>	
Law (1 judge) .....	15
Medicine (1 dentist, 1 surgeon) .....	9
Teaching (3 professors) .....	4
Church .....	3
Army .....	1
Technical Engineering .....	6

*Business and Commerce:*

Merchants .....	12
Manufacturers .....	9
Business managers and officials .....	9
Banking .....	8
Insurance .....	3
Brokers .....	3
Publishers .....	2
Trades .....	2
Real estate .....	1
Farming .....	1

*Denominational Affiliations.*

Episcopalians .....	27
Presbyterians .....	25
Jewish .....	7
Congregationalists .....	6

Roman Catholics .....	4	Dutch Reformed .....	2
Baptists .....	4	Lutheran .....	1
Methodists .....	4	Ethical Culture .....	1
Christian Scientists .....	3	No denominational affiliation ....	3
Friends .....	2		—
Unitarians .....	2	Total .....	92

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THE LAYING OF THE CORNER STONE OF THE NEW GYMNASIUM, BRYN MAWR COLLEGE,

October 15, 1908.

The students formed in procession at half past three and were joined by Mr. Albert K. Smiley, of Lake Mohonk, N. Y., the senior member of the Board of Directors, the President of the College, the Director of Athletics and Gymnastics, Miss Constance M. K. Applebee, the Athletic Committee of the Faculty, the present Athletic Committee of the students, Miss Marjorie Young, of Boston, of the Class of 1908, who was influential in raising the funds for the building, Mr. Alba B. Johnson, of Rosemont, Penna., Mr. Alexander C. Wood, the Chairman of the Building Committee of the Board of Directors, Mr. Lockwood de Forest and Mr. Winsor, the architects, and Mr. Gobel and Mr. J. W. Barnes, the builders.

On reaching the Gymnasium speeches were made by Miss Applebee, Mr. Alba B. Johnson on behalf of the donors, Mr. de Forest, Miss Marjorie Young and Miss Cynthia Wesson.

After the speeches Miss Marjorie Young sealed in the corner stone the cash box in which the subscriptions were collected, a list of the subscribers, a picture of the old gymnasium, a photograph of the Sargent portrait of President Thomas and a photograph of the members of the Students' Athletic Board who collected the subscriptions. After the stone was sealed up Miss Cynthia Wesson, President of the Athletic Board, tapped the stone into place and set it with the trowel that was used by President Thomas in laying the corner stone of the new Library.

The following members of the Board of Directors were present, in addition to those mentioned above: Mr. Edward Bettle, Jr., and Professor Rufus M. Jones, of Haverford, Mr. Charles J. Rhoads and Miss Mary E. Garrett, of Bryn Mawr, Miss Elizabeth Butler Kirkbride, of Philadelphia, Mr. Thomas Raeburn White, of Germantown, and Mrs. Francis G. Allinson, of Providence.

The Students' Athletic Association, which raised \$21,000 of the \$34,000 necessary for the building, collected the amount from about 250 subscribers and were assisted by their friends and by the Alumnae of the College.

Over three hundred guests were present at the ceremony, and tea was served afterwards on the campus in front of Radnor Hall.

## THE ALUMNAE.

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'97.

Mary Moriarty Campbell has spent the summer in England.

Elizabeth Clark, formerly professor of English in Wellington College, South Africa, has been traveling as one of the special secretaries of the National Board of Young Women's Christian Associations.

Eleanor Olivia Brownell is head mistress of a preparatory school in Utica, New York.

'99.

Emma Guffey Miller (Mrs. Carroll Miller) has twin sons, John Guffey Miller and Carroll Miller, Jr., born July 22d.

Katherine Middendorf Blackwell (Mrs. Henry Clayton Blackwell) has a daughter, Elizabeth Robinson, born July 24th.

Ethel Levering has announced her engagement to Mr. James Marvin Motley, of Kansas City, Missouri. He is assistant professor of economics at Leland Stanford Jr. University, California. The marriage will take place in the late spring.

1900.

Grace Bowditch Campbell was married on Saturday, October 17th, to Sydney Babson. They will live on an apple ranch in Oregon.

Maud Mary Lowrey is secretary to President Thomas.

Kate Williams, who came East for Grace Campbell's wedding, has been staying at the Bryn Mawr Club in New York.

Eleanor Anderson Tanner is in Greenwich, Connecticut, for a few months.

Johanna Kræber was married on September 3d to Mr. Hermann Rosenthal.

Constance Rulison and Louise Narcross are spending the winter in Italy.

Elisa Dean Findley has a son, Joseph Dysart Findley, Jr., born July 25th, at Altoona, Pa.

'01.

Mary Farwell Ayer spent the summer in England.

Elizabeth Dabney Langhorne Lewis is in Washington on the Government Bureau of Labor.

Edith Houghton Hooker has a son, Donald Houghton Hooker, born September 18th.

Evelyn Walker spent the summer in Norway, Denmark, and Northern Germany.

Caroline Seymour Daniels is engaged to Philip Wyatt Moore, secretary to the Railway Specialty and Supply Company of Chicago.

Marion Reilly and Marion Parris attended the convention of the Association of Collegiate Alumnae in California this September.

Lucia Shaw Halliday Macbeth (Mrs. Norman Macbeth) has a son,

John Halliday Macbeth, born in September.

Fannie Souther Sinclair Woods (Mrs. Andrew Henry Woods) has a second son, Francis Marion Woods, Jr., born October 8th.

'02.

Jean Butler Clark has married Mr. Jacques André Fouilhoux.

'03.

Louise Parke Atherton Dickey (Mrs. Samuel Dickey) has been studying at Marburg University, Marburg-in-Hesse.

Gertrude Dietrich was married September 29th, at Farmington, Connecticut, to Herbert Knox Smith, Commissioner of Corporations.

'04.

Clara Cary Case returned September 11th from a four months' trip abroad.

Eleanor Harryman McCormick was married on June 5th to Dr. Marshall Fabyan, of Boston.

'05.

Alice McKinstrey Meigs was married July 9th, at Evanston, Ill., to Arthur Orr, an attaché of the American Embassy at Berlin. Her address is: 10 W. Matthäikirchstrasse, Berlin, Germany.

Isabel Adair Lynde has announced her engagement to Francis Dammon, of Baltimore, Md.

Avis Putnam has been spending the summer in the West, visiting Freddie Le'Fevre and Alice Meigs. She has now moved to Montclair, N. J., for the winter.

Margaret Nichols, Florence Waterbury, Margaret Thurston have been spending the summer abroad.

Caroline Morrow is still in Paris studying singing.

'06.

Lucia Osborne Ford is to be at Hull House this winter as Miss Addams' private secretary.

Anne Stokely Pratt and Augusta Graham French are in Europe.

Helen Brown Cribbons (Mrs. Herbert A. Cribbons) is living in Turkey, where her husband is professor in one of the colleges.

Helen Estabrook Sandison is holder of a Fellowship in English at Bryn Mawr this winter.

Frances Marion Simpson is to be married on November 21st to Dr. George S. Pfahler, of Philadelphia.

Grace Bennett Wade was married October 1st to Mr. Ernest D. Levering, of Baltimore.

Anna MacClanahan has gone abroad for the winter.

Adelaide Walbaum Neall is one of the secretaries of the Bryn Mawr School, Baltimore.

Virginia Alice Cooper was married to Mr. David Hartwell Ladd on November 12, 1907.

'07.

Margaret Baker Morison is assistant teacher of English in the Bryn Mawr School, Baltimore.

Letitia Butler Windle will do work this winter for the Charity Organization Society of Baltimore.

Susan Delano McKelvey (Mrs. Charles W. McKelvey) has a son.

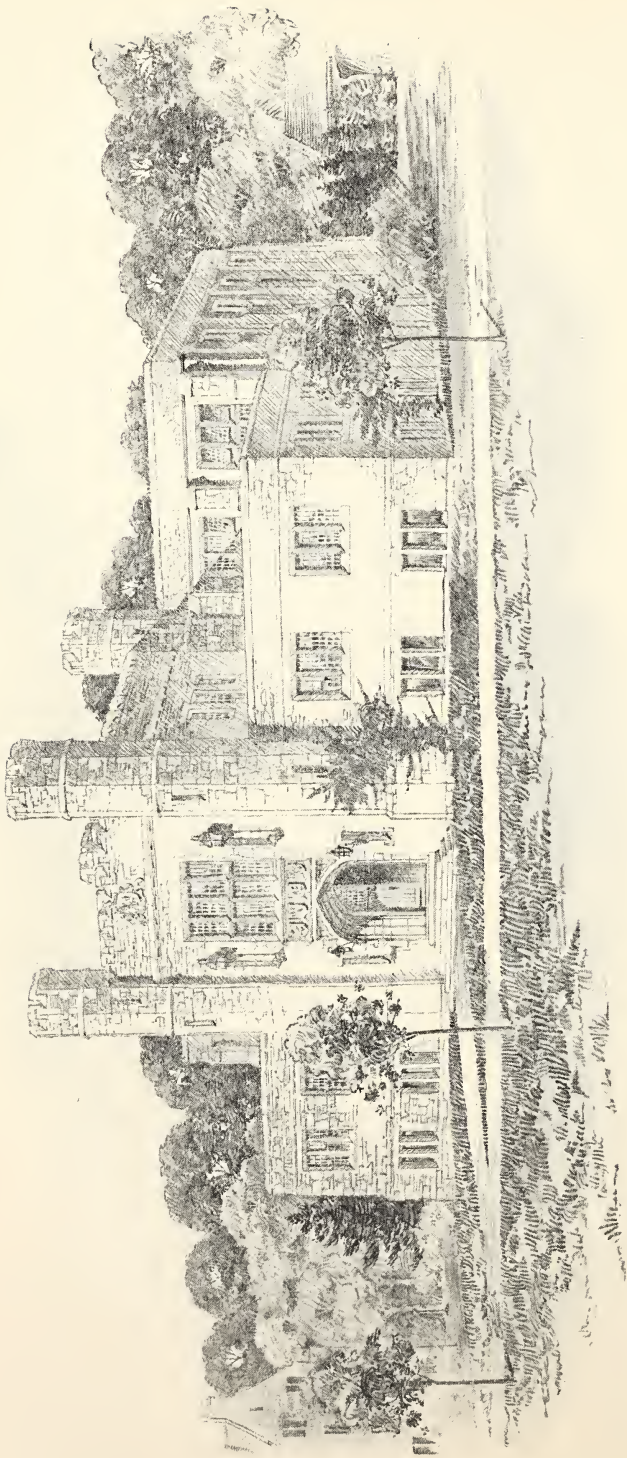
Helen Roche Tobin (Mrs. Arthur Tobin) has a son, Arthur Roche Tobin, born August 16th.

'08.

Martha Plaisted is teaching at Sweetbriar College, Virginia.







•Gymnasium•  
•West Front from the  
•Campus•

# BRYN MAWR ALUMNAE QUARTERLY

VOLUME II

JANUARY, 1909

No. 4



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OF BRYN MAWR COLLEGE

Entered as second-class matter, March 9, 1908, at  
the Post Office at Bryn Mawr, Pa., under the act of  
Congress, March 3, 1879.

# THE BRYN MAWR ALUMNAE QUARTERLY



## EDITORS.

MARIAN T. MACINTOSH, '90, *Editor-in-Chief.*

EDNA ASTON SHEARER, '04.

IDA LANGDON, '03.

CAROLINE S. DANIELS, '01.

---

ALICE MARTIN HAWKINS, '07 .....*Business Manager*

JANE C. SHOEMAKER, '05 .....*Assistant Business Manager*



# THE BRYN MAWR ALUMNAE QUARTERLY

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VOL. II.

JANUARY, 1909.

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## THE ALUMNAE ENDOWMENT FUND.

On Friday, January 15, 1909, the President of the Alumnae Association was invited to attend the regular monthly meeting of the Board of Directors, so as to make, in person, the formal presentation of the first \$100,000 of the Alumnae Endowment Fund. Thomas Raeburn White, Esq., a member of the Board of Trustees, kindly attended to putting in its final form the deed of gift, based on the resolutions of the last annual meeting of the Alumnae Association. It reads as follows:

THIS INDENTURE, made this fifteenth day of January, A. D. 1909, between the ALUMNAE ASSOCIATION OF BRYN MAWR COLLEGE, a corporation organised under and by virtue of the laws of the State of Pennsylvania, of the first part, hereinafter called the Donor, and the TRUSTEES OF BRYN MAWR COLLEGE, a corporation organised under and by virtue of the laws of the State of Pennsylvania, of the second part, hereinafter called the Donee:

WHEREAS, It is the intention of the Donor to add to the endowment of Bryn Mawr College a fund, of which the income may be used for Academic salaries; and

WHEREAS, It is the intention of the Donor in making this gift to increase salaries paid to professors, and not to enable the Donee to expend for other purposes money which but for this gift would have been used to pay professors; and

WHEREAS, The Donor at a meeting of its members, duly called, passed a resolution as follows:

*“Resolved,* That as soon as One Hundred Thousand Dollars have been collected, the Board of Directors of the Alumnae Association of Bryn Mawr College be empowered to hand over this sum to the Trustees of Bryn Mawr College under a deed of gift, embodying the following conditions:”

The conditions therein mentioned being the same as are hereinafter more fully set forth:

NOW THIS INDENTURE WITNESSETH, That the Donor for the purposes above mentioned has given, granted and confirmed, and by these Presents does give, grant and confirm, unto the Donee, its successors and assigns, the sum of One Hundred Thousand Dollars (\$100,000) IN TRUST to invest the same and keep invested and use the income thereof in accordance with the following conditions, and for the following purposes:

1. It shall be held as a fund for the endowment of a chair, the holder of which shall be the head of a department of Bryn Mawr College, the department to be decided on by the Donor in conference with the Board of Directors of Bryn Mawr College.

2. The annual income of the fund shall be devoted primarily to payment of the salary of the holder of the endowed chair. If, in order that disproportionate salaries in the College shall not be paid, it is deemed inadvisable by the Board of Directors of Bryn Mawr College to pay the whole of said amount in any year to the holder of the endowed chair, the surplus shall be used to increase the salaries of other heads of departments, who are full professors: *Provided*, That the amount which but for this endowment would be required to be expended for the salary of the holder of the chair endowed shall be used in the same manner to increase the salaries of other full professors, who are heads of departments.

3. The Donee shall have full power to invest the fund at its discretion, without being restricted to so-called legal securities, provided that no part of it shall be invested in halls of residence for students.

4. The Board of Directors of Bryn Mawr College shall make an annual report of the fund, showing income and expenditures, to the Board of Directors of the Donor.

5. If any of the terms of this deed are not carried out, the fund hereby granted shall revert to the Donor, and its successors: *Provided, however*, That the terms of the deed may be changed by the mutual consent of the Donor and Donee, upon request of the Board of Directors of Bryn Mawr College.

6. This gift is to be part of a larger endowment fund for Academic purposes, to be hereafter created, and the Donor reserves the right, in connection with future gifts, to make any changes or further stipulations which may then be provided for in reference to the management or use of the fund hereby granted.

7. It is mutually understood and agreed that the terms of this deed are to bind the successors and assigns of the parties hereto.

IN WITNESS WHEREOF the Donor, the Alumnae Association of Bryn Mawr College, has caused this Indenture to be signed by its President, attested by its Secretary, and its corporate seal to be hereto affixed, and the Donee, the Trustees of Bryn Mawr College, has caused this Indenture to be signed by its Chairman, attested by its Secretary, and its corporate seal to be hereto affixed the day and year first above written.

ALUMNAE ASSOCIATION OF BRYN MAWR COLLEGE,  
By EVANGELINE WALKER ANDREWS,  
*President.*

Attest:  
MARTHA GIBBONS THOMAS,  
*Secretary.*

TRUSTEES OF BRYN MAWR COLLEGE,  
By HOWARD COMFORT,  
*President.*

Attest:  
CHARLES J. RHOADS,  
*Secretary pro tem.*

Accompanying the deed was a letter specifying certain details in the administration of the fund.

*To the Trustees of Bryn Mawr College:*

We hand you herewith a deed, making a donation of \$100,000, as a part of the Alumnae Endowment Fund, to be held by you in trust, in accordance with the terms thereof.

We have already advanced or agreed to advance to you the sum of \$26,000, to be used as follows:

For construction of Dolwen . . . . .	\$9,000
For Gwynfa improvements . . . . .	1,000
For Tan-y-Bryn improvements . . . . .	6,000
For construction of new house for Dean Reilly.	10,000

It is understood and agreed that this \$26,000 invested in the above mentioned improvements, shall be considered as part of the fund donated by the accompanying deed of gift, and that you are hereby released from any future payment of the principal sum, provided that each year you shall pay into the income of the Alumnae Endowment Fund an amount equal to interest on said \$26,000 at the rate of four and one-half per cent per annum.

It is our wish that the interest upon this fund shall first be applied to the purposes expressed in the deed during the College year 1909-1910, and that during that year all full professors



who are heads of departments during the year 1908-1909, shall participate in the benefits of the fund; not, however, meaning by this to exclude any other full professors, who are heads of departments and whom you may see fit to include.

With regard to the Chair to be endowed by us, as set forth in the accompanying deed of gift, we suggest the Chair of Mathematics.

Will you kindly advise us by letter whether you accept this gift, upon the terms stated, and agree to our suggestion of the Chair of Mathematics as the one to be endowed.

Yours very truly,

ALUMNAE ASSOCIATION OF BRYN MAWR COLLEGE,  
By EVANGELINE WALKER ANDREWS,  
*President.*

Attest:

MARTHA GIBBONS THOMAS,  
*Secretary.*

The fund, as receipted for by the Treasurer of the College, consisted of the following securities and cash:

	Market Price.	Market Value.
\$5,000 Canada Southern 1st mtg. 6's, 1913..	109¼	\$5,462.50
5,000 Chicago, Burlington and Quincy (Ill. Div.) 4's, 1949 .....	105	5,250.00
5,000 Chicago, Rock Island and Pacific gen. mtg. 4's, 1988 .....	102¼	5,112.50
5,000 New York Central and Hudson River R. R. 3½'s, 1997 .....	96	4,800.00
5,000 New York City Corporate Stock 4½'s, 1957 .....	112½	5,625.00
5,000 New York and Erie 1st mtg. 4's, 1947	99½	4,975.00
5,000 Penna. R. R. 10-year 3½'s, 1915....	95¼	4,762.50
5,000 Phila., Baltimore and Washington 1st 4's, 1943 .....	104	5,200.00
5,000 Pittsburg, Cincinnati, Chicago and St. Louis con. mtg. 4½'s, 1942 .....	106¾	5,337.50
6,000 Phila. and Reading improvement mtg. 4's, 1947 .....	101	6,060.00
5,000 Standard Steel Works Co. 1st mtg. 5's, 1928 .....	100	5,000.00
Bond and mortgage, Marion Reilly <i>et al.</i> to Alumnae Association, Bryn Mawr College, Kennedy prop- erty, Bryn Mawr, 4½ per cent, 5 years.....		20,000.00

Loans to Trustees of Bryn Mawr College:	
Note dated July 16, 1906, for 5 years at 4½ per cent .....	\$8,000.00
Note dated April 5, 1907, for 5 years at 4½ per cent .....	1,000.00
Note dated January 6, 1908, for 5 years at 5 per cent .....	1,000.00
Note dated July 23, 1908, for 5 years at 5 per cent .....	2,500.00
Note dated October 19, 1908, for 5 years at 5 per cent .....	5,600.00
Accrued interest on loans to Trustees of Bryn Mawr College, September 30, 1908, to December 31, 1908 .....	215.00
Cash .....	4,100.00
	\$100,000.00

Most of the investments were made a year ago, and the increase in their value since that time represents a gain to the fund of \$2,802.50. The mortgage was taken by the Alumnæ Association when the Inn was bought by representatives of the Students' Building Committee in order to secure for the College friendly control of this important piece of adjoining property. The contribution of the Baldwin Locomotive Works was made in the form of five Standard Steel Works first mortgage 5 per cent bonds.

Some anxiety at the last moment, as to whether there would be sufficient cash to complete the fund, was relieved by two very timely contributions; one of \$888 from the Baltimore Committee, and one of \$500 from Mr. Charles J. Rhoads, of the Board of Trustees.

The present fund will make possible an addition of \$500 to the salary of each full professor now at the College. This is a notable gain, but the need of endowment is still so great that the Finance Committee hopes the alumnæ will regard their achievement primarily as an incentive to work for the next instalments of the fund.

New York and Philadelphia are the places to which we look for immediate results. New York is organising a central committee to consist of ten chairmen of sub-committees each of which will undertake to raise \$10,000. Alice Day, '02, is chairman of the central committee. There will also be an advisory committee of business men.

The Philadelphia Committee has held three meetings this winter and is making a canvass of all the alumnae and former students of the neighborhood to find out what work they are willing to do. In December the committee was invited to luncheon in Pembroke Hall.

On January 8th it gave a tea in Pembroke for the Senior Class. Members of the committee spoke informally about the fund, and a great deal of interest was shown. The Philadelphia Committee reports a promise of \$1,000 conditional on an endowment being raised for the Chair of Biblical Literature.

The Finance Committee has invited all the class collectors and local chairmen to dine at the College Inn on the evening before the annual alumnae meeting, to discuss plans for the coming year.

ELIZABETH BUTLER KIRKBRIDE,  
*Secretary Finance Committee.*

## MOODS AND TENSES.

### PROFESSOR MAHAFFY ON THE IRISH RACE.

In an address neither humorous nor erudite, Professor Mahaffy endeavoured to explain the "Irish Race." Whether anyone understood who and what the Irish are after he had done is really to be doubted; but few could fail to perceive that modesty withheld him from praising his own. To believe that his enthusiasm for his own people was to be measured by his words is hardly credible; for he seemed to find nothing to admire in the Irish except the fast-vanishing traces of the pre-Celtic Firbolgs. To them he ascribed whatever of grace and gentleness may be found in the Irish manner, whatever of charm and beauty may be seen in Irish faces. Some share in forming the Irish character he granted to Norman and to Scot, a large share to the Irish climate, dwelling on its variations of bracing and relaxing quality with that subtlety so baffling to the American, inured to hardship by the feats of his thermometer, and insensible to gentle gradations of temperature, and slight differences of climate. Spaniard he knew, and Dane he knew, French Huguenot and Greek trader; but where, oh where, was the Celt, the all-absorbing, the all-excelling Celt? He had vanished as by enchantment. One wave of the magic Firbolg and he was gone.

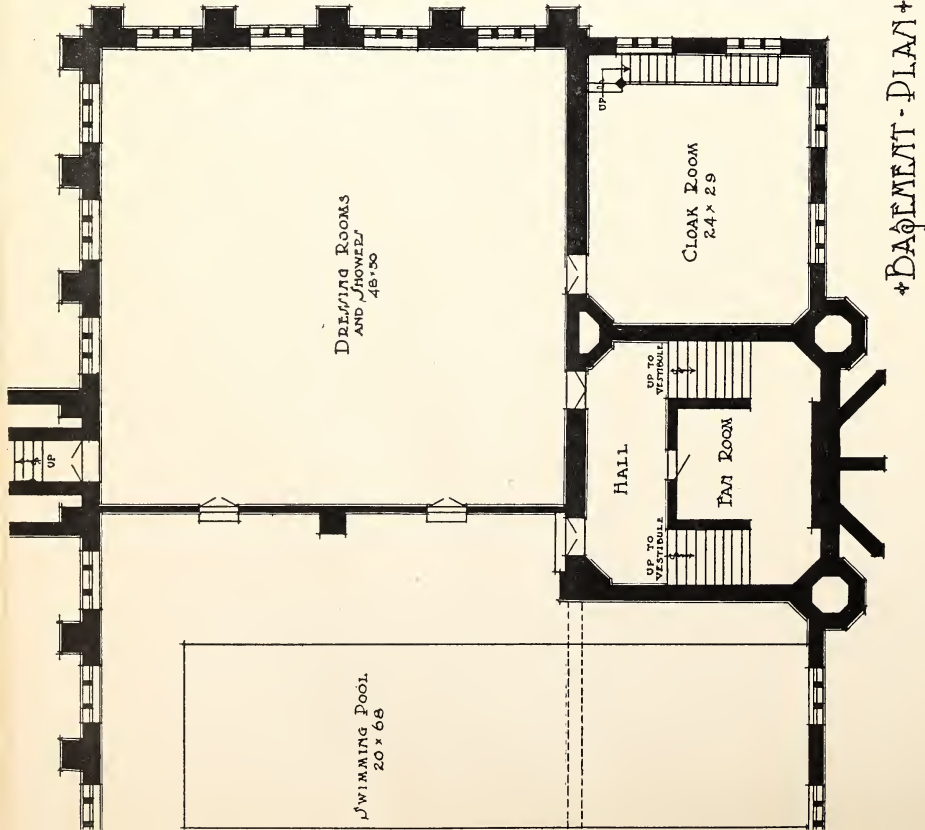
It was excellently done, craftily and cleverly; but the known animosity of Mr. Mahaffy to the Celt and the Celtists could not be hidden. Trinity College has found a new method of fighting, and no longer attacks her foes openly, but raises aloft her Firbolg and the Celts vanish—provided they are not there.

The droll warfare which Mr. Mahaffy is waging is inspired by the disdain which Trinity has for the native civilisation of Ireland, a civilisation to which, as M. Paul-Dubois says in his *L'Irlande Contemporaine*, "the ablest students of Celtic archæology and Celtic philology have been devoting their researches for half a century." That Trinity College is, as he says elsewhere, "a definitely anti-Irish establishment, separated from the rest of Ireland as if by the Great

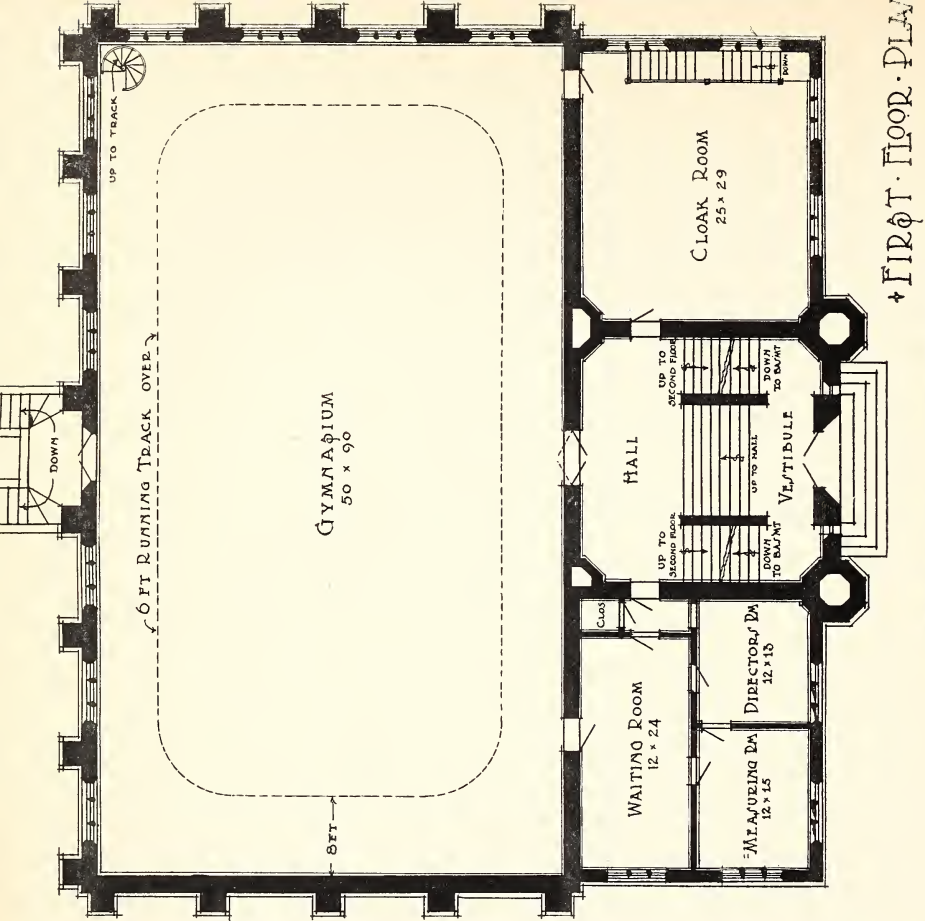
Wall of China," and "has never exercised any influence on the country, except by means of reaction or 'repulsion'," is a part of the Irish question; but that it has done all that it could to make difficult of access its store of Irish manuscripts is a matter of concern to Celtic scholars everywhere.

Were it not for this wilful disregard of ancient records and modern research he could hardly suggest that the Firbolgs were his discovery, "a people to whom I have given the name," when a seventeenth century annalist thus describes them: "Everyone who is black-haired, who is a tatler, guileful, tale-telling, noisy, contemptible, every wretched mean, strolling, unsteady, harsh, and inhospitable person, every slave, every mean thief, every churl, everyone who loves not to listen to music and entertainment, the disturbers of every council and every assembly, and the promoters of discord among the people, these are the descendants of the Firbolg." The description suggests an acquaintance no less intimate, if less agreeable, than Mr. Mahaffy seems to enjoy; but that still another opinion was possible may be proved by reference to a very ancient book, *The Cattle-Raid of Cooley*, as we call it in English. In the words of Maeve, the great queen of Connacht, "they give cause for praise, for while others were choosing their camping-ground, they had made their booths and shelters; and while others were making their booths and shelters, they had their feasts of bread and ale laid out; and while others were laying out their feasts, these had finished their food and fare; and while others were finishing food and fare, these were asleep." A people so forehanded she rightly deems helpful in time of war. The deliberate avoidance of Celtic writers is probably responsible also for the assertion that "the composite nature of Irish civilisation has, as yet, hardly been realised;" for sagas and annals alike abound in references to Fomonians, Nemedians, and Milesians. Mac Firbis, the annalist before referred to, openly recognises the mingling of the races in saying, "that it is possible to identify a race by their personal appearance and dispositions I do not take upon myself positively to say, but it may have been true in the ancient times, until the races became repeatedly intermixed;" while the study of Irish place-names, the criticism and translation of Irish texts shows that modern scholars are devoting no small share of their time to the discovering of the

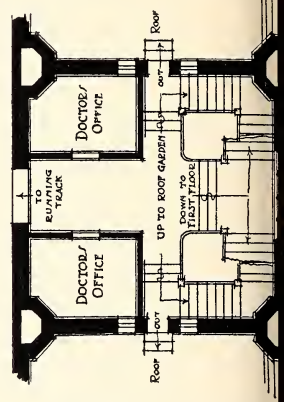




\* BASEMENT PLAN \*



\* FIRST FLOOR PLAN \*



THE GYMNASIUM.

sources from which Irish civilisation sprang and the many influences to which it has been subjected. Had Mr. Mahaffy's political prejudices allowed him to consult the *Ulster Journal of Archæology*, the scholarly treatment of Danish influences, by Dr. Sigerson in *The Bards of the Gall and the Gael*, and the *Literary History of Ireland*, by Douglas Hyde, to mention but a few of the more accessible and popular sources of information, he would know that the subject of Irish origins was not entirely ignored. For many reasons Mr. Mahaffy's refusal even to acknowledge the work of Celtic scholars is to be deplored; but for none more than the peculiar opportunity for research offered by the Firbolgs themselves. A delightful fitness lies in Mr. Mahaffy's choice of them rather than their kinsmen, the Tuatha De Danaan, although it must be purely accidental; for he could never know, since Celtic annalists and scholars are responsible for the information, that the Firbolgs had the pre-eminent advantage of a prolonged stay in Greece. Traces of Greek influence are to be found, it is said, in the early Irish literature. In the interest of pure scholarship Mr. Mahaffy might be expected to devote himself to discovering them; but from this congenial task he is withheld by his views on Irish politics.

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#### THE NEW GYMNASIUM.

An account of the opening of the new gymnasium was given in the October issue of the *QUARTERLY*; but the plans and pictures of the building had to be held over until now.

The new gymnasium was designed by the architects, Mr. Lockwood de Forest and Mr. Winsor Soule, in the collegiate Gothic style of the other buildings. It is of gray native stone with limestone trimmings and is entered from the campus through an entrance tower flanked by four turrets.

The dimensions of the main exercising room are 89 feet by 50 feet by 22 feet, and are large enough for a gymnastic class of 100 students and for indoor tennis and basket-ball. The new running track is 6 feet in width instead of 4 feet as formerly, and will conform to modern requirements. The swimming pool, which has



been preserved from the former building, is adequately lighted through windows along its entire length and will be properly ventilated, the supply of air being changed every ten minutes. A double staircase ascends through the tower to the roof garden, 89 feet by 50 feet, which may be used for class suppers and other purposes.

It is in a great measure to the undergraduates that we owe the new gymnasium. Setting aside all incentives which they may have had in athletic ambition and present discomfort, the achievement was an extraordinary one. Within a few months, and without the assistance of the alumni, they raised \$21,000. Energy, self-denial, ability are all to be found in the record of their success. As the classes 1908-1911 one after another become members of our association we shall look to see the students' building become a reality, and the Endowment Fund grow apace.

To the tried and steadfast friends and faithful neighbors who contributed the \$13,000 necessary over and above the sum raised by the undergraduates we are deeply grateful.

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#### THE COLLEGE BOOK PLATE.

Once more the College is indebted to Miss Mary Garrett for ministering to our necessities. No one who ever looked at the inscriptions in the books presented to the College Library would deny that they were unworthy both of givers and gifts, to say nothing of Bryn Mawr itself. A book plate has, therefore, been long desired, but, relatively a luxury, it has had to bow to more urgent demands.

Now, however, it is ours, beautiful, dignified, and altogether worthy, coming as a sort of fairy godmother gift, unsolicited and beyond our hopes. For this and for her gift to the Library of a set of the Catalogues of the British Museum, the Alumnæ would thank Miss Garrett.

A facsimile of the book plate is shown on the opposite page. The design, by Mr. Lockwood de Forest, is for a wood cut. The plates are to be printed directly from the block, and will thus have a pleasing ruggedness of outline.



**THIS BOOK IS THE GIFT  
OF**

Facsimile of the Book Plate  
designed by  
Mr. Lockwood de Forest.



## AN EXPERIMENT IN SOCIOLOGY.

The following account appeared in the Philadelphia "Public Ledger" of January 20th:

To obtain actual knowledge of the conditions in the factories and to enter into the daily life of the girl bread winners who work long and weary hours, two college graduates of this city, Miss Fanny T. Cochran and Miss Florence L. Sanville, sought and found employment in silk mills of the anthracite region of Pennsylvania.

In an itinerary of three weeks, they visited sixteen towns, and when the day's work was done, went home with the girls with whom they toiled during the long hours and got glimpses into their social life and influences that surrounded young people in the mining section. The project was planned by Miss Cochran and Miss Sanville without consulting their friends and then they quietly departed for Schuylkill County.

This work was performed in the interest of the Child Labor bill, which has been prepared at the instance of the Consumers' League, of which both young women are members, and of which Miss Sanville is executive secretary. Miss Cochran is a graduate of Bryn Mawr College and Miss Sanville of Bowdoin College.

Miss Cochran was seen at her home, 131 South Twenty-second street, last night, but talked modestly about the achievement of herself and companion. The report of their work, she said, had been prepared by Miss Sanville for the Consumers' League and would form part of the presentation of facts when an opportunity was given to appear before a committee of the Legislature in the interest of the measure.

"We simply wanted to see the industrial conditions as they are," said Miss Cochran, explaining the object of their visit. "Both of us have often been in the mills and examined the conditions, the ventilation, sanitary conditions and other things which enter into the work, but we came to the conclusion that the only way to meet the factory girls on an equal footing and get a close and satisfactory look at things as they are, was to put ourselves in the places of these girls.

"As the silk throwing industry presented what we thought was the best subject for a study of the young girl factory workers and their needs, we decided to go into the anthracite belt of this State."

Dressed like factory girls, Miss Cochran and Miss Sanville presented themselves before sunrise at the factories and asked for employment. In order to cover as many mills as possible, they did not apply to the same factories, but owing to the industrial depression, they were not able to get work as often as they desired. Before work hours in the morning and at noon, the college girls talked to the operatives, and in that way learned much and got a clear insight into conditions which seemed to be general and which the bill to be presented will seek to remedy.

Much of the time was spent in the Scranton district, but many mills in Schuylkill County were visited, and upon these the report elaborates.

"What we wanted to get at," continued Miss Cochran, "were these four things: First, the workers; second, the wages paid; third, the hours of employment, and, fourth, the environment of the girls in the factory. We visited twenty-eight factories and while in many of them the conditions were very bad, in some the law was well observed as to sanitation and needed facilities.

"About sixty per cent of the silk throwing mills are in the Pennsylvania anthracite region, and this is due to the cheap labor obtainable. I could not help being impressed by the youth of most of the girls. Most of them were under twenty years of age. One characteristic I noticed was that nearly all of the girls lived at home; not many were in boarding houses. With the single exception of Scranton, we came across no workers who were boarding."

The experiment seems to have been carried out most thoroughly and along really practical lines. It was evident to Miss Cochran and Miss Sanville that five reforms were particularly necessary.

"A shortening of the working day and week.

"A further restriction of night work to girls of at least eighteen years of age.

"More strictly enforced sanitary provisions, both as to cleanliness and privacy.

"Some provision, if possible, forbidding the carrying of heavy weights by girls and women.

"An efficient body of officials to enforce the law."

BRYN MAWR GRADUATES AND THE PUBLIC  
SCHOOLS.

One of the Philadelphia dailies mentions a proposed change in the reading required of pupils in the public schools. The reasons given for the change no less than the change itself are hard to understand. For Shakespeare's plays and the Greek Myths are to be substituted,—*Hawthorne's Wonder Book*, *Grandfather's Chair*, *The Bunker Hill Oration*, and *Alice in Wonderland* as less likely to make the pupils morbid.

From a teacher's point of view the change has nothing to recommend it; while from the point of view of every cultivated person it must seem little short of shocking.

After reading the paragraph, the editor could not help wondering whether the large body of Bryn Mawr graduates, who have been prepared in the public schools, could not exert a much greater influence than individual members of the Board of Education, or of the Public Education Association, who have not had their training in those schools, can ever do. They might understand the peculiar conditions which led to such a step, and be able to overcome the difficulty, without relegating the masterpieces of English literature to the top shelves of the libraries. An examination of one list of Bachelors of Arts shows that their number and influence is by no means inconsiderable. What could they not accomplish if they organised themselves as a somewhat informal body to aid in making the public school as efficient as may be?

## THE WORK OF THE TENEMENT HOUSE DEPARTMENT OF THE CITY OF NEW YORK.

One of the most significant features of modern industrial and social development is the growth of large cities. This means the crowding together of many people in a restricted territory, and this in turn means the crowding of houses with people and the crowding of building sites with houses. The results are seen all about us. The method of building dwellings so that they shall cover the greatest possible proportion of their lots and tower as far as possible into the air creates canyon-like streets and well-like courts without and tiny dark living rooms and bedrooms within; the consequent lack of light and ventilation leads directly to physical and moral disease. Tuberculosis, other contagious diseases of various kinds, anæmia, the vice of drunkenness, and other vices, are fostered and favored in the dwelling characteristic of crowded cities, known as the "tenement house."

New York City felt the evil perhaps earlier and more extensively than any other city in this country. This was due primarily to the fact that its unequalled harbor makes it the gateway of immigration for the entire country, and secondarily to the shape of the island itself, a long narrow tract, with two great rivers for barriers which are difficult to pass, and which leave only a restricted tract for building purposes. In this narrow space the great mass of foreigners who poured in year by year, and who could not or would not make their way out of the city, had to find living accommodations. Builders and landlords finding their opportunity in this situation, made use of it to their own profit, by providing the big barrack-like tenement characteristic of New York some years ago, whereby the greatest possible number of people may be housed on a given area, with the greatest possible expense to themselves in return for the poorest possible accommodation.

The physical and moral evils arising from the prevalence of this type of housing were so great that they forced themselves on public attention from the very beginning, and various organized efforts toward reform were made from time to time, resulting in legislation which was more or less effective. The first thorough-

going, comprehensive plan of reform was carried through in 1901, when, through the State Legislature, the present Tenement House Act, applying to cities of the first class, that is to say, to New York City, and to Buffalo, was passed. At the same time, provision was made in the revised Charter of New York City for the establishment of a new municipal department, to be known as the "Tenement House Department," to carry out the provisions of the act. This new department was also to take over the functions which were formerly divided among the different city departments and which related to the light, ventilation, protection from fire and sanitary condition of tenement houses, old and new. Perhaps the most important feature of the act is its stringent provisions relative to the construction of new tenements. These absolutely prevent for the future the erection of the old type of dark tenement. The "new law tenement," as it is called, must have ample court and yard space, windows opening on the outer air for every room, fire escapes of improved pattern affording safer exit than the old type with vertical ladders, and other desirable features which there is not space to enumerate.

In the period of six years and a half between January 1, 1902, when the department was organized, and July 1, 1908, plans have been filed for the erection of 20,608 buildings to accommodate 240,-175 families, or over a million people. This is about double the total increase of population for the city between 1900 and 1905, showing not only that the additional accommodation needed for the increase of population is of this better type, but that some at least of the population originally quartered in the older tenements are now housed in a much better way.

Another important feature of the act is its requirement of structural changes in old tenements. A "tenement" by definition of the law is a building occupied or arranged to be occupied by three families or more, living independently of each other, and doing their cooking on the premises. That is to say, this classification covers the entire range of housekeeping apartments, from the worst to the best, from "Hell's Kitchen" to the Ansonia. In 1902, when the department was organized, it was estimated that there were about 80,000 tenements in the greater city—40,000 in Manhattan, nearly 40,000 in Brooklyn, Queens and Richmond, and a few hundred in the Bronx. The greater portion of these were not, however, the better class apartments, but distinctly dwellings of the poor. An



investigation made in 1902 showed that in 56,000 of the then existing tenements 37,460 had one or more dark interior bedrooms, that is, rooms without windows opening to the outer air. In most cases these rooms had no windows at all, the only means of light and ventilation being the doorway opening into the next room. The same canvass showed 6,314 buildings with dark hallways, and, worst of all, 9,161 with yard closets, most of which were of the peculiarly offensive type known as the "school-sink." It can readily be imagined what a noisome pest such a fixture as this would be in the narrow tenement back yard. Placed necessarily in close proximity to living room windows on the ground floor, its odors were carried story by story up the narrow brick chasm as through a chimney, poisoning the air of each apartment to the very top. And in many cases the preparation of food products went on in the same yard, in the close neighborhood of the school-sink. Many photographs in the department's collection show ice cream being frozen or macaroni drying on racks near the foul row of yard closets. When it is remembered that this yard is, in many cases, the only playground of the children, the harm done by this wretched appliance can be imagined. The law required the removal of all the conditions above referred to, and other structural changes.

Such a stupendous task could not be completed in a minute, especially within the limits of the appropriation granted yearly to the department for its work. But of the school-sinks and other types of yard closets 5,279 have already been removed and replaced by closets of modern type, one for every two families in the house, making a noticeable improvement in sanitary conditions, and each year a greater proportion of the other structural changes is being effected. In addition, the department has the constant oversight of all classes of tenements to see that they are kept in proper sanitary condition. The law requires a periodic inspection of all the poorer class of tenements, a task which keeps the inspection force busy indeed. In addition to the duties above named, the department must attend to all complaints made by tenants and others as to the condition of tenement houses. What this task amounts to may be seen from the fact that the department receives about 40,000 complaints yearly, all of which must receive due and proper attention. And the majority of these complaints are well founded, so the department is not spending its time attending to foolish or trivial objections, but

is helped by the complaints to find out evil conditions that need to be remedied.

The force required for carrying on this work is necessarily a large one. The entire city is divided into districts, each of which is covered by an inspector, who must examine into all the conditions covered by the law. Inspectors must have a thorough familiarity with the law itself, which is very detailed, and must besides have a good general knowledge of plumbing and sanitation. The inspectors are appointed from civil service eligible lists, after examination in the subjects bearing on their work, and, from time to time, women have taken these examinations and received appointments in the department, although the bulk of the force is made up of men. At the present time there are perhaps ten or a dozen women inspectors among the entire inspectorial force of about two hundred. It is of interest that many of the women inspectors were college graduates, who found this occupation a congenial opportunity for rendering social service, and it is also of interest that their work as a whole has been found efficient and satisfactory.

Year after year the attempt is made in the Legislature to mutilate this beneficent act, or even do away with it altogether, leaving the poor again at the mercy of greedy landlords and speculators. But so far there has proved to be sufficient civic spirit in the city to repel these attacks. Year by year the department grows to be more and more an integral part of the city's life, and the act is more and more proving itself to be necessary. Cities all over the country, inspired by the example of New York, are waking up to see and to remedy their own evil conditions, and they all look to the Tenement House Act and the Tenement House Department of New York as models by which to guide their own procedure.

It would be an extravagant claim to make that the Tenement House Act and the Tenement House Department have already established ideal housing conditions in such a buzzing hive of humanity as the City of New York, but perhaps the advance of the reform is all the more certain for being gradual, taking at each step only so much ground as can be effectively defended and maintained, so that each step thus held becomes the starting point of further, more rapid progress, and the setbacks that an ill-considered and too radical reform inevitably incurs are avoided.

KATE HOLLADAY CLAGHORN, Bryn Mawr, 1892; Yale, 1906.

### MARGARET WHITALL, 1905.

On the desk before me lies a sheaf of crumpled pages—a little collection from the daily themes of an undergraduate. It would be only natural to presuppose them a series of lifeless paragraphs, here and there illumined by a happy turn of phrase or a gleam of humour, but showing, for the most part, both between the lines and in them, unmistakable traces of indifference and effort. Few people in this world are able to make full and ready expression of themselves in any way, and out of the range of these fortunate ones, it is a thin and broken pile that can set forth in adequate words its thoughts, impressions, and messages. The little sketches, which it is my happy task to review, immediately place their author in this enviable company. They were written by Margaret Whittall, of the Class of 1905, during her Freshman and Sophomore days in Bryn Mawr and about two years before her death in Germantown. They represent a half dozen subjects, varying from a short experiment in realistic writing, entitled “Heat,” to a longer, half-childish, half-tragic fancy, “Into the Mist.” Between these extremes are some touching verses called “Thoughts of a Little Boy on the Death of His Nurse,” and a partly descriptive, partly narrative bit, “Alone in the Forest.”

It thus appears from no more than a cursory glance at titles and contents that the young writer was at least versatile. A hasty reading shows her facile in the only sense of that word which makes the quality a virtue in literature. Many of us who took the Bryn Mawr English courses can remember being warned against a too great facility, as one must always be warned against those virtues which list easily into their related vices. These little themes, however, in betraying a facile pen, show it governed and kept from the pitfalls of mere dexterity.

In addition to this ease of workmanship, which is so potent and indispensable a tool in the wise writer's grasp, Margaret Whittall's sketches, upon being carefully read, leave with one two distinct impressions—an impression of her great promise most sadly denied complete fulfillment, and a more complex impression of her

rich and varied personality. On the latter only is it necessary to dwell. Three qualities of mind stand out with prominence: a certain quiet ability to discern and observe with accuracy material things; a charming power of fancy and imagination; and linking these anti-theoretical tendencies, a strikingly high-strung and sensitive strain.

To illustrate the first of these qualities let me quote in its entirety one of the already mentioned themes:

#### HEAT.

The midday sun glared down on the country road. The branches of the trees drooped wearily, and every now and then the leaves fluttered feebly in a gust of lifeless wind that stirred up clouds of smothering brown dust, which hung motionless for a moment and then settled heavily on the road-banks. An occasional bee blundered sleepily from one dust-laden plant to another. In the field near by a lean horse huddled in the sparse shadow of an old apple-tree. One or two chickens picked their way slowly along the bank in search of something fresh and green. Only the blue-bottles kept up a continual buzzing and banging, while from over in the dark woods across the field came the drowsy hum of the locusts.

Not more atmospheric and vivid, but with its details shaded and toned into a more finished unit, is the following elaboration of the simple word, "movement"—:

"The wind came rushing in between the headlands, blowing white masses of foam over the rocks with it. For a moment it eddied around the little harbor in the midst of the sloping hills, and then rushed on again, leaving behind with each blast a wilder confusion. The waves rose up on every side, dashing and tumbling in mad disorder. They rolled high on the stony beach and left the stones and pebbles jostling over each other as they slipped back again into the hurrying masses beyond. Lobster-pots and buoys floated off from their resting-places up on the beach and were plunged into the foam and surge. In a cove beneath the headland a black fishing-boat had dragged its anchor and was pitching from wave to wave on its way toward the rocks. Loose tackle flapped uneasily against its sides, and the boom swung back and forth. Now on the top of some large wave, now among the short uneven patches of dark gray water, a rowboat plunged along, the oars

turning uselessly in the rowlocks. Two schooners out in the middle of the harbor had swung close together, and as their sides touched they shook from bow to stern. Along the shore, anxious fishermen hurried up and down, not daring to venture out in the storm to save their boats."

The imaginative qualities of Margaret Whittall's writing appear in the sketch called "Into the Mist." We are first shown, left alone on the sea-wall with his fairy-tales and his fancies, the Boy. A dense white fog drifts in from the bay and sets the little lad to dreaming.

"The Boy had never seen the fog until this summer and at first he had watched in silent awe. And then he had begun to wonder where it came from and why it came, as he always wondered in his queer little way about everything. There was no one about him he cared to ask, no one who understood his thoughts and fancies. So he studied it all out for himself, sitting on the wall, a mere slip of a boy lost in the fog.

"Of course some one must be king of the fog, for there was the Old Man of the Sea, and oh, hundreds of others. His home was way, way out upon the ocean where the fogs come from, a vague, misty, but beautiful place. And here with the king dwelt myriads of fog fairies. But no ordinary mortal must see fairies, so when they came in to the shore they were hidden safely by the thick mist. They had so many duties to perform; first of all, to put some more lovely blue color and sparkle into the water, for when that great enemy the sun came and drove the fog away was not the water lovelier than ever? Then, too, they washed away all the dust from the rocks and bushes. And when all their work was done they wafted themselves around the vessels in the harbor and talked to the ship fairies. For of course, as every sensible person must know, each boat, no matter how tiny, has a fairy belonging to it. The fog fairies whispered to them of the great ocean out beyond, of the fresh breezes that blow, and the beautiful waves on whose curling combs the mermaids floated.

"It had long been a puzzle to the Boy what became of these ship fairies when the ships went down. But now he knew. Of course the fog fairies came sooner or later and took them away to that beautiful distant home of theirs. He was wondering to-day if

ever they took children out there. How he would love to go! But, then, how nice it was to be here on the beach. Before him the eager tide just beginning to come in over the stones, and behind him, the hills faintly streaked with the gold and purple of the golden-rod and aster, and in between the bushes, glowing in the red brown hues of autumn."

The fog steals nearer and lures the Boy to a favorite cave in the rocks approachable only at low tide. He jumps in among the crabs and sea weeds, snuggles lazily into a corner, and at once grows drowsy.

"And after a while quite suddenly he was looking up. Right in front of him was a dense mass of fog which as he looked seemed to take shape. It was a very misty, indefinite shape, but the Boy knew it. Then as it became clearer he saw her eyes that glimmered like the green water just underneath the foamy top of a wave when it begins to break. And with her came a whiff of the saltiest sea-breeze that ever blew."

The Boy was a polite child and never forgot his manners. "How do you do, Miss Fog Lady?" he said, sedately; "I am so glad you found me."

"How did you know me, Boy." she asked, and her voice was like the incoming tide on the beach. Indeed, any one but the Boy would never have distinguished it.

"I have been waiting for you a long, long time, and now won't you tell me some of the nice things you tell the ship fairies?"

The Boy never noticed it, but the fog lady's eyes seemed to grow very sad as he spoke.

"Why do you want to hear of us and of our mist home, child? Aren't you happy here?"

"Not always," answered the Boy. "Grown-ups are so strange; they don't care to come out on the beach and watch the sea things, and they don't believe in fairies. Except my Daddy, he does, and he tells me lots about them, but he is way off now in some place with a funny name. He is a soldier, you see," he finished, with pride.

The mist lady seemed to smile then.

"Would you like to see our King, Boy?"

"Could I, really?" eagerly. "He must be so nice and know

such lots of things living way out in the middle of the world. Don't you think he would tell me things if I were careful not to bore him?"

"But if you went you could never come back to play here again."

"Never see Daddy again?" he asked, wistfully.

"Yes, little boy, sometime he too will come out to the Mist King."

As she spoke she seemed to be gazing beyond him, looking into the years to come.

"And will you bring him, too?" he questioned.

"I know not. It is as the King commands."

Now quite suddenly the Boy felt the cold of the sea-water. He heard the waves all about him seething in restless impatience to be gone. And then—the mist fairy was coming nearer.

"The King has sent for you, Boy. He is waiting now," and her voice was as part of the waves themselves, but the Boy heard.

He was floating out on the fog, further and further, into the mist. . . . The waves boomed loudly in the cave, and the fog bells sounded away in the distance.

As the sun was setting the fog lifted. The waters of the bay sparkled bluer than ever, and all things gleamed fresh and bright. Down on the beach the receding tide left one little shoe lying white on its edge.

In "Alone in the Forest" we come upon the sensitive and high-strung note in Margaret Whittall's writing. The theme begins with a paragraph descriptive of her joy and contentment in finding herself separated from companions and alone in the solitude of a great forest. A change in mood sets in at the beginning of the second paragraph; her pleasure and her peace are gone, and in their place comes an uneasiness that increases to a point of distressing tension, and is relieved only at the very close of the sketch:

"Once more I wander on again. How silent it has grown! The wind has died away and the sunlight has fled, but that is not all. The spaces around me seem actually weighted with the quiet. Suddenly the meaning of it all dawns upon me; the voices of the others are quite silent, and I feel that they are far beyond my hearing. But the trail. Surely that is enough. I look eagerly at the nearest tree, yet even before I look I know that I shall find no blaze. Blindly I hurry from tree to tree, feeling them up and down

with impotent haste. There is no blaze, not even a trace of one, and my hands are torn by the rough bark. I call aloud, and wait an instant and call again. No answer comes; no echo breaks the stillness, and great waves of awful silence beat against me. The shadows of the trees, the green depths among the branches, have changed their aspect. They have grown hostile now, they terrify me. Deep, silent anger seems to fill the forest.

“What right have such as you here in my very heart at night time, when I would be alone with myself and with my forest creatures?” is the voiceless question of the forest spirit that I seem to hear. And the woods are full of deer. They are coming, coming, in great herds, down the hillsides, through the valleys, coming from every direction. I can almost hear them. Recklessly I plunge forward. It is cold; I am stumbling through a stream; I can scarcely move; it is some treacherous bog. But all the time I am going on, now slowly, now swiftly. The deer are coming, coming, and the black rage of the forest is rising around me, is choking me.

“At last, dimly at first and then more brightly, I see a light shining and I hear the lapping of water on the shore. It is the lake and the others are coming in a boat. They are shouting; they are calling my name. Behind me I hear the patter of a thousand feet growing faint. It is the deer, and they are going back, for it is night time in the heart of the forest.”

These little fragments from Margaret Whittall's work indeed justify the opinion of her classmates who feel that she showed great promise in the field of writing. In behalf of those of us who did not know her, let me most deeply thank her friends for allowing us the pleasure and the privilege of learning in even this slight degree how rich was her nature and how winning her talent.

I. L., '03.



## THE COLLEGE.

## CALENDAR.

- December 2—Meeting of the Christian Union. Address by Miss Agnes Hamilton, of the Kensington Settlement.
- December 3—Third address by Miss Mary L. Jones on "How to Use the Library."
- December 4—First lecture by Mrs. Bernhard Berenson on "The Study and Enjoyment of Italian Art."
- December 5—Senior orals in German.
- December 6—Meeting of the League for the Service of Christ. Address by the Rev. C. A. R. Janviér on "Work in India."
- December 9—College fortnightly meeting. Sermon by the Rev. Robert Elliott Speer, Secretary of the Presbyterian Board of Foreign Missions.
- December 10—Second lecture by Mrs. Bernhard Berenson on "The Study and Enjoyment of Italian Art."
- December 11—Meeting of the Science Club. Address by Dr. James Barnes on "Some Solar Problems."
- December 12—Senior orals in French.
- December 12—Musical recital by Mrs. Rita Willbourn.
- December 13—Meeting of the League for the Service of Christ. Address by Dr. Higgins, of Boston, on "Made in the Image of God."
- December 16—Meeting of the Christian Union and the League for the Service of Christ. Address by Dr. Arthur S. Lloyd.
- December 17—Meeting of the Graduate Club. Address by Mr. Elmer Ellsworth Brown, Commissioner of Education, on "The World Standard in Education."
- December 17—Meeting of the Law Club.
- December 18—Musical recital by Mr. Arthur Whiting.
- December 19—Third lecture by Mrs. Bernhard Berenson on "The Study and Enjoyment of Italian Art."
- December 22—Christmas vacation begins at one o'clock.
- January 6—Christmas vacation ends at nine o'clock.
- January 6—College fortnightly meeting. Sermon by the Rev. Charles E. St. John, of the First Unitarian Church of Philadelphia.
- January 9—Meeting of the Law Club. Address by Mr. Owen J. Roberts, of Philadelphia, on "What To Do With Our Criminals."
- January 10—Meeting of the League for the Service of Christ. Address by Mr. Charles Deems, of Boston, on "Work Among Sailors in Boston."
- January 11—Private reading examinations begin.
- January 12—Professor J. P. Mahaffy, of Trinity College, Dublin, gave a short address on "The Irish Race."

- January 13—Meeting of the Christian Union.  
 January 20—Mid-year examinations begin.  
 January 26—Matriculation examinations begin.  
 January 29—Reception and tea for the Alumnae Association of Vassar College.  
 January 30—Meeting of the Alumnae Association.  
 January 30—Collegiate and matriculation examinations end.  
 February 1—Vacation.  
 February 2—Vacation.  
 February 3—The work of the second semester begins at a quarter to nine o'clock.  
 February 3—College fortnightly meeting.  
 February 5—Swimming contest.  
 February 6—Meeting of the Oriental Club.  
 February 10—Meeting of the Christian Union.  
 February 13—Swimming contest.  
 February 17—College fortnightly meeting.  
 February 19—Musical recital by Mr. Arthur Whiting.  
 February 24—Meeting of the Christian Union.  
 February 26—Track Meeting.

#### MRS. BERENSON'S LECTURES.

The College has recently been given a rare treat in the form of Mrs. Bernhard Berenson's lectures on *The Study and Enjoyment of Italian Art*, which were delivered in Taylor Hall on the evenings of December 4, 10, and 19. We have so little æsthetics at Bryn Mawr that this year Mr. Whiting's concerts and these talks on Botticelli, Raphael, Giotto, and Giotto—magic names, "trailing clouds of splendour"—have been winds from a whole outer world of light and beauty.

Mrs. Berenson spoke to us of the four movements,—scientific, historical, psychological, and æsthétic—which have gone to make up the new art criticism, and to give us an enjoyment of pictures more substantial and more real than a mere ethical or sentimental pleasure in their subject-matter. That vague admiration and

vaguer indifference with which we formerly regarded the productions of the old Italian masters gave way to the beginning at least of a well-founded, concrete appreciation as we followed the lecturer's vivid, sympathetic remarks, and her illuminating criticisms of the pictures that were thrown from time to time upon the screen.

The opening lecture was concerned chiefly with the works of Morelli, who first applied scientific methods to the study of pictures, and who, by a thorough understanding of each artist's peculiar method of execution, by careful examination and comparison of such details as hair, hands, ears, and draperies, was able to go a long way toward separating the real pictures of the Italian masters from the inferior work of followers and contemporaries, a great deal of which has passed for centuries as genuine. The differences between the various

painters in their treatment of such details is more marked than the uninitiated would suppose, and many of us had our attention called for the first time to the exquisite, billowy, smoke-like draperies of Botticelli, beside whose delicious grace and lightness the best imitators seem awkward and studied, to the heavy regal folds of Giorgione's robes, and the almost metallic weight and splendour of those painted by the Paduan school. Mrs. Berenson apologised from time to time for the "dry technicality," as she expressed it, of this introductory lecture, but to the audience as a whole it was interesting and enlightening from start to finish.

Toward the end of the hour Mrs. Berenson touched briefly on the services of Milanesi in collecting and classifying historical information concerning Italian art. He carried the subject still further away from the regions of ethics and sentiment, gave to it a new solidity of interest, and completed the work of Morelli in identifying the genuine masterpieces.

The second lecture dealt with the psychological aspect of art and the influence of Mr. William James. It was Mr. James who observed that in order to experience emotion there must first be a definite physical change in our bodies that is, the emotions must be reached through the nerves. A picture, therefore, in order to arouse in us genuine emotion must affect us directly, must affect our nerves, our senses, and not appeal to us because of the associations, literary or otherwise, that it carries, and art critics have decided that the qualities of a picture which make their direct appeal to us are three. The first of these is "tactile value" or that quality

which appeals to our sense of touch. It is this solidity and reality, this firmness of contour which gives to the saints and madonnas, gods and angels of the Italian painters their impression of splendid life, and throws about them the illusion of an existence far grander and more heroic than our own. The second quality is perfection of space composition, by which Raphael has achieved some of his most wonderful effect. His great pictures fill the eye in a complete, delicious, entirely satisfying manner, each poised figure, each sweep of sky, and stretch of distance, and position of archway or column or cloud fitting in perfectly with a scheme of visual harmony. The third quality is the correct one of line. This the speaker illustrated in a very interesting manner, showing us, by means of the lantern slides, some of the ways in which line can be employed to give examples, for sheer contour, for decorative purposes, and for imparting swiftness and lightness as in Botticelli's *Spring*.

This lecture concluded what Mrs. Berenson had to say on the study of Italian art, and in the third and last she spoke to us of the æsthetic enjoyment of pictures, for which Walter Pater, more than anyone else, has paved the way. The lecturer emphasised "art for art's sake;" art which we love, not because it shows us scenes from real life or scenes from our dream life, but simply because it is itself and great; art, in a word, freed from the bondage of representation and interpretation.

Altogether these lectures were enjoyable and illuminating. The College attended them *en masse*, and the eager interest with which the speaker

was followed, and the enthusiasm which she called forth on all sides are proof of how much we need such refreshment occasionally. In spite of our romantic surroundings we are very practical here at Bryn Mawr, very pragmatic, very indifferent to things which do not affect us as directly useful or pleasantly, and these lectures lifted us for the time being to a wider outlook. For a little while we found ourselves, not trying to solve mathematical problems, or write a critical paper, or win a hockey game, but endeavouring to draw near with minds and souls to the principle of beauty in art.

KATHARINE LIDDELL, 1910.

#### AN EQUAL SUFFRAGE DEBATE.

On the evening of December 17th the Denbigh drawing-rooms were the scene of an informal but high-spirited interchange of views between the Law Club and the College Suffrage League on the subject of equal suffrage. On behalf of the Law Club Miss Barbara Spofford, 1909, guided the debate with unswerving equity and admirable calmness. The officers of the Suffrage League, banked against the bay-windows, presented a dauntless front to the floor full of anti-suffragists at their feet. *Are women mentally equal to men? Are they morally so? Are they interested in politics? Will they remain interested? Have they time to be interested? Will they still be nice if they take time to be interested? Have they accomplished anything where they had a chance? Are they being hindered from accomplishing anything which men cannot do as well? Will the urging of their claims be a hin-*

*drance to the plans of the present reform party? Or have women a place of their own in reforms?* These and other questions, all of which, with the exception of the first, appeared to have two sides, were discussed with considerable spirit and possibly to some effect. The arms of the League were upheld by Miss Costello and Miss Rendell, of England, whose three-month accumulation of facts concerning American politics was very dazzling to some of their audience.

At the close of the discussion, or, more accurately, at the close of the time for discussion, Miss Spofford called for a vote from the audience, which showed 64 suffragists opposed to 47 anti-suffragists. Miss Spofford announced that the victory in the debate would properly be assigned to the side having the greatest number of converts, and called for testimony. Feeling attestations were offered by three converts for each side of the question, and Miss Spofford displayed a union of masculine justice with feminine tact by assuming that, since both sides had held their own, the victory must lie with the side which had had the least to hold.

RUTH GEORGE, 1910.

#### THE SOPHOMORE PLAY.

On Saturday night, October 31st, the college dramatic season opened with 1911's presentation of Molière's "Bourgeois Gentilhomme" as the Sophomore play. The assembly-room was hung with autumnal green and gold and crowded with an audience that very evidently enjoyed and appreciated this classical comedy of manners. Even if all Molière's con-

temporaries,—courtiers and townsmen,—had been present, the author could scarcely have felt any fear of their being offended, so kindly was the touch laid on each of the types satirised, so faithfully did each actor draw upon our sympathies for the character she interpreted. Mary Case as *Monsieur Jourdain* was genial, generous, beamingly complacent, and, in spite of social aspirations, as guileless as a child. Leila Houghteling showed us all *Madame Jourdain's* shrewishness, and yet did not obscure the sound common sense and thorough-going democratic principles of that good dame. The young lovers were all so charming that it was hard to choose between them. The dignity of *Cléonte* was equalled only by the beauty of Lucile; the gracious bearing of the *Marchioness Dorimène* by the courtly elegance of *Count Dorante*; the “infinite resource and sagacity” of the valet, *Corielle*, by the winning curls and dimples, and teasing laughter of *Nicole*.

The vivacity of the rival teachers in the first act, as well as the song by the little *bergère* and the dance by the little *danseuse*, all helped to make the atmosphere distinctively French.

It is true that in a comedy of manners, even in one by as great a dramatist as Molière, there can be little room for deep feeling or serious emotion. Even the rôle of the jeune premier, *Cléonte*, gives little more opportunity than the rest for interpretative range, but Margaret Prussing, who played it, made the most of the part, besides proving herself an able stage-manager.

In the last act the characterisation is dropped entirely, and the scenes become wholly spectacular, yet the fantastic charm of the music (which,

by the way, was all imported from France and excellently rendered by class talent) and the richness of the Oriental setting, made a finale which lingers vividly in the memory.

P. BAKER, 1909.

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#### LANTERN NIGHT.

Lantern Night was held in the cloister of the Library, Friday evening, November 6th. The Freshmen entered the cloister from the side, and arranged themselves in a semi-circle against the wall of the Library. The Sophomores, entering in two lines, proceeded to the back, where they united and came forward, dividing again about the fountain.

The color, in the blacks gowns and white dresses, and the blue lanterns, against the dark cloister, was very striking, despite the low key of the picture. The Freshmen were effective as they entered, no white showing about them but the little semi-circles of white about their necks—and the Sophomores, as they came before the Freshmen, suddenly obliterating all white in the semi-circle of the latter.

The arrangement of the cloister walks and the architecturally simple appearance of the stone work in the cloister, make it an eminently suitable place in which to hold Lantern Night. The difficulty has been that visitors have had no position from which they might advantageously observe the ceremony without interfering in it. For this purpose, however, a sloping platform was this year erected at the suggestion of the class of 1911, upon the roof of the cloister, of a construction such that it may be used, upon succeeding Lantern Nights.

MARIANNE MOORE, 1909.

**OUR PRESIDENTIAL VOTE.**

The great Presidential campaign that is waged quadrennially within the college walls has its serious as well as its humorous side. Though our vote is straw, it is cast with a will—for convictions; and as an aid to these convictions the three stump speeches which were addressed by three political speakers to one mass meeting on Thursday night, October 29th, were immensely appreciated. Mr. Thomas Raeburn White, a member of the College Board of Trustees, spoke first for the Republican Party, basing his arguments on the consideration that the present campaign meant less a choice between platforms and policies than between two candidates. This address was followed by an eloquent defense of Mr. Bryan by Mr. Roland Morris, who is well known, through his stump speeches and his connection with *The Inquirer*, as the center of Democratic influence in Philadelphia. Mr. Leeds, President of the Socialist Club of Philadelphia, then spoke for the Socialist party, advocating democracy in industry as well as in government. All three speakers, addressing us just as if we were an audience of men whose votes were worth soliciting, gave us an exceptional opportunity for insight into the nature of the great campaign without the walls.

P. BAKER, 1909.

**THE PRESIDENTIAL ELECTION.**

It is a happy arrangement of events that gives to each class, once during its college course, not only an Elizabethan May Day Fête, but also a Presidential election campaign. Although we hesitate to draw any final

conclusion from this year's celebration concerning the consecrated enthusiasm which may be looked for from women in politics, yet we may at least conclude, concerning another much disputed question, that the college woman—popular wit to the contrary—does still preserve, in fairly fresh condition, her power to enjoy a revel for revelry's sake.

Enemies to our political emancipation might, indeed, have found an alarming portent in the general openness to corruptibility that prevailed among us in the days preceding the election. "Allow us to carry a transparency and we will be in your party," was the shameless proposition on every mouth. But although party lines fell, generally, in accordance with the distribution of party honours, there was no questioning the fervour of allegiance with which every one clung to her party, when once she had found it.

Fortunately for the effectiveness of the pageant, each platform found its supporters, and at half-past seven of election eve, to the inspiring strains of a brass band and the general din of abandonment to street bells, tin horns, and party songs, the long torch-light procession wound forth from the arch and out over the hillside through the rather sparse ranks of carefully sifted and eminently select spectators. The Republican Party, by right of possession of the field, led the procession in the train of their white elephant. Next the Democrats, under the shadow of a mammoth standard which fairly monopolised the open spaces of the campus and set forth in lurid terms the history and prospects of their candidate. Then came the Pride and

Beauty of the College, representing the suffragettes,—the acme of lady-like decorum in their gleaming silks, evening wraps, fur cloaks, and jewelry. In the wake of all this display of culture and wealth appeared the dark and sullen faces of the Black Hands, and the flaunting defiance of the Socialists' red flags. After these came the Independents in picturesque yellow caps and carrying dinner pails, presumably full. And the rear was brought up by the Prohibitionists, headed by their "first water wagon"—an amazingly light-footed camel—and concluded by our modern water wagon, the Bryn Mawr street-sprinkler, the activity of which vehicle soon brought the driveway into a condition to justify the overshoes, cravettes, and umbrellas by which this party signified its intention to "Keep Dry." Finally drawing up at Taylor Hall, the ranks united in "My Country, 'Tis of Thee," and thronged into the assembly room.

The mass meeting which followed was presided over with dignity by Miss Rose Marsh, '08. The five parties were represented on the platform by their five stump speakers, whose addresses, besides being excellently well penned, had been, fortunately, fairly well conned, or the speakers

could scarcely have prevailed against the tide of feeling which swept the house. A squad of rather undersized but very handsome young officers of the peace came fearlessly to the support of the chairman, however, and, having torn Mrs. Carrie Nation from the bosom of the Prohibition Party, and forcibly ejected the ring-leaders of the Black Hands—who were throwing bombs, with as prodigal a hand as they might have tossed roses, at the speakers of the evening—the police finally succeeded in establishing some slight degree of audibility.

At the completion of the program, the company took leave of its moral-holiday spirit and descended with some seriousness to the polls in the lecture rooms downstairs. "Party lines were obliterated," and the vote recorded below was the expression of the actual sentiment of the College:

Republican .....	234
Democratic .....	38
Socialist .....	29
Prohibitionist .....	11
Independents .....	0
	312

RUTH GEORGE, 1910.

## ALUMNAE CLUBS.

### THE BRYN MAWR CLUB OF NEW YORK

The Bryn Mawr Club of New York entered upon its second year in its new club house, 137 East Fortieth Street, in October. Five of the tenants of last year have remained, and Edith Child, '90, and Eleanor Wood, '02, occupy the other two permanent rooms. During the last year there has been a great increase in the membership of the club, both resident and non-resident, due largely to the greater advantages which a house makes possible. The club has rooms reserved for transients, which may be occupied by members or their friends for a fortnight, or for a longer period if not otherwise engaged. Among non-residents who have spent some time at the club this fall are Kate Williams, of Salt Lake City; Edith Dabney, of Seattle; Ethel Bacon, of Hannibal, Missouri; Emily Larrabee, of Portland, Maine, and Elizabeth Lewis, of Lynchburg, Virginia. There have also been a number of guests put up by members. Luncheon and dinner parties are frequently given at the club, and afternoon tea is popular. The first Wednesday in each month is the club at home day.

As usual, the club gave its annual tea to the undergraduates during the Christmas holidays. Kathrina Tiffany, president of the club, received, assisted by Helen Sturgis, Avis Putnam, Frances Hand and representatives from the undergraduate classes.

The Athletic Committee, under the chairmanship of Carola Woerishoffer,

has arranged a series of athletics for the winter—hockey, water polo and basket-ball, to be followed by tennis in the spring.

During January three bridge tournaments are to be given at the club, and the Entertainment Committee has other plans in mind.

Mr. Dickinson Miller, formerly Professor of Philosophy at Bryn Mawr College, is giving a course of twenty lectures at the club house on "Modern Ethical Tendencies as Exemplified in the works of Ibsen, Tolstoi, Nietzsche.

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### THE PHILADELPHIA COLLEGE CLUB.

Bryn Mawr alumnæ, though still without their own club house, are no longer without a gathering place, which may in time develop into as attractive a centre for Bryn Mawr clubs as the Bryn Mawr clubs in other cities seem to be. While Bryn Mawr itself, in its close proximity to Philadelphia, will always draw a large number of visiting alumnæ, there remains a great body of Bryn Mawr graduates living in Philadelphia who feel the need of a meeting place within the city itself. All Bryn Mawr alumnæ in Philadelphia are eligible for membership in the College Club, and to all the privileges of that membership. The most valuable of these is the use of the club house, which has been rented recently for the accommodation of members and their



friends. The club house is centrally located at 1524 Locust St., thus combining convenience and staid respectability in its situation. Within easy reach of stations, shops, and theatres, it is none the less in one of the best residence parts of the town, safe and easy of access for unescorted females, as the frequenters of the club to a large measure are. The economy of the club is greatly helped by the cooperation of two large organisations, the Civic Club and the Agnes Irwin School Alumnæ Association.

The house itself is roomy and comfortable, with large rooms in the front and a charmingly open and sunny exposure behind which makes the rooms on the back no less desir-

able than those in the front. It has a fair-sized restaurant, which is becoming rather a popular place at the luncheon hour, 12-1.30.

Several Bryn Mawr alumnæ have been active in putting the house into shape, and three, Martha G. Thomas, Julia Collins, and Elizabeth Kirkbride, are on the House Committee.

The price of rooms by the day is as follows:

Double rooms, third floor, \$1.50, one person; double rooms, third floor, \$2.00, two persons; single rooms, fourth floor, \$1.00, one person; single rooms, fourth floor, \$1.50, two persons; additional cot in room, 50 cents; price of bedroom by the hour, 25 cents.

## THE ALUMNAE.

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[*Communications should be sent to M. T. MacIntosh, 620 South Washington Square, Philadelphia.*]

The Annual Meeting will be held in the Chapel, Taylor Hall, on Saturday, January 30, 1909, at 11.00 a. m.

### BUSINESS.

- I. Reports of Board of Directors, Treasurer, and Standing Committees.
- II. Reports of Special Committees.
- III. Ratification of Appointment of Committees.
- IV. Unfinished Business:—

### AMENDMENTS TO BY-LAWS AND VERBAL CHANGES.

Article V, Sec. 2, add "and a Publication Committee consisting of five members."

Article VI, Sec. 12 (Sec. 12 becomes Sec. 13). The members of the Publication Committee shall be appointed by the Board of Directors. They shall hold office for five years or until others are appointed in their places.

Article VII, Sec. 15 (Sec. 15 becomes Sec. 16). The Publication Committee shall collect information of matters of interest to the students and Alumnae of Bryn Mawr College, and shall issue a publication of the same at least three times a year. The Association shall be responsible for the finances of this publication. The Editor-in-chief shall be guaranteed a minimum salary of \$300, and shall

receive in addition to this amount any money cleared by the publication.

Article IV, Sec. 1. The annual dues for each member of the Association shall be two dollars, payable to the Treasurer at the annual meeting. Associate members shall pay the same dues as full members of the Association, but shall be exempt from all assessments.

Sec. 2. The dues for each member that enters the Association in June shall be one dollar for the part year from June to the following February, payable to the Treasurer on graduation from the College.

### V. New Business.

Disposal of Alumnae Fund.

### VI. Announcement of Elections.

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### '90.

Edith Child was in Philadelphia during the Christmas holidays. She lives at the Bryn Mawr Club, New York, and gives an excellent account of it as an abode for Bryn Mawrers.

Alice Gould paid a flying visit to Philadelphia and its neighborhood a few weeks ago.

Marian MacIntosh sails for Europe May 26th. She will go direct to Greece for a short stay, and will spend the rest of the summer in Northern Italy and in Austro-Hungary.

'91.

Marian Wright Walsh is on a visit to Germantown, and it is hoped that she may be at the annual meeting on the 30th.

'96.

Dora Keen has gone to South America for a short tour.

'97.

Elizabeth Seymour is spending the year abroad in England, France and Greece, and is this winter following some courses in Greek literature at the Sorbonne. Her address in Paris is 72 rue de Seine.

Helen E. Tunbridge is Librarian at the Rochester Theological Seminary, Rochester, New York.

Lydia Foulke Hughes is now living in Newport, where her husband, Rev. Stanley Carnaghan Hughes, is rector of Old Trinity Church.

Marion Whitehead Grafton has a daughter, Helen, born October 5th.

'98.

Constance Robinson is spending the winter at home in Providence, Rhode Island.

Margarite F. Coughlin had a story in the *Atlantic Monthly* for September.

'01.

The marriage of Caroline Seymour Daniels to Mr. Philip Wyatt Moore will take place on January 28th.

Edith Edwards has been appointed State Director for Rhode Island of the National Society of the Children of the American Revolution. As such she is a member of the National

Board of the Society, which convenes monthly at Washington, D. C.

'02.

Harriet Veuille sails in February from San Francisco for a three months' trip in China and Japan.

Kate Du Val was married, October 31st, to Mr. Henry Sullivan Pitts, of St. Louis, Mo.

Louise Schoff was married, November 7th, to Mr. George Edgar Ehrman, of Portland, Oregon.

Jane Craigin Kay, who has been living for the past few years in Malta, has removed to England. Her address is Napleton House, near Worcester.

Elinor Dodge is President of the Bryn Mawr Club of Boston.

Marion C. Balch has been in Baltimore on a visit to Frances Seth.

'03.

Louise Ottilie Heike was married on December 7th to William Cavan Woolsey, M.D., College of Physicians and Surgeons, Columbia University, '98. Her address is 88 Lafayette Avenue, Brooklyn, New York.

'04.

Hope Woods announces her engagement to Mr. Merrill Hunt, of Boston.

Patty S. Rockwell announces her engagement to Mr. H. Wilson Moorehead, of Philadelphia.

'05.

Caroline E. Morrow announces her engagement to Chadwick Collins, of England.

Margaret Baxter Nichols announces her engagement to Clarence

Morgan Hardenburgh, of Worcester, Mass.

Isabel Ashwell expects to return in February from a two years' stay in England.

'07.

Alice Gerstenberg has published *A Little Book of College Plays*, which may be had of all publishers of plays.

Agnes Winter spent the Christmas holidays in Baltimore.

Elizabeth Wilson is working in the Philadelphia Society for Organizing Charity.

'08.

Jeannette Griffith is tutoring in the family of Mrs. Hale, of Marietta, Ohio.

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