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Facing Forward

College Students and Religion

The Rural School Situation in New York

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George H. Nettleton has become well known to all alumnae as Acting President of Vassar during the semester of Dr. MacCracken's absence. He is also a Trustee of Vassar and Chairman of the English Department of Yale University.

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FACING FORWARD

By George H. Nettleton

"The Future I can face, now I have proved the Past."

THE announcement last June, at the Commencement luncheon at Vassar, of the full success of the Salary Endowment campaign was a dramatic moment in Vassar history. The far goal had been won towards which for a year and more every effort had strained. The giant thermometer on the front of Main that marked the feverish rise of the last hundred thousand dollars of the Fund had boiled over. "This," said an enthusiastic alumna, "is Vassar's high-water mark." Then she added regretfully: "And now, I suppose, we must expect the tide to turn for a while." It was not unnatural to expect a period of reaction after the dramatic climax—a time of repose after an arduous offensive—a general disposition to relax, or, at best, to rest, content with consolidating the gains of the campaign. Who could hope ever to recapture "that first fine careless rapture" of Vassar's great moment? The tumult and the shouting died, the captains of the campaign departed. Vacation came to Vassar.

As I write, we are on the eve of First Hall Play. Is it too early to tell whether Vassar has felt these three months past the temporary depression which some foresaw? Adverse factors in the situation have certainly not been wanting. Alumnae and students are now alike facing the sobering task of fulfilling endowment campaign pledges made so exuberantly. The faculty finds that it must summon patience to await the promised relief in salaries. For the first time in recent years the college is without its accustomed leader. Commencement glamor has faded into the light of common day. Has the "inevitable reaction" set in? One is tempted to recall the comment on the term "Holy Roman Empire"—that it was not "holy," nor "Roman," nor
an "Empire." I shall try to set forth simply some of the reasons that underlie my faith that Vassar has neither yielded to the forces of natural reaction nor been content to mark time even temporarily.

Speaking at Vassar Commencement just after the announcement of the completion of the Endowment Fund subscriptions, I said that for many months attention had necessarily centered on practical ways and means to attain material results—that money had talked, and that Vassar had talked money inevitably—but that the end of the immediate financial campaign should be the beginning of a larger campaign to take these material gains and transmute them into spiritual force—that the deepest significance of the day to Vassar was not its assurance of things temporal but its promise of things spiritual. Is it possible that visible progress has already been made towards ends so intangible? If, as Newman felt, a university is an atmosphere, any answer to this question involves factors largely imponderable. Even so, there are definite facts worth weighing.

At its November meeting, the Board of Trustees of Vassar appointed six of its members as a committee to study the religious and spiritual life of the college. Its aims have been directly presented to representative alumnae gatherings in New York, to the faculty, and to the student-body at Vassar. In mid-December the committee met informally, at luncheon in Main Hall, students representing a wide range of interests and religious belief, and later held an open meeting attended both by students and faculty members. Letters from alumnae, faculty, and students increasingly confirm the already widespread sympathy with the general aims in view.

The work of the committee is still in its preliminary stage, but a single illustration of its possibilities of constructive suggestion may be given. The November report of the Acting President proposed to the trustees the establishment of a non-sectarian communion service open to all members of the Vassar community, to be held in Vassar College chapel several times a year. The student Christian Association, through its Board of Officers, has unanimously approved the plan and has offered to the trustees its full cooperation. It is natural that this proposal has on every hand received decisive support. The history and traditions of Vassar show conclusively that Vassar was founded as a Christian, but non-secretarian, college. The establishment of a communion service emphasizing the broad spirit of Christian unity is not, in the deepest sense, an innovation. It is rather a just interpretation of an enduring tradition of Christian service. It is time for Vassar to learn a vital lesson from her own students when this fall a number of Episcopalian students, in default of a general college communion, have organized on their own initiative monthly communion services for Vassar students in the adjoining chapel at Arlington.
This in itself is one of the noteworthy and specific proofs this semester of deepened interest in things of the spirit.

The movement now clearly under way at Vassar to study seriously the religious and spiritual life of the college has come quietly and naturally. Its strength lies largely in the fact that it touches questions instantly recognized as vital when once brought definitely to general notice. It lies too in the fact that it has invited the cooperation of the whole community and welcomes every thoughtful constructive suggestion. It has no interest in imposing a fixed program. It has no other aim than that of ministering more effectively to real needs.

After the joint meeting at Vassar one student remarked, "This single meeting has done more to bring students and trustees into personal contact with one another and to unite their common interests than anything that has happened in our day." Said a faculty member: "It is novel and encouraging to feel that trustees, students, and faculty can actually meet in one body to work out, side by side, our common college problems." Said one of the trustees: "I feel that we have never before come so close to the students and their points of view." I have intentionally refrained from quoting opinions whose evident enthusiasm I should not wish in any wise to modify, but I see no reason to discredit the more conservative judgment that not in recent years at least has there been such general and definitely united interest among all the various members of the Vassar body—alumnae, students, faculty, trustees, and college officers—in considering the whole question of the religious and spiritual life of the college.

I am not here attempting a comprehensive picture justly proportioning the many aspects of Vassar life. I set aside developments social, administrative, financial, which might well be urged in proof that Vassar's progress this semester is not along a single line. I add brief comment only on one other subject impossible to ignore. The attention of the faculty and of the Trustees' Committee on Faculty and Studies, has been definitely directed to the study of two important educational questions,—(1) provision, through "honors courses" and other means, of exceptional intellectual opportunity for exceptional students; (2) the use and possible development of the A. M. degree. The Faculty Club has generously devoted their meetings to discussions of these subjects. The first of these questions has also received unusual attention from members of the student-body. The awakening of further student interest in the whole educational problem of the college is shown by their appointment of a committee with members from every class to study the curriculum here and elsewhere. Different groups of students have likewise met frequently with the Acting President and once at least with a faculty committee to exchange views on the curriculum and on teaching. The lectures by Miss Julia Lathrop on the Ellen H. Richards Foundation have stimulated interest in the
work in Euthenics, a departure which promises significant developments in the broad training for citizenship and for intelligent study of the means of betterment of the standards of home and community life. An experienced and wholly disinterested critic who has this fall been studying directly a number of representative women's colleges has already expressed informally a decisive opinion as to the future significance of this movement now clearly inaugurated at Vassar.

I have had space to give but few of the specific illustrations that might readily be drawn from Vassar's present experience. But from definite facts, as well as from less tangible but hardly less definite suggestions, Vassar alumnae may well draw their own inferences as to the present character and conduct of Vassar life. The commonest question which the alumnae ask me is this, "What do you think of the general attitude of the students?" It would be but negative praise to say that the Honor Court has been invoked but once this semester, and then simply to confer authority on the student Self-Government Committee to act in certain cases hitherto beyond their jurisdiction, or to say that the executive office has been happily free from the necessity of disciplinary intervention. The student-body merits more than such rather negative approval. Its real spirit was instantly revealed in the sudden emergency of the fire in North Hall, not simply in the self-control and prompt resourcefulness of the moment but in the subsequent sanity of temper and good humor which made light of loss and inconvenience and which quietly refused to regard the incident as more than incidental.

If in these recent months Vassar has mastered the natural tendencies to reaction in a time of transition, it has been possible only through the loyalty of her students and the unselfish service of her faculty. Even her last Commencement Day has already become less a turning-point than a milestone on her onward path. With added strength in her material resources and with a deepening sense of her spiritual inheritance, Vassar presses forward toward the mark of her high calling.
This year there has been taking place at Vassar one of those periodic discussions of the place of religion in the life of the students which every college community should have "once in so often." The Executive Board of the Christians' Association has been giving a great deal of time and thought to the consideration of the function of the Association and the best ways to fulfill that function. Several interesting proposals have been made with regard to chapel services and other religious influences. It seems especially timely, therefore, to raise again the whole question of the influence of our contemporary colleges upon the religious life of their students.

In considering this question we must be careful not to overestimate the influence of the colleges. Probably the greater number of our students are not very strikingly affected one way or the other in their religious beliefs and attitudes by their college education. Religion is largely a matter of instinct and early impression; it is formed in the home and the church, by reading and prayer and personal association, before boys and girls go to college. A certain proportion of them go through a period of thoroughgoing questioning and readjustment during their college years; but they are a minority. For most students the questioning is relatively superficial; they retain throughout their life essentially the same religious convictions—or lack of convictions—that they had when they were seventeen. This should not be taken as a criticism of the colleges. It is a fundamental fact of human psychology; the time to mold the religious life of the race is in the pre-college years.

Another caution is necessary. The colleges must not be blamed—or credited—with doing to our young people what the zeitgeist is doing equally to those who do not go to college. It is a matter of common observation that the youth of to-day, whether college-bred or not, are, on the average, less religious than their parents or grandparents were. Church attendance has fallen off, the habits of Bible-reading, family prayers, and grace at meals are far less common than a generation ago. Our question, therefore, is not, How do the youth of to-day differ in their religious life from the youth of yesterday? but How do those who go to college come to differ from those who do not go? There can be no doubt that there is a genuine average difference, however unobtrusive; college students, just because they have been at college, are likely to be, in their religious life, whether consciously or unconsciously, a little different from what they would otherwise have been. It is the nature of this difference that I wish to analyze.

The first thing to be said is that there is less actual disrespect for
religion among college students than among an average lot of non-college youth. The college boys and girls may not be religious, but they respect religion. The chapel services which they attend are usually dignified and sane. Their classmates who are officers of the college Christian Association are almost always among those most liked and respected. Their professors are, to say the least, seldom irreligious. There is little or nothing in their college life to bring religion into ridicule or disrepute. Occasionally there is resentment over required attendance at chapel; oftener there is inattention during the service. But in general, chapel-attendance is rather pleasant than otherwise; and whatever hostility may occasionally exist is directed not against religion, but merely against the college authorities. More serious is the ridicule provoked by an "old-fogy" professor who teaches a conception of the Bible, or of religion, that seems antiquated to these emancipated youths. But although these young men or women are very consciously independent, and ready enough to poke fun at an instructor, they seldom know enough about the matter to criticise his views very much; it is usually his superficial mannerisms, or a general attitude of dogmatism—which they are very keen at detecting—that arouses disparaging comment. I have known cases where one narrow-minded professor prejudiced a good many students against religion. But such cases are, in our better colleges, uncommon. In general, the cruder manifestations of religion are absent; and if the student comes to college with an anti-religious bias, he is pretty sure to have his prejudice softened, if not entirely dissipated, before he graduates.

There is no contradiction to what has just been said in the statement that the most obvious effect of the college atmosphere is the development of a more critical spirit, toward religion as toward everything else. The colleges are the places where we are training those who are to be critics of our institutions; it is essential that they shall have higher standards than the less educated. This more exacting temper is not at all the scoffing, disrespectful attitude. It may easily become that if the object of critical attention is deserving of disrespect. College graduates are often impatient of the stubborn dogmatism, the stupid sectarianism, the unreason and ignorance that they find among church-people in their home-towns. But the chances are that their impatience is deserved. We shall never forward the cause of religion by lowering our standards. There is a natural tendency among the less critical-minded to resent criticism of their beliefs and practices as a sign of snobbishness or irreligion. Nevertheless, we need the temper that would "prove all things", and the colleges would be remiss in their duty were they not to seek to cultivate in their students this habit of appraising everything and demanding the best. It is, of course, precisely because the manifestations of religion in college communities
have been so long subjected to this critical scrutiny, that there is usually so little in them to awaken the disrespect of the students.

College students are, of course, like other people in having prejudices and fixed ideas and a loyalty to what they were taught as children. Nevertheless, the college succeeds in sowing in most of them—at least by the time they are juniors or seniors—some measure of mental wariness. They have begun to distrust this or that person's say-so, to appreciate the difference between assumption and argument, to lean less on authority and more upon evidence. This is particularly the case if they study logic or philosophy. But in any field the good teacher never presses his own views upon his students, but seeks rather to cultivate in them the objective, non-partisan, truth-seeking attitude. If his pupils disagree with him, he is delighted, provided their disagreement is based upon independent thinking and not upon mental inertia or bias. This was the case recently when one of my pupils stopped me as I was leaving the class-room and vigorously supported a psychological doctrine which I had passed over lightly as not worth much attention. I pointed out what seemed to me the rather obvious fallacy in her argument, but she remained unconvinced. After twenty minutes of dialogue, during which I referred her to some good chapters dealing with the point at issue, I suggested that as the luncheon hour was passing, and we were not reaching an agreement, we had better postpone further discussion. "Yes," she said, quite seriously and with no thought of impertinence, "Yes, I guess it's a deadlock."

Such a blunt independence may seem amusing in so young and comparatively unread a person. But how much more promising than the uncritical acceptance of what teacher or preacher or newspaper writer has said! This student, like many others whom I have known, listened Sunday after Sunday to the college sermons with real eagerness to get what they had to give. The preachers who showed a knowledge of the results of modern scholarship when they touched upon the moot problems of religion, and those who, avoiding debatable points, soberly urged their audience to some moral attitude, won her thoughtful attention. But the preachers—and there are still many of them—who presented views or used arguments long since beset with objection, in apparent unconsciousness of the force of these objections, aroused her frank contempt. "Why won't these preachers learn," another student said to me, "that college students are not to be led by the nose, like the ordinary audience?" It is not the doctrine preached that provokes hostility; students are glad to hear a defence of any dogma, even of one they have thought obsolete; their sporting spirit applauds a keen comeback to its critics. But they have heard some of the commoner objections to these doctrines; and when they find these objections ignored, they suspect that there is no answer to them. They are ready
to believe, but not if the belief is thrust upon them with bluster or a serene cocksureness. They demand from the preacher the same dispassionate attitude, the same evident openness to all points of views, the same familiarity with the various currents of opinion, that they have learned to demand from their teachers.

This distrust of partisanship, as the enemy of the genuine truth-seekers spirit, leads many students to hesitate about becoming members of any particular church; or, if already members, they often become apparently lukewarm in their loyalty. It is not lukewarmness, in such a case, it is a desire not to make too hasty a decision, springing from a growing sense of what there is to be said for other churches, or against the doctrines of this church. They come to know and to respect fellow-students of very various religious affiliations. It is almost inevitable that they should become more and more impatient of the sectarianism that divides kindred spirits, and the indoctrination that perpetuates these divisions. They find no difficulty in working in a common Christian Association with members of all sorts of churches and of none. Small wonder that when they are at home on vacation and find mutual jealousies and intolerance between this denomination and that, and an apparent inability to work together for the common good, or even to come together and discuss their differences in a reasonable spirit, they become disgusted with such a parochial atmosphere and lack heartiness in their support.

A goodly proportion of college graduates do become loyal supporters of the various churches. But their loyalty is, in general, not of the unquestioning sort that accepts every item of the traditional creed, nor of the sort that finds in a particular church the only road to salvation. They become thoughtful and liberal-minded church-members, harbingers of the eventual disappearance of Christian disunion. A considerable number of college graduates become missionaries. But they seldom have the older proselytizing spirit that looked upon all the non-Christian peoples as “heathen”, sitting in outer darkness. On the contrary, they have a genuine respect for the native culture and for the often profound religious life of the peoples of India or China or Japan whom they go to serve. It is this spirit of the college-trained missionaries, combining a consecrated Christian loyalty with a frank recognition that each people has some measure of truth and none has the whole truth, that will perhaps do more than anything else to overcome the centrifugal tendencies of the different races and bring East and West to some common understanding. I often begrudge these boys and girls whom I love to the “heathen,” who can hardly, it seems, appreciate their fineness and their culture; we so need them to leaven our business and our politics, our professions, even our ministry. But perhaps, as they say, the greatest need
is there where they are going. And sometimes they tell me of splendid work accomplished.

In a word, the influence of college education is to make religion more intelligent. The college student can hardly fail to get some measure of respect for verified facts and for the processes of historical scholarship. He may succeed, as many other people do, in retaining religious beliefs that are incompatible with the conclusions of geology, biology, or the history of religion. But at least in theory he is on the side of the “higher criticism,” because he recognizes that that is really another name for historical scholarship applied to the Bible. He is on the side of science, and takes it for granted that religious doctrines must adjust themselves to science. The resulting advantage is both personal and social. It is a personal advantage in that he is not afraid of the progress of science and historical criticism; as compared with those types of religion that are bound up with unscientific and unhistorical conceptions, his faith is more secure. It is a social advantage in that he will not lend his aid to the more reactionary religious movements, or to the recurrent attempts of the ignorant pious to obstruct the free teaching of science and history.

Akin to this respect for fact is a liking for matter-of-fact cool-headedness, and a distrust of emotionalism, sentimentality, and mob-feeling. This is a matter in which colleges vary greatly; fraternities and intercollegiate athletics do to some extent foster an emotional life; the East differs perhaps from the West. Youth is naturally ardent and unrestrained; and there is something that seems almost blasé or cynical about this precocious phobia of emotion. Nevertheless, this tendency is very striking in some of our best-known colleges; it is more conspicuous (contrary to the general impression of sex-differences) in the girls’ than in the men’s colleges. And, in my opinion, the tendency is likely to spread. It has nothing, primarily, to do with religion, but it affects the religious life. Students in these colleges are not good material for revivals, they are not likely to experience dramatic conversion. They are reticent about their religion and do not readily take part in prayer meetings. They like force in a sermon, earnest conviction buttressed by hard facts; they dislike flippancy, they resent being “talked down to,” or “jollied,” they do not respond to rhetoric and attempts to “work them up.” Many a preacher has lost a college audience by becoming too florid in his utterance. Quite recently a young man who holds large audiences spell-bound in his home church tried his arts upon our students with disastrous result; the glowing word-pictures by which he was accustomed to capture the attention of his auditors caused power that come from increasing ability to meet concrete practical situations. They have faith in intelligence and organized human
an amused ripple in his college audience, and his third sunset left them hopelessly out of tune with his appeal.

Our newer youth are in love with efficiency. They want to see results, without excitement or "fuss." They judge their fellows' religion largely on an objective basis; are they honorable, "straight," in earnest, ready to give unselfishly of their time and strength when their help is asked? Our college Christian Associations do a great deal of social service; many students whom I have known gave a surprising amount of time and patience to social work that I should hardly have supposed very interesting for them. The fact is, the college engenders somehow in them a genuine altruism, a social sense, distinctly beyond that possessed by the average non-college youth. Their religion consists largely in lending a hand; they are, very likely without having formulated it, exponents of the "social gospel."

Everything that I have so far noted seems to me to the good; the college-student's religion is apt to be of a saner and more useful sort than that of his or her less educated contemporaries. My one criticism of our colleges in the matter is that most of them permit their students to graduate, if they choose, without enough serious attention to religion. I do not mean that college students as a class think less about religion than other young men and women. But they ought to think a good deal more. For religion is one of the great human interests, not to be neglected by those who would understand their world. And in a time like this, of great religious confusion, we should be able to look to our college-trained youth for guidance.

The reason why religion does not bulk as large in the thoughts of the average student of to-day as in the older days is not usually a lack of earnestness—though among the thousands of boys and girls swarming into our colleges there are, naturally, many without the serious purpose that animated most of those who went to college a generation ago; the reason is primarily the vastly richer variety of interests in the college-life of the present. In a simpler college world religion more readily became an outstanding interest. To-day our students have a far wider curriculum and a great number of "outside activities." They enjoy all forms of art, they enjoy the world of music, they take part in dramatic productions and in debates, they get out college papers twice a week or every day, they conduct any number of clubs, open forums, and discussion-groups, they have "student self-government," not to speak of athletics and purely social events. What time have they left to cultivate the spiritual life!

The cultivation of the spiritual life does take time. It is difficult to persuade the average healthy, active young man or woman of the importance of this inward piety. They have the poise and conscious effort. Their minds are the more wholesome and normal for their
freedom from the over-introspective and morbid types of piety. But
the existence of small groups of boys and girls in our colleges who
manage to find time for daily prayer and frequent devotional meet-
ings of a very sane type, and who show the effects in a certain inner
peace and consecration, points the way to something of great value
that the majority of our young people are missing.

At least, every student should learn something of the history and
psychology of religion, and be brought face to face with the out-
standing religious problems. This may be accomplished by courses
in philosophy, or psychology, or history, or Bible, or a general “In-
troduction to human civilization”; or it may be done, in some small
measure, in voluntary discussion-groups or in study-classes organ-
ized by the Christian Association. Students can readily be brought
to an eager interest in these problems; I have had over a hundred
enroll in a voluntary Sunday afternoon class on the Life of Jesus
in the Light of Modern Scholarship. Similar groups are often
formed to study the bearing of science upon religion, the need and
value of missions, the attitude that college graduates should take
toward the Church, and all sorts of other problems. Members of my
introductory course in Philosophy often tell me that God has, for
the time being, superseded all other topics of conversation in their
rooms, at the dinner table, and on their afternoon walks.

If we can get enough of this sort of thing, we may be able to
banish in some measure the abysmal ignorance that most young
people to-day show with respect to religious concepts that were mat-
ters of familiar knowledge not so long ago. I have known a student
to pronounce Job as if it rhymed with Bob; others have been noted
for whom the word Calvary had no associations. One young man
who had leanings toward the ministry wrote, in a paper handed in to
me, of “the wholly ghost.” (And, by the way, he did later become
a minister.) Many of my students confess to having, in their younger
days, attended Sunday School; but the net result of their studies
there seems usually to be a few vague and rather naive memories
that are little better than nothing; sometimes, also, a distaste for
religious study that is not easy to overcome. They are apt to come
to college with a conventional and rather childish conception of God,
a few traditional ideas about the life of Christ, quite uncolored by
the results of modern historical scholarship, and nothing but the
vaguest knowledge of the various forms of Christianity or of the
non-Christian religions. Their orthodoxy, if they are orthodox, has
been a mere unthinking acceptance of what they have been told, or
a blind loyalty mingled with a reluctance to face “doubts” and a
vague horror of “loss of faith.”

With this utter lack of wise religious education in their earlier
years that is revealed by so many (but by no means all) of our students, it is sometimes a wonder to me that there are so relatively few tragic developments. There are always cases of unhappy perplexity and mental conflict. Usually these are but growing-pains, incident to the transition from a naive to a more rational religion. For such students the only way out is through; and the fault of the college lies in failing, if it does fail, to see that they have every opportunity and incentive to find their way. As it is, the majority do find their way through somehow, and thereby attain to a greater social usefulness, which is worth all their temporary personal bewilderment and unhappiness. Occasionally the outcome is a rejection not merely of certain specific conceptions of God and religion, but of God and religion altogether. Even in such cases, it may be held that honest and reasoned atheism is better than blind credulity or faith buttressed by patent sophistry, such as one finds so often among the less educated. However that may be, an anti-religious attitude is rarely adopted by students except as a bitter reaction from beliefs that they have discovered to be indefensible. The ultimate blame lies with the home or the Church that fostered so vulnerable a faith.

College presidents who are themselves men of profound spirituality have, by the unconscious force of their example and their many occasions for addressing their students, a great opportunity for guiding their religious life and thought. Instructors who are familiar with Biblical, historical, philosophical, or psychological scholarship bearing upon religion can be of very valuable service. They must be prepared, however, for criticism on the part of parents and alumni who are suspicious of "modern" ideas. Sometimes the ideas that seem commonplace to them will cause mental disturbance in their students far beyond their expectation. They will sometimes be seriously misunderstood and often carelessly misquoted. For example, a student in one of my Bible courses years ago tucked away in his mind some remarks of mine upon the relation between the teaching of John the Baptist and that of Jesus; on his examination-paper they became transformed and amplified into "Jesus said that he got his inspiration from God. But he really got it from John the Baptist."

Such incidents enliven the teacher's work. But the real reward lies in the growing number of students who thank him, as the years go on, for the ideas, the inspiration, the new spirit of thoughtfulness and sanity that have come to them through his teaching and his friendship. This work is quietly going on all over the country. It would not be surprising if some day there should come from our colleges, as a result of it, a real revival of religion.
ADOPTING A BABY

By Barbara Erwin

WHEN I announced to my friends that I was going to adopt a little girl many of them did not believe I was really in earnest. But I was and I still am quite serious in the undertaking of this project. Having reached my middle thirties and being unmarried, I feel that I have a right to dispose of the rest of my life in the way which seems to me most valuable. And, as yet, I have found no more valuable work, nothing more truly creative than the care, rearing and educating of children.

For children are the world to come. In them lies the hope of mankind. They are the stuff from which that golden future, that better world of peace and righteousness for which we pray, is to be made. And to have even one small finger in the forming of that future seems to me most thrilling. Aside from these reasons there are others, for I have had a great deal of experience in the work which I have cut out for myself. The oldest of a large family, I cannot remember the time when, as a little girl, I did not have the crib of a younger child beside my bed. Nocturnal trips after drinks of water and searches for lost pillows were a part of my regular work. And it seems a shame that so much good experience should be wasted.

The reaction of various people to this plan of mine, I found most interesting. Some looked at me with horror and amazement written large on their faces. Why in the world do you do that? Why tie yourself down? Why not work off this mistaken zeal on your nieces and nephews? These were a few of the many questions asked me. I replied that I had reached a period when I felt the need of being tied down in order to accomplish anything really constructive; that I had wandered the world foot-loose long enough. And as for taking the babies of my authentic relatives and fattening them up, why that was all very well for the relatives, but what about me? Such children would surely always have strings tied to them. I would no more than become thoroughly interested in the development of John or Sue when an anxious mother would pull said string, taking back her child and leaving me John-less or Sue-less as the case might be; and leaving me besides with the impression that my efforts had all been wasted. What engineer, building a bridge, would like the job to be summarily taken out of his hands when the bridge was half finished, or even when it was just begun? No, I wanted one of my very own and I said so with a good deal of determination.

On the other hand I found a surprising number of people who accepted this statement with warm sympathy and interest. This was particularly true of those who had already adopted children; I dis-
covered a very real bond of interest between them and me. One lovely woman who has taken two boys and a girl and is looking for another little girl, told me she had helped ever so many people find children and that they came back to her thankfully to relate their experiences, their hopes and the joy the babies had brought them.

"I feel like a fairy god-mother," she said. And offered to do all she could for me.

But I decided to go at the thing from a really scientific standpoint, to find out as much about the subject of adoption as I could and to be truly intelligent in my selection of a child.

Feeling that since my college days important strides had been made in child psychology and its application to education, I decided first of all to "catch up" on this subject. So I went for six hot weeks during the Summer to the Columbia University. There I learned much that was vital and interesting but the net results of my study, as far as its bearing on the adoption of children was concerned, were these:

Heredity counts a great deal, for you cannot bring out of a child by education and training that which is not inherent in his nervous organization and the nervous organization is inherited; but the training and the impressions of the first six or eight years count infinitely.

I went away from Columbia determined on two things. First, that I would not take a baby without knowing the history of its parentage as thoroughly as possible. Second, that after I had adopted a child, his education from the very beginning should be of the broader, happier, more vital type that is being worked out at Teachers College and in other educational centers to-day. Better citizens is what the country and what the whole world needs, and of course, better education, more widely spread is what will produce these better citizens for the world. I thoroughly believe that the new theory of education, which gives the child real life problems to solve rather than make-believe ones, is going to form more efficient men and women than education has formed in the past. The school which makes children feel themselves a part of a social group, all working interestingly toward the same end is the school which is going to count. A child cannot be taught too early his responsibilities towards the other members of the group, but within this group and its lawful restrictions, he should be allowed as far as possible, to work out his own problems his own way, freely, naturally, with the happy abandon which only real interest can give.

So much for my findings at Columbia. After I left there I spent several months getting in touch with people and agencies who place children for adoption. I went to the first of these with a preconceived notion in my head. I imagined I would find a row of delicious little girls, all two years old, all perfectly healthy, all very attractive, just
waiting for me to step up and select one of them to be my very own. This dream was destined to be rudely shattered. I did not see a single child. Instead they gave me a formal application blank and I was told that I would be one of about two hundred applicants all waiting for babies from that institution. That the supply did not anywhere near meet the demand! I was somewhat shaken, but I managed to falter out my hopes concerning that little girl about two years old. The head of the child placing committee, with whom I was having an interview, looked at me commiseratingly—"Little girls are very scarce," she said, "and of course, the good ones are snatched up when they are quite tiny, only a few months old—or less."

I felt sadly disappointed, but I decided that at any rate I had better make an application. She waited with cold severity while I managed to fill in the blanks, using a scratching pen which I felt sure the other two hundred had all held in turn before me. This thought was far from cheerful but my discomfiture increased when the chairman of that committee began asking questions. She launched at least five hundred of them at my poor bewildered head; she asked about my ancestors, my morals and my financial status; she demanded a description of the death of my grand parents on both sides. Finally I began to have a guilty feeling that there really was some dark, hidden misdeed in my past. I had thought to make a thorough investigation of the child before I took it; but I had no chance for that; instead they were making a really drastic investigation of me.

"You see," my interlocutor explained, with a relenting note in her voice, "we can't be too careful in finding out what kinds of homes our children go to."

"No, of course not," I humbly answered. "But what about a boy,—if girls are so scarce?"

The sound of my own voice encouraged me, I felt hope returning and visions of a lovely brown-eyed boy rose before me.

"We never give boys to unmarried women," she stated, and flattened out my self-esteem completely.

She was really very nice, however, and before I left she promised to do everything that she could for me. But I came away entirely empty-handed; I, who had really entertained a sneaking notion that I might find just the right child and be able to lead it off only waiting to put on its bonnet and coat. Instead I carried a cold bunch of literature. But from it I gleaned some interesting facts. I found that this society got hold of its babies through social workers, doctors, day nurseries, ministers, by answering newspaper advertisements and from various hospitals, charitable organizations and the Children's Court. I learned that they had placed children in almost every state in the Union and in the Philippines. Last, but not least, I read that they had one
hundred and thirty unfilled applications for babies. That made me number one hundred and thirty-one, and I confess that I went home with my enthusiasm somewhat dampened! It was not going to be so easy to find that little girl after all.

A good night’s sleep, however, renewed my resolution and next day I bent my steps towards the big building down in the twenties where the State Charities Aid has its offices. Here I discovered an old college friend who was most sympathetic. I was comforted by the fact that she left out the questions and even promised to get me a little boy if she could find one for me. Being a spinster herself, she got my point of view. She even said that, in some families she knew of, the children would be better off if there were no male parent at all. But here again I was told that children with good histories were all taken when they were little babies. She advised me to take a tiny one as she thought I would find that way more satisfactory in the end. Then there would be no bad habits or impressions to overcome and a child of two has always formed habits. Heredity seemed to her most important and she told me that the histories of the children whom she placed were all carefully investigated by a trained social worker. Of course, as she explained, these babies were frequently illegitimate and in that case the father usually proved a “dark horse” in the problem. But as far as possible antecedents were followed up and mothers were given an intelligence test to determine just how much intellectual capacity they might have handed down to their children.

This fact of not knowing absolutely a child’s forbears often acts as a deterrent to people who might otherwise adopt a child. But when one considers it, how many of one’s own ancestors does one know intimately? Not many, and this is particularly true here in America. Considering the multitude of divers, unknown elements which go to make up any one of us, I believe the chances of an adopted child turning out well are about equal to the chances of a child born into the family. It is fifty-fifty whichever way one looks at it. But I agree with my friend of the State Charities Aid, that too much care cannot be taken in looking up the histories of the babies and in the examinations which show that they are perfect physically.

At the State Charities Aid I filled out another application and promised to send in the letters of reference which were required. Here again I found a long waiting list and not enough babies to go around! I wanted an American child and unfortunately many of the children who passed through this organization were of foreign descent which made my chances here even less than they might have been. But I left a friend at court and I went away undismayed after she had promised to let me know when she had any luck in the search.
I have spoken of the interest those who had already adopted children took in my plans. One woman called me on the telephone. Her two adopted children were her greatest joy and she wanted to put me in touch with the Adoption Nursery where she found them. In this place, for the first time, I really saw the children themselves. I drove to a noisy east-side street where the Nursery had an apartment in a big brick building. An attractive little place, it was just as it should be, clean and airy, with little white cribs, bright furniture and playthings, and a sweet faced nurse in cap and gown. Two trained nurses and a helper kept six or eight children there all the time. When I was there everyone of these children had been spoken for except one, a girl two weeks old. I shall never forget that baby, she was asleep in the immaculate crib when we came to look at her. She had a perfect little head with small ears set close to it and her tiny hands were curled up under her chin. Unlike most young babies, she was plump and well-rounded with a beautiful little body. I had never intended to start out with anything quite so young, but I fell hard for that baby. I went away, begging for a few hours to make up my mind about taking her. I had almost decided to take her, mounting with a brave heart the obstacles I would meet once the deed was done, for I was not really prepared. During a whole night I agonized over that decision and in the morning called up the Nursery only to find that there had been some mistake and that the child was already promised to another woman. Of course, when I could not have her I wanted her more than ever. But I have since been thankful that Providence took the matter out of my hands, for I really had no place to bring so young a child.

And, it seemed a tiny baby it must be if any at all. As I made my rounds, the little girl of two with her curls and her blue eyes disappeared into thin air. But my determination that I would adopt a child did not disappear. If there was nothing to be had over six months, very well; then I would take one under six months. But in order to do that I felt I must have a place of my own, no matter how small. So I abandoned New York and came home here to the West where I am now building a little house. My search still goes on however, and will until I find what I want.

In the meantime I have been counting up the people I know who have adopted children and getting in touch with them. There are eight intimate friends and twenty-two acquaintances. Various reasons have led these people to take this step. One family has adopted a child for every child of their own and as these count four, by arithmetical processes eight children belong to them. One charming lady was a teacher before her marriage and she has taken three, all at the age of five or six and is now looking for a fourth. She claims
she does not pick and choose, but takes the first child with a respectable history that comes along. These boys and girls live in an old mansion on several acres of ground where they race and play and ride their pony.

A few days ago I met one of my cousins whom I have not seen for a long time. I marked how well and happy she looked and I soon learned the reason for her beaming face. Her only child, a son, was going away to preparatory school. She had felt that she and her husband were going to be very lonely without him, so she adopted a little pink-faced girl with soft auburn curls. Little Helena was only ten months old but already she filled a place in their hearts. Even her big brother approved of her.

The person whose example inspires me most, however, is Janet Ames; for Janet is also unmarried and she has taken two little girls. Sara and Ruth are now respectively six and five years old. They look somewhat alike with their lovely dark eyes and fine little noses. But Sara's hair is straight and fair while Ruth's is of a warm brown, a riot of curls always getting into her eyes. Ruth is the organizer and the doer; no one else has a chance to plan the play with Ruth there, but all the children like her and willingly follow her lead. Her eyes snap and sparkle and her cheeks glow like summer roses; she is never still an instant. Some undiscriminating ones think Sara not as attractive as Ruth but they are mistaken for Sara has the heart of gold. Her brown eyes looking up at you so confidently are quiet pools where love dwells. Love is the motif and the color of Sara's life. Her voice speaks it, her gestures and the touch of her small hand proclaim it. The younger children she mothers charmingly, even the naughty boys who will not stay still to have their shoes tied and their hands washed and who sometimes ruffle even her gentle wings.

And who would think, looking at sweet Sara that when Janet found her, her poor shiftless father was breaking up the furniture to keep warm the room over a barn where the family lived. That her young mother died at twenty-one, after having had six children and never enough to eat? Her manners are perfect, the product of a gentle heart and good home training, and she and Ruth both stand above the average in their school work. I only hope my little girl when I find her, will possess an iota of Sara's refinement and Ruth's verve.

I wonder if it is not possible for more unmarried women to adopt children? We cannot all marry, that has been proven, but surely we are all entitled to a bit of the happiness which children and home life bring. It seems to me that where it is financially possible every unmarried woman should at least consider this matter. I believe that there is no girl who grows up, thinking at all, that does not consider
her life as a problem to be solved and too often she is made to feel that marriage alone is the solution. That if she has not reached this to-be-desired end she has failed.

This social reasoning is, of course, cruel and senseless and fortunately has somewhat lost its potency. But if she does not marry, the problem of what to do with her life remains just the same. And perhaps the adoption of children may be one solution even though it is one among many. At least I offer the suggestion.
THE RURAL SCHOOL SITUATION IN NEW YORK

By Dorothy C. Kempf, M. D.

NEW YORK STATE is facing a problem in its rural school system that is in urgent need of solution. Since the middle of the last century educators have watched and deplored the relatively increasing inefficiency of these schools as compared with other rural activities and have given vigorous expression to their needs. Remedies have been suggested and many of them tried with, for the most part, unsatisfactory results. The problem has aroused very little popular interest.

Recent investigations have brought facts to light that can no longer be ignored. A survey carried on by the Child Welfare Committee of the New York State League of Women Voters* presents the problem from the standpoint of health and sanitation, and another investigation, made by the Committee of Twenty-one (a group in which educational and various agricultural organizations are represented), has dealt with the problem also from the point of view of administrative and academic needs. The final report of the latter is not yet published but preliminary statements have indicated the nature of their findings.

We have in this state what is known as the small district system. This originated in colonial times when individual settlements organized, built and supported their schools. These were quite independent units until 1812 when the State Department of Education was established and a superintendent appointed. In 1866 all the public schools in this State were made free with the expenses met by taxation. The State Department has gradually been invested with more and more power but to a very large extent these schools have retained their independence. Their policies are determined by local boards or committees and their funds raised by local taxation. The area comprising a school district is two miles square and under the present system a township may contain anywhere from eight to thirty-five separate school districts. In some of these there are only two or three children. Many of the school houses are closed because there are no children in the district or because those who live there can be more efficiently and more economically educated in a neighboring district under a system called contracting, whereby a certain sum is paid by the contracting district to the other for the education of its children.

That this system does not meet the problem is shown by the following figures on attendance compiled by the State Department of Education.
15 schools had an average attendance of 1 pupil.
52 schools had an average attendance of 2 pupils.
167 schools had an average attendance of 3 pupils.
259 schools had an average attendance of 4 pupils.
392 schools had an average attendance of 5 pupils.

Here are 885 rural schools with an average attendance of five or less pupils. The figures continue upward in similar proportions and give a total of 3,015 schools with an average attendance of less than ten pupils.

The total number of rural schools in the State is 10,236 and 8,600 of these are one room buildings. Fifty-four percent were built over fifty years ago and thirteen percent are at least seventy-five years old. Some date back to 1812. These buildings are usually heated by a stove which provides a very uneven temperature and which must be lighted by the teacher each morning. When school is opened the room is uncomfortably cold and after a couple of hours it may be very hot. Teachers reported temperatures varying from 40 to 90 degrees. Some have to be closed in severe weather. Proper ventilation under such circumstances is impossible. Many windows are nailed down for the winter or frozen down for long periods. Some get too much ventilation through cracks and holes in the roof which admit rain and snow. Twenty-three percent of the rural schools investigated in the survey recently published had no water supply and were obliged to carry it from neighbor's wells, springs or brooks. One school with 22 pupils had no water nearer than a quarter of a mile and another with 11 pupils had to go half a mile. Some reported having no water at all. Fifty-five percent of rural schools still have outdoor toilets of the soil polluting type although a regulation of the State Department of Education required their replacement by some type of sanitary indoor toilet to take place before 1918. The enforcement of this regulation was dropped because so much local opposition developed, and it is always a slow and difficult process to educate public opinion in each district as to the advantages of taking a step which may be reflected in the school tax.

New York State has a very good medical inspection law but the difficulties in the way of getting it properly carried out in these small rural schools are almost insurmountable. The shortage of physicians in rural communities has already assumed serious aspects and the general loss to the community is shared by the schools. Instead of the careful yearly examination provided for by law, in about half the schools only a very cursory inspection is made; and during the important early years at school, when by far the largest proportion of correctable defects appear, these are not recognized or, if recognized, in many cases go uncorrected because of the lack of any
system of follow up work. Considerably more than half of the rural schools are never visited by a nurse and many of the others receive but an annual visit from the county nurse. Unless there is direct contact with the homes through some agent like a nurse the recommendations of the medical examiner receive in many cases but scant attention, and when he sees children year after year with the same defects uncorrected there is little incentive for him to continue to make careful examinations. In a number of individual townships where nurses are employed some excellent work is being done similar to that in the larger villages. In fact this is often an extension of the work of some village in the township. Most of the schools in the larger villages are not included in the rural group but are organized on a different basis under local superintendents in a manner similar to that adopted in cities.

Much better conditions are also found in the few counties which contain or are adjacent to a few of the largest cities but in general, throughout the State, the rural school houses, which comprise nearly nine tenths of the total number of schools, are very meagerly provided for, both as to sanitation and educational equipment. Many schools have no maps; many have no text books for children whose parents fail to provide them. The few books in the school libraries are soon exhausted.

The value of health instruction for young children is one of the newer discoveries in the educational field. It is now recognized that children can be trained to form habits conducive to healthy living with much greater ease and with more satisfactory results than if the parents alone are dealt with. Some simple health instruction is given in practically all schools and a fairly large proportion have health clubs or exhibits, but this work is really in its infancy and is left largely to the initiative of the individual teachers, some of whom are interested whereas others are not. The normal schools do not as yet give satisfactory training for teaching these subjects, although a beginning has been made in the summer schools, and with the lack of equipment in the rural schools the difficulties are increased. The common drinking cup, the absence of towels, the fly-breeding outdoor toilets and unscreened windows, the inability to give a healthful lunch because of lack of materials and utensils, all serve to discourage the teacher and act as object lessons that refute rather than support her words.

Here then is another burden placed upon the school. Only one hundred years ago the three "Rs" comprised the extent of the school curriculum. After 1835 geography, history and grammar were added. At the present time the school could fulfill a multitude of functions if it were given adequate equipment. And not the least of this equip-
The rural sections of this country are entering a new era marked by
scientific agricultural methods and easy transportation and the schools have an ever increasingly difficult function to perform, but one in which it is absolutely essential that they should not fail.

They can and must fit our children to deal with these more intricate problems and at the same time give them a background which will make life more interesting.

*Published by the New York State League of Women Voters, Room 1625, Grand Central Terminal Building. Price 15 cents.

We wish also to call the attention of Quarterly readers to the report of the Committee on Education of the V. C. A. A., published in the Annual Report of Jan. 1923, with special reference to the section on the “Summer Uses of the Campus.”
FOOD AND THE FUND

By Marion Canby Dodd

THREE shelves were filled with everything to tempt the housewifely eye—layer-cakes, crullers, nut bread, pie and all the rest. As the morning opened, the early buyers exhibited the sprightly approval so much more warming to the hearts of those behind the counter than that peculiar, dubious examination given by late comers to the remnants of the display. It is, by the way, a commentary on the essence of popularity that these unfortunate remnants are never the same at any successive sales. Early choice varies by accident or whim, but let the most luscious "iced layer" or the most perfectly browned loaf be deprived of the company of most of its fellows and every customer looks askance at it. In the food-sale world solitude brings no glory.

When I had partially mastered the wrapping-up problem and the intricacies of the money box, I had more leisure to observe my customers. Their families' wants seemed to be frightfully particular. Indeed, we in charge found ourselves in hot water at once because, alas, icings concealed the identity of cakes, and crusts of pies, not to mention an unfortunate resemblance between molasses cake and "devil's food," and difficulties with several other indistinguishable food-stuffs. Excellent no doubt they all were, but what were they? Not to know seemed to affect their desirability in an alarming way.—Take notice, all contributors to food-sales! Having done a good deed, complete it by marking your product!

"I will buy it," said one customer with asperity and unmistakable finality, "if you can tell me whether it is a lemon custard pie or a plain custard pie. I cannot possibly eat a lemon pie." At this ultimatum I gazed in despair at the questionable pie, which maintained a firm aspect of divulging no secrets. It knew it was a good pie, and scorned over-particular catechisms. I even sniffed it, with apologies to all concerned. No whiff of lemon reached me, but I knew if I said "plain" the wretched pie would confute me in the end, just out of perversity. So I gave up the situation as hopeless—when a rescuer appeared from heaven. "That pie looks good," said she, seeing her predecessor in some sort of doubt. "If you don't want it all, I'll take half," I could see no alteration here in the problem of lemon versus plain, but there is no telling which way the feminine mind will leap. "All right," said my first buyer, "I guess that much won't hurt me, even if it's lemon." I poised my knife, vaguely feeling like Solomon except that something was obviously wrong with the analogy; and hastily wrapped the halves, since evidently nothing but eating them at once would finally answer the question,—and that might lead to further difficulties.
Some very delectable little round crullers, too, soon got me into difficulties. "Are they crullers or doughnuts?" queried a stern voice. I wanted to ask why it mattered when they looked so delicious, but the point seemed so serious that I desisted. Just as the questioner ordered a dozen in spite of my inadequate information, someone volunteered that the maker had said she "made 'em up quickly." "Then they are crullers," severely observed the purchaser; "I will have six instead of twelve." This was crushing but there was no appeal. Strange to say, the same thing happened again ten minutes later, when I identified the crullers for another questioner. "Six instead of twelve," said she, firmly. Is it, I wonder, a gustatory or a digestive reflection upon the status of the cruller? Next I was somewhat cast down by the challenging manner of an individual who asked the price of the largest and most delectable white layer-cake in the counter. When told, she threw at me with a malicious eye: "We run food-sales in Suburbia, and we sell 'em like that for fifty cents." I gasped that it was impossible... the materials... the work of collection, and so on. "Well, they're donated—why shouldn't we?" she returned. "So are ours donated, but—" I began: I knew there were at least two fallacies, if not more, in her argument,—but this was no place to tar and feather an opponent. So I merely tried to put into the look I gave her all my economic arguments as to how and how not to run food-sales for an Endowment Fund. She wilted somewhat and said "Well, perhaps ours are two layers,—and perhaps yours are three—." I maintained a dignified silence, but with difficulty, I admit, when her parting shot reached me from the door: "Well, anyway, I'm going to look in again later, and see if it's marked down!" Every female reader will understand with what immense satisfaction I sold that cake to someone else five minutes later,—appeasing its insulted dignity by extra attentions in my wrappings.

Ruffled feathers receive short shrift at food-sales—there is no time to think about them. My next engagement was of a different nature. A youngish woman requested cocoa nut fudge. As I produced it, she rather halted me by remarking that it was for her little boy. "You don't give him too much, do you? It's pretty rich—" I said, invoking my membership in Child Welfare and Child Hygiene Associations. "Oh well," she said, with a distinctly coy expression, "you know what these grandmothers are! His feeds him a lot of it—he's two years old." Horror-stricken, I paused in my wrapping. To sell or not to sell?—it seemed a call to action. "Please don't give him too much at a time," I began. Perfectly oblivious, the mother rattled on: "Anyway, he eats lollipops all day—." I tied the string and handed out the box: this case was past help from a mere outsider. But a rather
painful vision haunts me. Next time I hope I may sell fudge only for adults.

As the plates emptied, the broken cooky or cracked cup-cake began to present a problem, and led to my ultimate philosophizing, as I hit upon a brilliant solution. A damaged article obviously could wreck a transaction—no dodging that. But all I had to do was to smile beamingly and say: "That one's cracked, so I'll put in another cracked one for good measure,"—and all was well; and with the loss of nothing that could have brought a penny to the money box by itself. Indeed, these sales seemed the most successful transactions of all; I was certain those customers would return smiling next week.

Oh well, who isn't weak enough to be touched by the rare opportunity, in this cautious world, to acquire something for nothing?—whether it be a broken cooky or a pearl necklace! Grown up human beings can be manoeuvred much like children after all, if one can find the right tool!
ELLEN SWALLOW RICHARDS

BY JULIA LATHROP

ELLEN HENRIETTA SWALLOW was born of English descent in 1842 on a farm in northern Massachusetts. She graduated from Vassar college in 1870, married Professor Robert Hallowell Richards in 1875, traveled widely in this country and in Europe and died in 1911 at the age of 68. All her life she was a resident of Massachusetts.

Within such space and time were passed the enriching years of this great daughter of Vassar.

To the brilliant associate and life-long friend of Mrs. Richards, Miss Caroline L. Hunt, now of the United States Department of Agriculture, we owe the invaluable "Life of Ellen H. Richards," published in 1912. Many former students, colleagues and friends survive Mrs. Richards and it is delightful to discover from them new intimate understandings of her career, new but not unexpected acts of generosity, of helpfulness to a cause or an individual; but as one turns again to the volume by Miss Hunt one feels that nothing essential has been omitted in that portrait. From this book, from Mrs. Richards' own writings, from conversations with Mrs. Abel, Dr. Lucy Salmon, Dr. C. F. Langworthy and others the following sketch has chiefly been drawn.

Miss Hunt gives us a delightful description of the little family, New England to the core, in which Ellen was the only child. Both father and mother were school teachers and the child was taught at home by her careful parents for the greater part until the family moved to Westford, about 1858. The mother is described as "deft and dainty"—evidently a most skillful housekeeper and having pleasant accomplishments which gave joy to Ellen—like her flower-gardening and toy-making. She must have been a nice, understanding mother of that sweet type which happily is neither wholly ancient nor wholly modern. Hoping to make the delicate child stronger all sorts of out-door farm occupations were allowed except milking, tabooed for fear of spoiling her pretty hands. She taught her daughter exquisite housekeeping arts so early that at thirteen the child had such treasures—still preserved—as hemstitched linen for the doll's bed, silk stockings knitted, an embroidered handkerchief which brought a prize at the fair and a china vase for the best loaf of bread. Best of all she was not a prim and proud little girl,—cousins wrote, "* * what a pretty, interesting, amusing little thing she is"; and "I wish she were here; I should like no better plaything."

Ellen's father had his own sense of power and courage. For ten
or twelve years he worked his little farm and taught school jointly. His soul required change and since nature and the school board conspired to afford a dull month in the early spring, often in March he went with his wife and little girl to visit relatives in New Hampshire, Vermont or Maine. The journeys were made by team and were hazardous to timid or inexperienced persons. It seems exactly in character with Ellen Richards’ father that his daughter should be able to write fifty years later, “One of my earliest recollections is of my father’s reply to my mother’s anxiety lest we should get overturned in the sleigh on the snow-drifted country roads—‘Where any one else has been, there I can go.’”

At sixteen her parents, who had apparently no purpose or interest which could hinder their efforts to give their girl an education, sold the farm and went to the academy town of Westford where Mr. Swallow opened a general store. Ellen helped her father in the store,—quick, accurate, amiable and spirited enough to hold her own. Thus the story goes that Ellen objecting when the men drew their chairs about the stove to smoke was asked, “Why do you sell us tobacco if you don’t expect us to smoke it?” She retorted with a smile we may be sure—“We sell you molasses, too, but we don’t expect you to stay here and cook it up.”

Ellen writes to her cousins of her home in Westford telling of the blossoming houseplants, the village in its summer dress,—“* * so many shade trees in the village streets, and so many pretty orchards beside them.” “* * the little silverleaf geranium about three inches high, which is budded,—Won’t it be a little darling?” The father first endured and then enjoyed the flowers and plants in the store where his clever daughter was like a young partner.

She loved to read stories and began early to devour them against the advice of the good uncle who told her at the age of twelve he “thought she better stop reading so much fiction and take up the study of more meritorious work.” In fact the reading of fiction became one of the great refreshments of her life at its busiest period.

At Westford Academy she was taught a little mathematics and wrote a few compositions. She learned some French and much Latin, apparently very well taught. She showed from the first an extraordinary power of work, a vigorous mind with a crystal-clear power of observation. Here she began life-long friendships with fellow students, who later were able to aid her projects for public good—among them men who became great figures in Massachusetts public life. Who could help liking that companionable, friendly, modest girl with her sweet voice and pretty crooked smile and interest in every living growing thing?

At twenty she left the Academy. Ellen seems to have had then,
none of that brave contempt for preventable disease which she later felt as she helped on the public health movement, for she writes meekly, "I am very glad the measles are over with for I have dreaded them very much since I had the whooping-cough though it has sadly interfered with my plans for the summer, as I have engaged to try my skill in teaching." But she was not able to teach for two years. Then a summer term; and she writes, "I have thirty-seven pupils. Am about two miles from home; go home every Friday night. I have a pleasant boarding place * * * I have a few large scholars who study the higher branches, which makes it more pleasant for me." And later in the term—"Perhaps you would like to know how I and my flock are prospering. Well, I guess as well as could be expected. I have forty-one pupils and have to call out over thirty classes each day."

In 1863 Mr. Swallow moved three miles to Littleton and bought a larger store.

After this term of school teaching, the work with her father in the store, the nursing of her mother, often ill, and the care of the house occupied her time fully and she could not leave home to teach. The next winter she writes, "Father has a little extra business now so I have to help him more."

In the scant free time of this laborious life she prepared herself for college. Think of that, ye whom the skill of the best private preparatory schools trained to leap the hurdles of the College Board. She spent the winter after Vassar opened at Worcester studying and attending lectures, with very little money and very great application. We do not know just what current bore her to Vassar. We may guess that Vassar invited her experimental spirit because itself new and experimental. Also, in Massachusetts no college received women at that time but from the first New England girls attended Vassar.

She earned money nursing, sewing, tutoring and making the then fashionable wax flowers.

Finally in 1868 she entered Vassar as a Special, and graduated in the class of 1870. Her diary, which was also her side of the correspondence with her parents, shows the writer modest, satisfied, happy and friendly. She tells gaily of her first dinner and of her room and then a week later, "a very delightful call on Miss Mitchell and her father who is a charming old gentleman, and a look through the telescope, an entrancing instrument." She recounts progress in the classroom, and praise bestowed by the professors. She discusses the faculty respectfully though freely. She admires character and scholarship but is not overawed even by Maria Mitchell.

She tells with amused severity of the West Point excursion to be
chaperoned by Professors Farrar and Braizlin which Miss Lyman forbade because it might "get into the papers." Great disgust of students and doubtless some of the faculty followed and the conclusion is—"Just at present the whole faculty is in disgrace with us."

To read that first record is to feel bewildered envy for this new girl who could say, "I do not feel the least anxiety in regard to my studies. I do not expect to work much for a month." She visits the art gallery, the library; she gives her opinion of styles, of hair-dressing, and other like human interests. She is delightfully happy and at ease.

"The only trouble here is that they won't let us study enough—* * * They are so afraid we shall break down and you know the reputation of the college is at stake * * *. I am not working hard at all in my classes."

Perhaps there was some concern at home lest there be a too masculine trend of studies because after writing, "We went out surveying, I intend to draw a map of the farm." A reply from her mother draws the precious answer—"As to surveying it is light work compared with washing. The chain is light and clean and the pins also. The instrument for taking observations can be easily carried and it is very fine work to take bearings. We cross brooks and woodland for pleasure and pray why not for business? It requires a good deal of skill to go over a fence or wall built of such small shaly stones as the walls here, but it can be done and it is an accomplishment. I do not mean to do it with long dresses and hoop skirts, of course not. I find nothing in it not consistent with grace and virtue."

She came to Vassar with $300.00, partly saved, partly borrowed. Her expenses the first year were $515.00 (board and tuition $400.00)—she spent in the summer $66.50—the year round $581.50.

A brilliant second year and then graduation and then forth to test her belief that "college is a place to learn. * * * When you find what stuff you are made of then is the time to choose and study a profession if ever."

Almost inevitably at that period she intended to make teaching her profession. A contract to teach in Argentina had been made but later cancelled because of political disturbances. She then turned to practical chemistry, because she had a taste for chemistry and also probably with the hope of again helping her father who had begun manufacturing a "building stone"—she sought in vain from chemical firms in Boston and Philadelphia admission as an apprentice. They refused but one advised her to apply as a student to the Massachusetts Institute of Technology and surprisingly enough she was admitted because of the insistence of the president, Dr.
Runkle. Her fees were remitted and she was accepted the first woman student. Later discovery that the president remitted her fees so that he could say she was not a student if her presence should be too severely criticized made her exclaim that she would not have accepted if she had known, but we may hope she would have forgiven the innocent device of this large-minded president and gone on.

She writes happily on entering, "You will know that one of my delights is to do something that no one else ever did."

She is now a student at the Institute with her living to earn outside. She works at whatever comes to hand—she tutors and when an emergency calls away her landlady she takes successful charge of the boarding house.

In this first year her father died with terrible suddenness from a railroad accident. This meant deep sorrow and it also required from her increased care for her mother who was living in Worcester. She could not bring the invalid to Boston nor could she leave her, so she daily lengthened her hours of activity by the then tiresome journeys between Worcester and Boston. In this time when the shocking death of her father, the needs of her invalid mother, lack of money and the demands of her own work would have overwhelmed a lesser soul, she showed astonishing poise, endurance and courage.

At the Institute she spent four years as student, student-assistant, and finally assistant in the chemical laboratorics.

This was a stirring period of new educational and scientific enterprises. Vassar and the Institute of Technology opened the same year. The Massachusetts State Board of Health was established four years later. The Board in cooperation with the Institute began in 1870 its classic service to public health in studying the water supplies of the State. The chemical work was undertaken by the Institute and Miss Swallow early chosen by Professor Nichols, in charge, as his assistant. Thus her college and technical training became at once of public service. Miss Swallow said she could furnish "the technical skill of hand gained in using instruments of precision under the tutelage of Maria Mitchell," but this does not lessen the value of her natural manual dexterity.

When in 1887 the great sanitary survey of the waters of the State began, she was put in charge of the special laboratory and corps of assistant chemists organized for the purpose. The survey lasted for two years but her direction of the Laboratory continued for ten years until the work was transferred to the State House, thus concluding ponderous labor well described in Miss Hunt's book. Mrs. Richards once wrote, "I worked fourteen hours a day on five and sometimes seven days a week. If the day was too hot for analyzing water, the work was done at night." Her direction of the laboratory work of
this survey was masterly in its precision and vigor and was a basic necessity to the successful completion of a great public undertaking which has served as a model in this country and abroad. * * *

In 1873, Miss Swallow received the degree of Bachelor of Science from the Institute of Technology—its first woman graduate. The same year Vassar gave her a Master's degree, for which she presented a thesis and underwent a rigorous examination. At this time she wished to continue research and earn a doctorate but she lacked funds and no one was at hand to aid her. Those who knew her best believe that she had the powers of a great original investigator; but opportunity did not serve. She became, however, a successful practising sanitary chemist, making investigations in many lines. To a layman the wide variety of matters with which she was concerned as a consulting and practising chemist is bewildering. Analyses of waters, of air and food, testing of wall papers and fabrics for arsenic, analyzing staple groceries for the State, working as chemist for an insurance company and with Mr. Atkinson, inventor of the Aladdin Oven, with whom she later worked out many problems in the application of heat to food materials were incidents in the course of her profession. She also made an important investigation of possibilities of recovering wool grease,—a study of the composition of cottonseed hulls,—in 1877 she devised a new method for determining the amount of nickel in various ores, becoming an authority on the subject and frequently called in as referee. She helped her husband, Professor Richards, in making investigations into methods of concentrating and smelting copper, spending with him two summers at the mines in northern Michigan. From 1871 until the day of her death she was a student or a member of the faculty of the Institute.

In 1876 a Woman's Laboratory was opened at the Institute of Technology largely through her efforts. She worked in it without salary, gave money towards its support and helped enthusiastically. She secured scholarships, took care of students who fell ill, inspired, chaperoned and steadily guarded from disaster this new enterprise of teaching girls chemistry by laboratory method.

The laboratory sent out teachers to many schools and colleges and, of course, immediately set a new standard of instruction in chemistry in women's schools.

In 1875 had occurred Miss Swallow's marriage to Professor Richards, head of the Department of Mining Engineering in the Institute. They went to live in a modest, delightful house in Jamaica Plain. To the day of her death, thirty-six years later, its door was open, its welcome sure to so vast a number that a hostess devoted to entertainment would be celebrated by such constant hospitality. Yet to Mrs. Richards with her marvelous power of organization, her
professional career and her increasing absorption in public service, it was only a simple, pleasant feature in her life, necessary to her warm nature. How many friends were allowed to go nowhere else when they came to Boston! No one can count how many boys and girls of the Institute enjoyed the gentle gaiety of that home where Professor and Mrs. Richards made them welcome and happy. Demands upon her time increased constantly and her interests widened,—her aid was gained for philanthropic societies, she was consulted on public projects, humanitarian, educational and scientific. In contradistinction to her profitable professional activities, she acquired a vast but expensive practice in the new art of applying the scientific method to all that concerns public welfare, if one may so describe her generous gifts of time and labor.

She became a member of the Society to Encourage Studies at Home, founded by Miss Ticknor in 1873. Teaching by correspondence was novel and the experiment appealed to her. The Society existed for twenty-five years and gave help and encouragement to thousands of women, young and old, rich or poor, who were remote from the eastern cities or who felt the stir of the new opening life for women and wanted to share it.

Mrs. Richards organized a science section and extracts from the letters which passed between her and her students reveal the extraordinary personal interest she maintained in her pupils whom she never saw. She cheers, comforts, advises as if each writer were an intimate friend.

A woman physician of international reputation said to me the other day, "Mrs. Richards started me in the study of medicine. I was just home from boarding school determined to be a doctor and eager to study chemistry which I had not had and which I must have before I could enter the medical school. Suddenly I heard of Miss Ticknor's Society to Encourage Studies at Home and applied to it. Mrs. Richards answered, planned my work and gave me invaluable practical suggestions—we had much correspondence but I never saw her."

After a time Mrs. Richards added another section to the Society to Encourage Studies at Home, Sanitary Science, which was novel and much liked. These services for education through the Society to Encourage Studies at Home required an amount of time and writing which seems almost impossible in this era of typewriters and mimeographs. She had no such aids. Nothing Mrs. Richards did indicates to me quite so remarkably her ardor for passing on what she had to give as this laborious correspondence with distant scattered women most of whom would never be able to reward her by attaining distinction or scholarship. It was a generous gift from the trained technical
chemist, the founder of the Woman's Laboratory, the Institute professor, who might be expected to feel little patience with amateur efforts.

Doubtless her share in creating and in holding to scientific yet practical standards the profession of home economics is the contribution by which she is best known. Mrs. Henrietta Calvin, Home Economics Expert of the U. S. Bureau of Education, told me lately that had it not been for the guidance of Mrs. Richards, the early history of home economics would have lacked its inspiring scientific aspect, and probably would have been only a matter of the practice of cooking and sewing. Her efforts were not independent of her long training in chemical science, but rather the fruit of that training applied to the problem of improving living conditions.

The movement early enlisted the interest of both men and women. For ten years ending in 1908 The Lake Placid Conference of Home Economics met at Lake Placid under the auspices of Mr. and Mrs. Melvil Dewey and the chairmanship of Mrs. Richards. The roster of those who yearly counseled together shows many distinguished names and the merging of the intimate conference in a National Association of Home Economics in 1908 signified the steady growth of the popular interest and confidence in the movement.

Isabel Bevier in her Home Economics Movement refers to Mrs. Richards as “the woman who is generally considered as the foremost leader in the development of the subject in these later years,” and quotes Mrs. Richards’ wise comprehensive statement of the meaning of Home Economics; from the Proceedings of the Sixth Lake Placid Conference:

"HOME ECONOMICS STANDS FOR"

“The ideal home life for to-day unhampered by the traditions of the past.

“The utilization of all the resources of modern science to improve the home life.

“The freedom of the home from the dominance of things and their due subordination to ideals.

“The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and society.”

Mrs. Richards’ development of the New England Kitchen in Boston was in the phrase of the day brilliant advertising for Home Economics. This example—a food selling shop—gave great impetus to confidence in the practical value of the food work in home economics and doubtless stimulated the growth of home economics courses in schools, with emphasis on cookery. But Mrs. Richards’ interest as a food chemist
never overbalanced the more complete view of home economics indicated above.

Since her day the growth of Home Economics is astonishing. All the State universities and many of the private institutions are equipped, some very completely, for laboratory research and for practice work. The subject is taught in the normal schools and in many colleges. In 1920 the Bureau of Education states that more than 8,000 high schools then had home economic courses and that the number of high schools increased about 600 yearly. And it also states that the number of grade schools requiring home economics is increasing. Thus the tendency to penetrate downward from the university is apparent and it is encouraging to find cities like Boston and Los Angeles where home economics teaching reaches to the fourth grade. One cannot read the home economics circular of the U. S. Bureau of Education, from which these figures are taken, without realizing that vital service was begun by the far-seeing pioneers, both women and men, who have consciously and systematically striven to dignify the work of the household and to place the applications of science at the service of every home.

The U. S. Bureau of Education compiles records of the progress of home economics and also for some years has had upon its staff a specialist in this field who has given much stimulus to the teaching side of the movement. The U. S. Department of Agriculture, through its Home Economics service, carries on careful research and by its thousand or more women county agents in the States Relation Service maintains a traveling extension staff, whose influence on rural home life in the remoter parts of the country is remarkably valuable.

Mrs. Richards wrote constantly and produced excellent scientific text books and many popular discussions like "The Cost of Cleanness," "The Cost of Shelter," "The Cost of Food" and "Euthenics," which were new and inspiring to general readers. She was one of the founders of the Association of Collegiate Alumnae, now the American Association of University Women, and its stimulus to graduate study and research began with fellowship for the Naples table, to which Mrs. Richards contributed generously.

She taught, spoke, traveled extensively for the causes she loved, never apparently finding this laborious gift of effort a burden.

She loved Vassar and was a wise adviser. As earlier alumnae will recall, the College is indebted to Mrs. Richards for its admirable system of sewage disposal. At the time she became alumnae trustee a plan for building a trunk sewer to the Hudson at a cost of $60,000 was favored by the Board of Trustees. Mrs. Richards pointed out that such a sewer would be subject to removal by state order and in any case involved unnecessary expense; she urged the purchase of the
“Richmond Hill Farm” for $10,000 which would afford ample facilities for scientific sewage disposal under the absolute control of the College. Her advice was taken, and a fine system obtained at small cost. It has been said that no previous alumnae contribution to the College equaled this service of Mrs. Richards in direct and indirect value.

What were the qualities of this daughter of our college which so deeply impressed in turn her teachers, associates, and disciples and her public? No one can study her life without believing that she had certain permanent characteristics, finely disciplined and nobly used. She had the power of vigorous, systematic attention and the power of holding the results of her study. Thus she prepared herself for college by solitary work; her lessons never burdened her, when she wanted to earn money tutoring she pulled her Academy Latin to the front of her mind, found it in fresh good order, and used it successfully in private teaching at Vassar and later. She loved exactness wherever that meant clearer knowledge. She wrote her mother, “I think father would be delighted to see Miss Mitchell lecturing me this morning because I ignored one one-hundredth of a second in an astronomical calculation,—‘While you are doing it you might as well do it to a nicety’.”

Apparently a gift of nature was her swift manual precision—though she credited it to the training of Professor Mitchell. It served well in her long laboratory experience as assistant and director and teacher.

She had the power of adaptation. Thus she did not choose chemistry out of all the world of interests. The adventure of teaching in South America allured her and only the breaking of the contracts with teachers from the States compelled her to look for another pursuit. She had taken the science courses at Vassar including an elective in chemistry for which she had a strong taste, and she says in her autobiographical notes that it was probably an unrecognized leaning to social service which led her to abandon astronomy and study chemistry.

Perhaps some of us are disappointed that we find in Mrs. Richards’ professional history no one shining success like the discovery of radium. But if we look back fifty years we shall be reassured as to the importance of her contribution: She opened a great field of scientific education to women—she opened for women the profession she herself successfully followed, that of consulting chemist—she shared in the great scientific achievements of the State of Massachusetts and the Institute in analyzing and safeguarding the State water supply, contributing an essential dignified part which enabled her at the same time to develop the Woman’s Laboratory in the Institute. At
the strategic period of crystallization she led in developing Home Economics and determining its scientific status.

She made it easier for women to devote their lives to scientific research from which she was debarred by lack of funds and by the necessity to do the preliminary unlocking of opportunity. When she graduated from Vassar schools were poor, money scarce,—the great accumulations of the foundations did not exist. The college education of women was still suspect and her entrance into the Institute was revolutionary.

Discovery is not alone the reward of search—An incalculable element of chance is involved. It may be long before women scientists make startling discoveries in physical research. In the meantime, many are giving increasingly valuable services. Especially in the social field—too long cursed by fatalism—we can only make genuine progress as study slowly pushes forward the line of our knowledge. No guesswork, no superstition can remain. The social field is always thirsty ground. It absorbs the applied sciences biology and chemistry and others and gives back a richer product, but it is never saturated. Such study and applications Mrs. Richards exemplified before most educators and philanthropists knew or cared what the social field meant.

Mrs. Richards in herself and in her achievements made a distinct contribution to the feminist cause. She believed profoundly in the equality of opportunity which she did so much to secure for women. Yet that nice sense of proportion which she never lost in any relation kept her from asserting any claim to exclusive feminine credit. This was illustrated by her refusal to place the Rumford Kitchen Exhibition in the Woman's Building at the Chicago World's Fair in 1893. She said she had always worked with men and could not separate her work from that of her associates and this exhibit—epoch-making in home economics—was accordingly installed independently.

Mrs. Richards’ professional work was in a defined and highly technical field. In her wider interests she neither grew amially vague nor did she try to hold applied social science to the laws of chemistry. Here again she showed the nice discrimination, the steady forward view and poise which marked her in every relation. She defined Euthenics as the science of controllable environment, and she approached the manifold social problems thus included carefully, patiently. Her mind required directness and thrift in its every operation. She wished constantly to gather knowledge, piece by piece, and to reduce it like an ore to some form useful in the art of living.

She loved people, and this explains in part her power of leadership which Mrs. Abel and others agree was extraordinary.

Mrs. Abel has written me as follows:
“I was in close touch with her during the last twenty years of her life and saw what is now known as Home Economics take shape under her guiding hand. She had come to feel that it was of first importance to bring the growing body of scientific knowledge to bear on the improvement of daily life in the home, and she realized that only organized effort on a broad scale could accomplish the end. None knew better than she the feebleness of the single hand. She sought unswaried to meet on their own ground the many types of people who were working, often blindly, to this end; educators in regular or special schools, advanced thinkers working in the newly organized clubs, conservative women working in private philanthropies. She showed rare skill and adaptation, and convinced all by her absolute sincerity and lack of self-seeking. She could check the lightning quickness of her own mental processes that slower minds might overtake her; while those who shared her beliefs she could inspire with her own glowing hope and courage. I have known her equal in other lines of accomplishment, but never one who had such powers of generalship, such well-matured plans for reaching a desired end, such patience with difficulties and delays and such power to communicate her own enthusiasm.”

She had the power of resting by varying her work and the precious talent of getting pleasure from all sorts of things—the theater, her flowers, her horse, out-door life, her hospitalities, a new story which she tore through like a race horse.

Her tenacious insistence upon the unalterable importance of the home as the social unit, and upon the power constantly to improve through its improvement the vigor and happiness of the race and the just progress of society is the basis of her definition of Euthenics as the science of controllable environment. For many reasons this is an auspicious time to return to it. It gives a prudent working hypothesis—much needed. We can imagine her satisfaction with the new proposal that her Alma Mater shall offer distinctive opportunities for research in those sciences and their applications most closely related to the service of the family.

She loved to teach, to nurse, to comfort, to work out ways to save others from the consequence of their follies or misfortunes; always in a singularly objective, unselfconscious fashion. At the age of four, her broken arm just bandaged, she was found pulling grass for her rabbit. She kept on doing generous services for others all her life, at inconvenience to herself of which she was unaware. All of these are important contributions to the progress of society or charming personal qualities. But there is something more choice. Seldom has a seeker for scientific truth shown a character of such native harmony. Wherever one chances to see into the conduct of her private business and personal affairs, one finds the same scrupulous precision of judg-
An opportunity for great wealth presents itself in the course of an investigation for a client. It is put aside without hesitation though no dishonesty was involved. But she no more tolerated any beclouding of the experiment of living by the intervention of an irrelevant factor like her own interest than she would tolerate it in determining the results of a chemical experiment. Her interest in movements for social welfare and her care for incalculable numbers of persons who in some way needed a wise upward pull, her simple, generous, modest, truthful way of living and of loving the world; these rise above the solid achievement of her scientific career and give us the figure, brave and prophetic, which will remain an inspiration to her followers and a proud possession to her Alma Mater.

POEM FOR A LITTLE BOY

By Henriette de S. Blanding

I would forget you, dearest, if I could,
'Tis this October wood
That will not let you be.
The soft furred chipmunk, scurrying busily
With scampering patter,
Scorning his brother's shrill, aerial chatter;
The gold-leaved aspens' dancing ecstasy;
The moss-green baby trout,
Bubbling, and whisking his small tail about Importantly;
Swift darting butterfly;
Crickets that leap and sing;
Tiny blue asters, fragile, quivering,
And darkening pines that sigh
A low toned lullaby
For every folded wing—
These wring the heart of me,
Who would forget you, dearest, if I could.
But this October wood
Will never let the memory of you be.
The Clearing House

The world is so full of a number of causes that the Quarterly has endeavors to maintain a rigid Ellis Island examination for insidious propaganda of all articles admitted to the main body of the magazine and has held the Clearing House open for as much free and informal discussion and frank partisanship as could be compressed within its narrow bounds. Mrs. Marsh's article in the November Quarterly, "The Lady and the Law" in which she loyally adhered to the "no-propaganda" rule has aroused so much discussion that the editors are faced with the choice of making our Clearing House Department a Procrustes bed on which the spontaneous expression of our readers' ideas shall be lopped off or stretched to fit, or of extending its limits to meet the unusual situation.

We have chosen in this case the more hospitable method and we thank Mrs. Marsh for having opened up so fruitful a subject, although to be quite honest she was not the first to present the idea of the inequalities of the law toward women and the possible remedy. Ethel P. Donaghue, in her address on the "Legal and Civic Disabilities of Women," at the Alumnae Reunion-Conference, June, 1921, which was published in full in the August Quarterly, 1921, frankly advocated a Constitutional amendment to remove those disabilities. Either because we were somewhat overwhelmed at that moment with food for thought or because the time was not yet ripe, Miss Donaghue's challenge was not taken up.

In any case we know that Mrs. Marsh will welcome with the editors the eager expressions of opinion which her article on women's position before the law—or the laws—has evoked.

BLANKETS OR STEPS?

Are American women equal with men under the laws of our various states? Having read Eleanor Taylor Marsh's article in the November QUARTERLY, we can all join the loud chorus which answers, "No!" Should they be equal? The chorus answers, "Yes!" although a few faint hearts still recoil before that ancient question. How then, shall we manage it? Immediately, the chorus splits. The Woman's Party, not without pride, answers, "By the simple and direct method of blanket legislation." Loud protests come from a second large group in the chorus. "It isn't simple and it isn't direct. It is so sweeping as to be dangerous, and the only safe way is to change each law that works injustice." The third, and probably largest group is thereupon bewildered, murmurs hesitatingly, "Well, really, I don't know," retires to a convenient fence. Meantime the first and second groups are actively embroiled and the clamor in certain quarters bids fair to rival the palmiest days of suffrage and anti-suffrage, although the present line-up is not at all the same.

Mrs. Marsh, knowing that the QUARTERLY is not given to taking sides, was careful to omit all reference to this controversy in her article, "The Lady and the Law." Nevertheless, most of us know that it exists, and since the Woman's Party plan has been described in the QUARTERLY, it seems only fair that the arguments of its opponents be heard. Very few of us really enjoy being on the fence and few of us would care to be on either side simply because we did not know that anything existed on the other side. Consequently, in the interests of a general understanding, I am venturing to outline here the arguments of
the opposition although I am not actively one of them and have no position as their spokesman.

The opponents of blanket legislation are not reactionaries. At least they do not hark back to “Woman's place is in the Home,” the rib-theory, or anything of the sort. The most active of them have for years been known as sponsors of progressive laws for the welfare of women. Mrs. Florence Kelly of the Consumers' League is one of them. John B. Andrews of the American Association for Labor Legislation is another. Mrs. Carrie Chapman Catt is another. The Woman's Trade Union League, the National League of Women Voters and various other women's organizations are with them. And if they are accused of “blocking progress” and of introducing too much heat in the argument, there is excuse in the fact that they sincerely believe the blanket laws will not only imperil certain protective measures which they have worked years to secure, and hinder the further enactment of such measures, but must affect a great many other laws that they are, presumably, not intended to touch, and result in confusion and endless litigation. Their argument is not that women should not have equal rights with men, but that some of their rights and needs are necessarily different, and that the blanket laws in failing to define the difference are a positive danger—to women.

Of course it may be argued that protective laws for women are actually discriminatory, that men need welfare laws also, and that the whole question of protective legislation should be on a human rather than sex basis. It should be on a human basis, but human beings are not all of one sex. Equality is not identity, and no matter how “equal” we become, all laws cannot be the same for men and women. The Woman's Party admits this in that reservation as to "special protection and privileges." It admits, but it does not specify. That is, when someone tells you that the blanket legislation is not intended to do away with labor protective laws, the statement is undoubtedly true. Yet there is nothing in the phraseology of the laws to prevent their being interpreted against labor protection, if someone cares to do so. And protection in industry is not the only privilege involved,—but not specified.

Take the question of family maintenance. “Under the blanket equality bill,” says Mrs. Cat, “some man would be sure to claim exemption from supporting his family.” “Will it not be possible to compel mothers to work for the maintenance of their children?” The Consumers' League asks, “if the father must do so?” Possibly we believe in the economic independence of women and their absolute equality as wage-earners with men. But what provisions have we made for child care under such circumstances? Are we ready, in terms of child care, to have women legally compelled to work for their own and their children's support if their husbands claim exemption from full support? Only recently the Children's Bureau reported on the effects on child care of wage-earning by mothers who cannot afford to provide adequate care for their children while they are at work, and it is a long story of lack of care or only part-care, in spite of the fact that the women do the best they can. Possibly we are headed toward State or group care of children. But that is entirely inconsistent with the theory of child welfare in America which has held for years that “every child has a right to a normal home life” and that “the best care for a child is family care.”

All this may seem to be far from the question of the legal rights of women, yet it goes to show how far the implications of blanket legislation may lead us. The blanket laws are so wide in scope as to effect the whole position of women—as they are intended to do. But they are also so vague as to give us little idea what their practical effect may be or how we may control it. They open up questions of the conduct of women's everyday life on which women themselves are far from agreed, yet they remove the
settlement of those questions from the hands of women. For, because they are sweeping and involve legal complications, the final definition and application of them is taken from our hands and the legislatures' and given to the courts, from the magistrates' to the United States Supreme Court.

Why should we try it? Experiments are interesting, but one does not experiment rashly when thousands of people are involved. "If there were no other way of promoting more perfect equality for women," The Consumers' League says, "an argument could perhaps be sustained for taking these risks. But is the dangerous experiment necessary?" The way of changing individual statutes is open, and more open, with suffrage, than ever before. It was used by the Woman's Party in Massachusetts, according to Mrs. Marsh, and in eight other states last year. It is slow, of course, but at least it is definite, and it does promote intelligence on the part of every one of us as to what is being done. And intelligence, after all, on these still mooted questions, is what we chiefly need. Blanket bills may be valuable in stirring up discussion, but in their phraseology they do little toward clarification, and as laws look dangerous to many of us. The do specify a few of the more obvious rights and privileges of women. As for the more involved and debatable ones, we are invited to a leap in the dark. It may land us on the fair ground of "real equality" or, as seems likely from the inherent characteristics of sweeping laws, at the foot of a precipice of legal difficulties. Is it sensible or necessary to take it? Is it sensible, also, for us to continue arguing on the two sides of our fence, with some of us bewildered in the middle, with "real equality" still far off, but certain single steps toward equality ready which most of us can agree to take?

Helen Dwight Fisher.

EQUALIZING THE LEGAL STATUS OF MEN AND WOMEN

To do away with the legal discriminations against women seems to be an object commendable in every respect and one in which every modern woman could join with whole-hearted enthusiasm. Such is the purpose of the National Woman's Party. Why then is it that some other organizations of women like the Woman's Trade Union League and the League of Women Voters are not co-operating with the National Woman's Party in its legislative program?

That there are inequalities in the laws of the various states as they concern men and women is an undisputed fact. These inequalities vary in the different states. In some of the more backward states married women have little more freedom than they possessed under the old Common Law, while in other states where the laws have attempted to keep pace with the changing position of women statutory enactments have granted specific powers in contradiction of the old legal system. Whenever a specific statute of this nature is passed it abrogates the old Common Law doctrine in the particular matter concerned. There is no question of the interpretation of the statute. It acts directly and needs no judicial decision to make it effective. All the amendments which have worked the changes in the legal position of women have come about in this way until the National Woman's Party became impatient with this method—which is concededly somewhat slow—and decided to introduce what they called the "blanket amendments."

The blanket amendments—so called—are intended to "give women the same rights, privileges and immunities as men under the laws with reference to suffrage, etc. . . . and in all other respects." It was the purpose of the proposers of this legislation that by passing this one statute they would eliminate all legal differences between men and women and so avoid the necessity of passing many separate statutes dealing with specific inequalities.
At first sight it seems a wise move in the interests of time saving. There are, however, two serious objections. In the first place this blanket type of legislation is in reality not a time saver. Such is the nature of law—composed as it is partly of statutory enactments and partly of judicial decisions—that a general statute of this kind opens up many opportunities for legal delay. Anyone wishing to question the effect of such a general law on any particular existing statute or decision has a splendid opportunity to do so and such questioning may easily make the statute ineffective for a considerable period of time and a final judicial decision on its application to a particular statute already in existence may conceivably change the whole effect of the law. Thus what was intended to be a method of securing a speedy clarification of the legal status of women becomes a means of further confusion and delay.

The main objection to this type of legislation lies in its effect on laws for the protection of women in industry, both existing legislation and future statutes intended to give further protection. At first the National Woman's Party attempted to avoid this difficulty by adding a section to their proposed bill to the effect that "this section shall not affect laws regulating the employment of women in industry." The legal value of such a saving clause is decidedly uncertain. Prominent attorneys have disagreed on its interpretation and at best it offered only a possible protection to the existing laws subject again to the uncertain interpretation of some judicial decision. It gave absolutely no legal status to protective legislation which might be introduced in the future.

The Woman's Party has now receded from its original position in this matter and has announced that it is opposed to all differences in the laws between men and women—in industrial laws as well as others. It does not necessarily wish to do away with protective legislation for women in industry but it intends to extend the same protection to men work-ers. While this position is decidedly more logical than the original position of the Woman's Party it shows a lack of understanding of the history of the passage of protective industrial legislation. Laws protecting women workers have been passed in every case under the "police power" of the State and the use of this power has been justified by the fact that every woman is a potential mother of future citizens and it is to the interest of the State to protect the health of its future citizens. If the physical strength of the future mother is undermined by excessive hours of labor or by work under conditions dangerous to health then the State will suffer because that mother's children will not be up to standard. It took many years of labor and a tremendous number of statistics to prove to legislators that the anatomy, physiology, and maternal experiences of women demand for them even more industrial protection than is due to men workers.

To be sure women have been given the vote. Without doubt they should be given every privilege granted to men by law. But there comes a point where logical devotion to a dogma works in reality the destruction of the very principle behind the dogma. The equality which the law should give to every individual citizen is after all "equality of opportunity." Since there are indisputable physiological differences between men and women the law is in duty bound to throw additional protections around women workers in order to secure for them the very equality which so called blanket amendments are attempting to achieve. It is barely possible that in some far distant time women may by intelligent direction of evolution overcome their present physiological disadvantages as compared with men. Until that time, however, it seems far wiser to admit the facts of the case, to retain our present protective laws for women in industry, to continue that type of legislation when necessary and not to risk in an ill advised effort to hasten theoretical equality the destruction of
years of work on the part of careful social students.

Such is the position taken by the League of Women Voters, the Women's Trade Union League, The Association for Labor Legislation and similar organizations. It does not mean that these organizations are against the principle of eliminating legal discriminations against women. On the contrary The New York State League of Women Voters is planning to support in this legislature twelve separate bills to secure for the women of the State the right to serve on juries, to hold all public offices, equal right to guardianship of children, equal right to be appointed administrator, equal provision as to inheritance of real estate, the same age for making a will of personal property, bills which will give a married woman a right to choose her own domicile for voting purposes, to control her earnings in the home and to collect wages if she is working for her husband outside the home, equal penalties for sex offenses, equalization of dower and courtesy, and the father made equally liable with the mother for the support of an illegitimate child.  

Kathryn H. Starbuck.

WOMEN AND THE LAW

To the Editors of the Quarterly:

The article by Eleanor Taylor Marsh in the November number of the Quarterly is, it seems, quite appropriately called The Lady and the Law. What we should consider is a larger question—woman and the law. It is the ladies of the country who are collecting the money and devoting their energies to the passage of bills which will give girls the privilege of working all night and free widows from the humiliation of receiving pensions unless widowers receive them too, but it is the women of the country who will suffer from such legislation.

This article clearly shows that certain laws now in force which discriminate against women should be changed; but is the wisest method of effecting such a change through blanket legislation proposed by the National Woman's Party?

This group of upper class feminists evidently believes that if women are written into the statute books as being equal to men before the law, subject to the same privileges and the same handicaps, a great benefit will accrue to the whole of society, and that any inconveniences incident to the passage of such legislation are of secondary importance.

There are two circumstances, however, which make the benefits that might result from these blanket measures questionable. One is that women are not the same as men physically, and no legislation can prevent some of them from bearing and caring for their children. The other is that the National Woman's Party according to its own spokesmen is not interested in industrial legislation for women. In the new Wisconsin law, to be sure, the blanket bill is modified by this one exception; it is not to interfere with protective legislation for women already on the statute books. But all future legislation along these lines is effectively checked, and certain captains of industry can, and undoubtedly do, have a sigh of relief. This modification, however, which tacitly recognizes that women are not modeled on an identical pattern with men is not dear to the heart of the National Woman's Party. Wherever found in the measures they have already advocated, it only means that the proposed bill has met with opposition on the industrial side and that it has seemed expedient to make this one exception.

Their leaders now announce themselves as unwilling to make such concessions in the future. They argue that women should win protective legislation along with men. But the fact remains that as things are at present men on the whole repudiate such legislation on the ground that it weakens their unions which are already strong enough in many cases to dictate terms on industrial conditions. But women's unions are still weak and likely to remain so for a long time. If all protection by law were denied them they would be at the mercy of the in-
Industrial system even more than they already are.

The question then is, for whom do we wish to legislate, the women or the ladies? *Ruth Mann, Vassar, 1919.*

"THE ARISTOCRACY OF BRAINS"

It is a pity that President Hopkins, in his much discussed opening address at Dartmouth last fall, used the expression "aristocracy of brains." Aristocracy is a word that ought to be deported. It beclouds every issue and injects acrimony into every discussion it enters.

It is impossible to reprint here even the gist of President Hopkins' address for the refreshment of our readers' memories, but the sentences which have been quoted and requoted are as follows: "Too many men are going to college! The opportunities for securing an education by way of the college course are definitely a privilege and not at all a universal right. . . We hear much of men seeking an education, but too often they are only seeking membership in a social organization . . . It would be incompatible with all of the conceptions of democracy to assume that the privilege of higher education should be restricted to any class defined by the accident of birth or by the fortuitous circumstance of possession of wealth, but there is such a thing as an aristocracy of brains, made up of men intelligently alert and intellectually eager, to whom increasingly the opportunities of higher education ought to be restricted, if democracy is to become a quality product rather than simply a quantity one."

It is of course true that there are a number of people having minds far above the average, who might therefore be termed the "aristocracy of brains" if there were any advantage in the implication that they are members of a small cohesive, dominating group. But the real mental aristocrat is a lonely thinker, a traveller of untraveled paths, setting his own goal and arriving at it by independent methods. His way may be through the colleges and universities or it may lie outside of them. But in either case he is independent of them.

Where the colleges do their greatest service is for the intellectual middle class, if we are to continue the social metaphor. That is for those who have brains and energy to learn but who need the stimulus of expert guidance, group work, competition and the outward and visible signs of success, such as marks, honors and degrees. Such people often experience a real mental awakening in college and return to their communities alive to ideas, responsive to beauty, trained in steady conscientious work and prepared for leadership, and their homes and children are of a far finer quality because of their college experiences.

Too many men and women cannot be going to college if they are sincerely anxious for an education and the distinction which many of us wish the college would make is not between those who can achieve it quickly, brilliantly and easily, and those who must travel slowly, painfully toward their goal, but between those whose goal is education and those who are seeking membership in a social organization." There is no reason why the public should be called on to create and support numerous institutions "to serve those who come to them as a town house or country club" to quote from the Columbia Alumni News, but it is still generally believed in America that it is a wise investment for society to give its young people all the education they really desire and not restrict it increasingly as applicants outnumber accommodations, to the aristocracy of the classroom, that is, those whose minds mature early, operate rapidly and trot well in harness.

*Elizabeth Elliott Wellington.*

*To those who are interested in the discussion we recommend Ginn & Co.'s publication "What the Colleges are Doing" No. 7, January, 1923.*
Through the Campus Gates

Following the publication in November of Miss Haight's address on "Civic Aspects of College Life," the Quarterly is especially glad to present in this number a group of articles on some of the civic activities in which the students are interesting themselves at the present time. Mary Taber, director of Lincoln Center, describes what goes on in this down-town Poughkeepsie settlement, founded and still enthusiastically sponsored by the Vassar Christian Association; Miss Jean Eakin, the supervisor of what is still known to many alumnae as the Maids' Club House, gives her view of the situation that the Goodfellowship Club is now called on to face, explains some recent adaptations of its work to meet changing conditions, and speaks of its urgent needs. Helen Clark, 1923, tells of the relatively new Political Association, of which she is the president; and Dorothy Tardy, 1924, writing on the Christian Association, reviews the fundamental discussions of its purpose that have recently been carried on.—The Editors.

LINCOLN CENTER

There is a section of Poughkeepsie, occupied by a very poorly housed, congested population of foreigners, which is unknown to many Vassar students and alumnae, and little known indeed, to many citizens of Poughkeepsie. On a busy street corner of this section is situated the small brick building which houses Lincoln Center. Started in early war times through the desire of certain students for experience in social service, Lincoln Center has grown from a part-time, one room experiment in recreation for children, into a thoroughly organized community effort to meet the many needs of a difficult neighborhood, crowded with house- holds of diverse races and creeds. It is now open afternoons and evenings for ten months of the year, and offers work and play in attractive form to neighbors of all ages. It is equipped with a staff, including a full time director and three part-time workers, and has the energetic volunteer assistance of over fifty Vassar students and many helpers from town. Its Board of Managers, of which Mrs. Maccracken is now president, is made up of citizens of Poughkeepsie in slightly larger numbers than of students from the college, and there are always two members of the Center itself on the Board representing the neighborhood. The budget support now comes in almost equal proportions from the Christian Association of the college and from the town, the town members being responsible for the larger share. Lincoln Center, as a social welfare effort is becoming an agent not only of friendly understanding among its neighbors, but is also a valuable instrument for students interested in social work, and is thus forming a new and mutually appreciated link between the college and community.

So much for the development and background frame-work of the Center. As to its method of concrete work it is of interest to report that the Center is now in the second year of working out its plan for building its activities about the idea of handcraft. It was felt that a more unifying, constructive element than scattered clubwork was needed for the neighborhood, and handcraft with its creative possibilities in color, form, and design was decided upon as the medium. Large classes were organized according to age and sex, and a popular neighborhood tradition has quickly grown up, whereby to scores of small boys Monday afternoon means "Lin-
coln Center” and hands busy at making “pretty things.” Tongues and legs, as well as hands, are allowed to be busy at the Center, for the children come from a day of suppressive discipline at the public schools, and we do not aim to have rows of immaculately silent, orderly little boys to show our visitors! We do succeed in having busy and happy and non-mischievious children, however! Tuesday and Wednesday afternoons see crowds of little girls dancing in the Center door for the same purpose, and older girls and boys follow later in the week with classes in more advanced work in basketry, weaving, chair-caning, etc. The evenings are busy with Boy Scouts, Camp Fire Girls, evening classes for mothers and older girls from shops and factories. In the leisurely handwork of various sorts, all find a pleasant relaxation and new interest after the pressure of factory, school or home. As frequently as good types of entertainment can be found the Center is open of an evening for general neighborhood gatherings, or for informal dances.

In order that the Center may be a meeting place acceptable to all alike, it is non-secretarian, and non-charitable in the sense that each member pays his moderate dues each month—ten cents for the children, twenty-five cents for adults. The handicraft has formed, as was hoped, an excellent impersonal basis for companionship among the neighbors. It has succeeded in quite miraculously doing away with individual frictions and critical attitudes between religious and racial groups. Almost unconsciously young and old seem to find in the Center an opportunity to be relieved from the pressure of personal rivalries, economic stress, and general maladjustments. There are occasional delightful comments to give proof of this attitude. One near neighbor, the mother of a little two year old member of one of our classes, stopped in to tell us with wraithing smiles, and scant knowledge of the strong English she was using to be emphatic—“Suzie, she cry like hell—want to go back to Lincoln Center!”

The older girls of the evening class speak with great pride of making their own Christmas gifts of baskets. It is very evidently a luxury and a basis of increased self respect to have the ability to make original and beautiful gifts for one’s friends, instead of searching through the bins full of commercial products in the cheaper stores.

At the present writing the Center has just completed its strenuous Christmas festivities, which include nine large Christmas parties, one for each class and one neighborhood gathering which was, this year, one of the very popular “Stunt Parties” given by the Vassar students, before departing on their own vacation days. The pleasure of this party and the filling of over two hundred stockings make two much appreciated contributions to the Center Christmas by the students. The great practical difficulty in the Lincoln Center Christmas lies in the restricted space of the little building with its largest room barely accommodating sixty or seventy with comfort. This problem has been solved in a large degree, by giving over the entire pre-Christmas week to parties, each large class enjoying the Christmas tree on the normal afternoon or evening of its meeting. In this way an already unified and friendly group receives its gifts and plays together, and often exchanges gifts among its members through the agency of the Center tree. This year the plan worked so well, and was so generally accepted, that every sign of impatience at the door was eliminated although many members could gain vivid glimpses of the glories within, which could not be theirs to share for several days to come. Many of us considered this a touching proof of trust and understanding on the part of our younger members. A kind providence had fore-ordained that small boys’ class met on Mondays, or the test might have proved too great for that eager and restless part of the population!
It is such proofs of neighborhood understanding and cooperation which in the face of many problems give encouragement to workers in Community Centers. In Poughkeepsie the cooperation given by the school system and by other social welfare organizations, and the city government officials as well, is generous and appreciative. Lincoln Center, as an organized effort to meet the social problems of a congested neighborhood is of interest not only to the students of Vassar, but also to groups from the Bennett School at Millbrook, and the Putnam Hall School in Poughkeepsie, who are studying social problems. It is felt by those who have watched closely the steady growth of Lincoln Center in neighborhood usefulness, that it is becoming a much needed channel toward the better understanding of community problems throughout the city, and a clearing house for better cooperation toward the solving of these problems by groups of people with widely differing backgrounds. That the poorly housed foreigner or native American in the midst of his many difficulties should feel this friendly effort, and this desire to understand facts, as a concrete helpful force to be trusted, is the underlying aim of the Center.

Mary F. Taber,
Director of Lincoln Center.

THE GOOD FELLOWSHIP CLUB

"Hail guest, we ask not what thou art;
If friend, we greet thee hand and heart,
If stranger, such no longer be,
If foe, our love shall conquer thee."

These words, on a bit of parchment, are placed in a niche in the mantel over the fire-place around which the Club members congregate. They may well be called the Club motto, for in some strange manner the Club House has been the "house by the side of the road" to the employees of Vassar College.

The Goodfellowship Club was built and later endowed, in the interests of the women employees, by faculty, alumni, and students of Vassar College. Its purpose was to provide educational and recreational opportunities to all employees, who by virtue of their employment were considered members of the Club.

In former years a great interest was shown by the members in the educational opportunities provided by the Club. Many of the employees having been forced to turn from school to employment, were eager to prepare themselves for the New York State Regents' examinations, with the ambition of continuing, some time in the future, their interrupted school course. Such subjects as arithmetic, grammar, spelling, history, etc., had many ardent followers, and classes in these subjects were conducted by the students. Cooking and sewing were also favored but music and dancing were the greatest attraction. Many, not interested in these educational advantages, used the Club as a recreational center, where one might read, sew, sing, dance or, at frequent intervals, have parties. This was the time when the Club was for women employees only.

To-day we find practically as many boys employed on the campus as girls, and this fact led to the admission, over a year ago, of boys to the Club membership. That in itself has changed the Club and, combined with the change in type of women employees, has brought about a new policy, and the dire need for additional room. The Goodfellowship Club is now practically a recreational center, while the more strictly educational advantages heretofore enjoyed, have been cast aside, marked undesired.

We have four distinct groups among the employees, which we will consider separately. In the first group can be classed the older men. These men are employed on the farm, in the boiler rooms, in the power house, etc., live with their families in Arlington or Poughkeepsie, and are not interested in the Club House. In the second group are the older women. Some of them are
“day” women and like the men have interests apart from the campus. Aside from these “day” women are many who live on the campus and who are interested in the Club. They come to all our parties and desire no entertainment but to sit and watch the others. Many of them come each day to read the newspaper and they frequently borrow from our circulating library. These two groups present no problem, but the following two, the younger boys and the younger girls, consume much time and energy.

The younger boys are intensely interested in the Club and are willing to do much to help provide a good time for all. They are interested in the dancing class, and are continually clamoring for a gymnasium class and a basket-ball team. On account of the constant use of the college gymnasium it has been impossible to satisfy this desire. These boys are earnest readers, desiring the Zane Grey, Anna Katherine Green, or Jack London type of novel. Because of the undesirable, if not to say wretched, condition of their living quarters, they spend most of their free time at the Club.

The last group is the younger girls. On account of the labor shortage many of the girls employed on the campus this year are but fourteen and fifteen year old children. It is their first time away from home and they are having one grand fling. They come to the Club at every free moment but they are not interested in many of the educational advantages which it affords. They do not desire grammar, spelling, and arithmetic. “Goodness me, no, didn’t I quit school to get away from such junk?” one young thing exclaimed upon being asked if she cared to sign up for any of these subjects. “Cooking?—nothing doing,” another said. “Get enough of food carrying trays.” By this time you are doubtless wondering what they do care for. Dancing?—to be sure. The victrola plays continuously from the time the door is unlocked until ten o’clock at night, closing time. There is a long waiting list to take music, piano and mandolin. There is a group interested in typewriting and one in sewing. They are insatiable readers, desiring anything from “Jed the Poor-House Boy” to “If Winter Comes.” They want parties, lots of them and different kinds, as their chief interest lies in having a good time. They are typical flappers. They are healthy youngsters, experiencing for the first time in an unrestricted environment, the sexual instincts which lead to that agonizing state most commonly known as “puppy love.” They must all have a “beau” and the prospect of a “date” gives them greater concern than the condition of the stock market does to a New York broker. And so this problem faces the supervisor: What to do with the boys, and how to keep a jolly healthful atmosphere under such conditions.

Slowly, with the aid of the housekeeping department of the college and with the student chairman, we are working out a plan whereby all employees will be interested and benefited. A room in the boiler house is being equipped with easy chairs, cots, magazines, and books, so that the older men may have a comfortable spot in which to eat their lunch and have some diversion during the noon hour.

Plans are under way, in fact the students and faculty have raised their share of the amount and are now waiting to see what the alumnae will do, for the erection of an addition to the Club House which will provide a hall that can be used as a gymnasium, dance hall, or with the aid a stage, a place to exhibit our dramatic ability. Here the boys can have a gymnasium class and a basket-ball floor. They can wear off that excess energy in a desirable manner, leaving the Club a place for quiet reading or enjoyment. But the greatest advantage of an addition will be the delight of space to do so many things that we desire, and that will increase the efficiency of the Club and make it mean more to each employee. With the gymnasium in use by the boys’ class,
a talk to the girls on subjects of interest and need could be held in the living room of the main house, thus not inconveniencing anyone. During the process of the weekly dancing class the older women would be able to hold a pleasant meeting in the quiet of the library. Such things are impossible in our crowded rooms. We need more room. Rooms for sewing, practicing, committee meetings, and group parties. The spirit of the Club is praiseworthy. The members are willing to work, and as occasion demands work hard, for the benefit of the Club House they love so well. It has become a vital part of their daily routine. It is their recreation. We who are interested in and desire so much for the Club are looking forward with eager anticipation to the time when our dreams and ambitions can be realized. That you, who through your wonderful generosity have brought about this splendid project may be just a bit happier from the happiness you have brought to others, is the wish of the Goodfellowship Club.

Jean M. Eakin,
Supervisor Goodfellowship Club.

THE POLITICAL ASSOCIATION

Already this year the college has had the opportunity of meeting and hearing two Oxford University men, Mr. Mir Mahmood of India and Mr. Kenneth Lindsay; and six other foreign students who are being brought to this country by the National Student Forum are to come to Vassar shortly. These students will stay here five or six days so that we may become acquainted and really learn something about the student movement abroad and conditions in the foreign universities they represent, and that they in turn may learn about our college life. The Forum under whose auspices they come is a very active intercollegiate association, composed of federated clubs in most of the large eastern colleges, both men's and women's. It serves as a clearing house where college students may meet and exchange ideas, and publishes a very promising little paper, "The New Student."

The local organization that arranged for these visits from foreign students is the Political Association, or the "P. A. V. C." which was formed a year ago last May. Its membership is open to the entire Vassar community, though so far it is essentially a student-faculty organization with an executive board and standing committees representing both these bodies.

The Political Association is really a super-organization of which the Political Discussion Groups, formerly the Current Politics Club, Speakers' Bureau, and the Socialist Club, are parts. Of these federated groups the Discussion Groups, with an enrollment of about three hundred, and the Socialist Club with its sixty members, are the most active, and both work on the basis of faculty and student co-operation. This year there are four Discussion Groups and each is working along one special line. The subjects of study are Central Europe, Internationalism, the British Empire, and the United States. Two students and one member of the faculty serve as leaders of each group and direct the thinking on the different subjects. An effort is made to get every individual in a group to contribute something, though it often seems as if the group were listening to a lecture rather than taking part in a discussion. The Socialist Club, which aims to encourage the intelligent study of socialist and labor movements, is very active, and offers to those who avail themselves of its membership very stimulating supper talks. It belongs as a group to the League for Industrial Democracy.

The Political Association has allied itself with several national organizations, such as the National Student Forum, of which we are the largest affiliated group, the National Consumer's League, and the Foreign Policy Association, which we were the first college organization to join and to whose luncheons in New York we send representatives. Our members are also interested in the
League of Women Voters and some belong to the Poughkeepsie branch. In fact, since the aim of the Association is to fulfill in college the great need for a better understanding of public affairs, we are attempting to make as many connections with the outside world as possible so that our interest may not become narrowed to the college campus.

The various federated groups of the Political Association combine in one big meeting a month at which prominent authorities present timely questions, both sides being represented whenever possible. The first of such meetings was held in October 1921, when Herbert Adams Gibbons and Hamilton Holt spoke on the Washington Disarmament Conference; this was in connection with the disarmament conference held at Vassar, which brought together delegates from twenty-two women's colleges and drew up resolutions which were sent to Secretary Hughes. Although we have not as yet had another intercollegiate conference we have found very interesting problems to discuss among ourselves, with outside guidance, such as the Open Shop, the Far Eastern Problem, Unemployment, Financial and Economic Problems in Europe, the Russian Situation, and Women's Work in Politics. Our opening meeting this year was a luncheon at which Mr. James G. McDonald, Chairman of the Foreign Policy Association, spoke on Reparations and Inter-Allied Debts. Other subjects which we have had presented are, the Issues of the Election, the Situation in the Near East, Reconstruction of Central Europe, and the British Foreign Policy.

The Political Association is still at the experimental stage and is just beginning to give promise of all that is hoped for by those who are working for it. We would readily welcome any suggestions and bits of advice that alumnae who would be so kind may wish to offer.

Helen B. Clark,
President of the Political Association.

"CHRISTIANS"

Periodically, the Vassar College Christian Association threshes out the question of affiliation with the Y. W. C. A. This autumn the decision to remain an independent organization was once again affirmed and at the same time certain reforms in the association were inaugurated. Before the matter was put to a vote however, an intensive campaign was carried on to acquaint the students with the issues at stake. V. C. C. A. sponsored speakers from the Y. W. C. A.; a statement of the present purpose of Christians', compared with that of the Y. W. was sent to every girl, and open forum meetings were held to discuss affiliation, pro and con.

"Wherein does Christians' fail to meet the needs of the college?" was the question asked; and the college answered it with charges of vagueness of purpose, lack of vitality, and isolation from national and world student movements. When the question was actually brought up in Amalgamation Meeting, a large majority opposed the Y. W. C. A. plan. But it was felt that a change of some sort was in order, and one of three plans proposed by a committee of revision was accepted by the student body, namely:

"To keep the present purpose of the Christian Association*, but to organize within the association a discussion group for disinterested religious inquiry."

The desire for a freer discussion of individual religious problems, the feeling that not enough emphasis was placed on the intellectual side of religion, has been gradually increasing, and this year culminated in a "Week of Religious Inquiry." In the society's annual report, for 1921-1922, appears the statement that depth, rather than breadth is needed, particularly because of the "doctrine of self expression" prevalent among "the younger generation, who are fearfully afraid of anything which is not a product of their own generation, and feel that an expression of their religion is old-fashioned."

But when the Rev. Dr. Cohoe, of
Montclair, N. J., came to spend a week in November as pastor of the college, religious discussion surprisingly was found to be not old-fashioned at all. The "Week of Religious Inquiry" opened with Dr. Cohoe as the preacher of the morning; on Sunday, Wednesday, and Friday evenings Dr. Cohoe spoke at meetings held under the auspices of Christians', and throughout the week he held many informal group and individual conferences. The innovation was enthusiastically received, and, pursuant of this policy of a more vital treatment of religious problems, Christians' plans to have a number of outside speakers next semester. They will conduct the Sunday evening services, with occasional student led meetings to vary the program, and, for part of the time at least, there will be a series of Thursday evening speakers, who will give talks on "Applied Christianity." Among those who will come to speak on practical aspects of religion is Miss Maude Royden, one of the first women to occupy a pulpit in England.

During the first semester, Sunday afternoon discussion groups, led by the faculty, were held; and the topics which the four groups took as points of departure were as follows:

1—What does being a Christian imply?

2—Some localized questions such as, "Has the average Vassar student even a bowing acquaintance with the Bible as literature?" and "What is the difference between our manners and our morals?"

3—The Ten Commandments in Modern Life.

4—Christianity and Heathen Religions.

Certainly, a great deal of discussion has been going on! But Christians' does not expend its whole energy in talking; besides Religious Discussion, it includes the departments of Social Service, of Camps and Settlements, and the General Service Committee, which has charge of such charities as dressing dolls, filling Christmas stockings, and collecting magazines for hospitals. The Social Service Department, which was formed last year, includes the work of Lincoln Center, Arlington, and Poughkeepsie; the Bureau of Camps and Settlements, likewise recently created, undertakes to catalogue all those who have done social work, and to place girls in camps and settlements during vacations.

So much for internal organization. As to the outside interests of Christians', it seems to have tentacles reaching toward nearly every conference that is held. Last year it sent delegates to the Student Volunteer Conference at Bear Mountain, to Silver Bay, to the Y. W. C. A. Convention at Hot Springs, to lead a conference among the young girls of a New Rochelle congregation, and it even had a representative at the Conference of the World Christian Student Federation in China.

The fact that Vassar, as long as she remains outside of the Y. W. C. A., cannot be a member of the W. C. S. F., was one of the most potent arguments brought forward in favor of affiliation. But even though she remains outside of the Federation, she is not isolated from world-wide movements of any sort. The World Citizenship Club, originally organized as a part of the Political Association, was last year made a department in Christians', and put in charge of all missionary problems. Moreover, a glance at this year's budget would show the world fellowship interests of V. C. C. A. Out of the $8,000 which was raised in the October drive, a certain sum is set aside for Vassar's sister college in Tokio, and another amount is pledged to Constantinople College, while the Emergency Fund will be drawn on for contributions to the Russian and Armenian Reliefs.

Dorothy Tardy, 1924.

* "The purpose of the Association shall be the strengthening and the living out of our ideals of service and religion through study and active work."

THE COOPERATIVE BOOK-SHOP

A cooperative book-shop is being opened at Vassar, in the room of the Main Building formerly used as the
Browsing Room. This new and possibly perilous step has been taken by the students in the belief that greater interest in literature would be taken at college if there were some place nearer than Poughkeepsie or New York where one might look over and buy books for general reading. The college bookstore does not pretend to meet the need and the library has necessarily a limited amount of current fiction.

The recognition of this need is not a new one. It was in response to it that the Browsing Room was established in 1917. The Browsing Room, however, was not a success, not because of any lack of interest in literature on the students' part, but because the plan was financially impracticable. Sample books were sent by publishers to the room for about two weeks. Students could go in and read the books and sign order blanks for any that they wanted. When the books were returned to the publishers the money for them was refunded. Thus a good supply of books could always be kept on hand. This proved very popular and the books were greatly read, but unfortunately the students were careless and forgetful and a surprising number of books disappeared. For these, of course, the Browsing Room had to pay. As the Students' Association was supporting the room this was scarcely convenient.

But, although this plan was not successful, the desire that led to it still exists and the book-shop is planned to meet the need and at the same time avoid the evils of the Browsing Room. The shop is under the general direction of the Students' Association. It is being managed by an alumna, Marion Bacon, 1922. Membership privileges are five dollars or more and may be bought by students, faculty, and alumnae. At the end of the year the gain of the shop is returned to the members in the form of a discount on the books they have bought. Memberships are transferable and will be bought back at the end of the year by the shop, if the owner desires. Books may be bought by non-members as well as members though the former will, of course, receive no discount.

Already the shop has a capital of over a thousand dollars, resulting from a sale of memberships on December sixth to approximately two hundred students and fifty faculty. Any alumna who is interested may join by sending application and money to F. Shipman, 334 Main Building. The shop has written leading publishing houses asking them to send books on consignment, thus making possible a wide selection and a large supply.

Current drama, poetry, and novels, as well as established literature of all kinds will be provided for those who like to look over the books and buy with care.

A committee of students, headed by Alice Lowenhaupt, a senior, and assisted by Professor Burges Johnson, worked on these plans all the fall and in November submitted them to the Board of Trustees by whom they were approved.

The plan has proved a success in other colleges where it has been tried, not only in stimulating greater interest in literature, but financially as well. There seems no reason why it should not be a success at Vassar.

Elizabeth Lewis, 1924.
Member Book-Shop Committee.

THE "LIBE"
[Though seeing ourselves as others, we see is sometimes not the most agreeable occupation in the world, the editors believe that no Vassar alumna can fail to get real delight from this "first impression" of our library by our newest foreign student, Miss Kambouropolou of Smyrna.]

Among all the possessions of Vassar College, the one of which Vassar people seem to be most proud is their library. I found this out very early. Entertained at the home of a Vassar graduate as soon as I landed in New York, and knowing nothing of Vassar College beyond the fact that it was a college, I was told among the very first bits of
information what a wonderful library I would have the privilege of enjoying. Now the adjective “wonderful” had been applied to several hundreds of things in my short experience of New York, which, by the way, is itself a wonderful city, so that it remained still for me to see of what sort of wonder the Vassar Library consisted.

My first sight of it was after dark. Every one knows that a picture never gives the same impression as seeing the actual thing; somehow the picture of even an inanimate object hides part of its personality; so I only knew what a beautiful building the library was. I am glad I first saw the real thing from the dark campus with its many windows all shining as if it would rain flood the night with its knowledge. It looked so stately, so calm, so dominant, that I unconsciously made a personality of it; for I find myself unwilling to call the library “it.” The neuter pronoun does not seem fitting.

There are things which impress one as possessing individual personalities; of course it is the familiar ones which grow to be friends, and almost take on different expressions at different times. There are pieces of furniture in our homes which must have names and which are members of the family. No house can be without a character. Well, here is a character-sketch of the Library.

She is dignified but very friendly. There are buildings of learning which are like eccentric old philosophers, or like spectacled cross old women who must not be disturbed by childish frivolities, or like great masters full of wisdom, to which only the great can have access. Not so this Library. She inspires with quiet awe but not with fear; she is like a beloved woman who can be very much above the average in knowledge without scorning the rest of the world as full of trivial things. She is cordial without being commonplace, while her unaffected majesty may humble but it does not humiliate. Those who are experts in her psychology must find it exceeding great pleasure. An intimate knowledge of her mind would give me a sense of superiority over those who come in, grooping for the right places, as I still do. The free access to the books and the absence of library pages, however, increase the friendliness and make me less afraid of blundering, while nothing can be more convenient than leaving a book just where one happens to have been reading it.

It is very easy to study there; there’s an atmosphere of concentration which is far from depressing. There are enough wise nooks and treasure corners and little stone stairs to give an air of fascination and to make the visitor reluctant to leave any part unexplored or simply to hurry through. For reading in the Library one ought to have more free hours at a time than any student can devote. We seem to read in fragments only and never for enough length of time to delve into a subject and thoroughly comprehend it.

“You must go to the Library soon” was told me by several people the very night I arrived, and for the first few days when common topics of conversation were hard to find, almost every new person I met escaped talking of the weather by talking of the Library. “Have you been to the Libe yet?” The “Libe”? The abbreviation struck me with amusement. In Greece we give buildings and institutions long names and it never enters any one’s mind to cut them down. The “Libe” saves two syllables of extra energy! After my ears were accustomed to the shortened form it did not seem as queer and as inappropriate as before. I wonder if the Library minds.

Polyxenie Kambouropoulou.

MISS LATHROP’S LECTURES

During the week of December 4 a series of lectures was given at the college by Julia C. Lathrop, whose pioneer services in the social field are known to all Vassar alumnæ—and to non-alumnæ as well. The subjects of the lectures were such that they might all fall under the head of what Mrs. Ellen
H. Richards called "Euthenics," or "the science of the controllable environment."

The first of the lectures was a character study of Mrs. Richards herself, and is published in this issue of the QUARTERLY. Then, since a primary requirement of successful control of environment is the proper nurture and education of the child, Miss Lathrop in her second lecture discussed the Child Welfare Movement, whose universality at the present time is indicated by the compulsory education clauses which are appearing in the constitutions of all the new countries from the Adriatic to the Baltic.

Another phase of environmental control is the problem of standards of living. In her third lecture, which was upon this subject, Miss Lathrop showed convincingly the need of establishing a living wage which should be automatically altered with the change in money values so as to maintain a decent living standard.

The last lecture, on Social Service, was delivered as part of the Vocational Conference which was being held at the time. Miss Lathrop described the positions open to college women for doing social work in the Civil Service and also spoke of the need for women in the field of politics.

In the course of her lectures Miss Lathrop commended most highly the Child Health Survey of New York State, the results of which are summarized by Dorothy Clarke Kempf in another department of the QUARTERLY. The survey was conducted by the New York State League of Women Voters, under the expert direction of Dr. S. Josephine Baker, at one time a Vassar student, and Dr. Kempf, of the class of 1909.

COMMEMORATION SERVICE FOR GERTRUDE BUCK

Sunday afternoon, January 14, one year from the time of Miss Buck's death, members of the faculty, alumnae, students, and many friends from Poughkeepsie gathered in the Assembly Hall for a simple commemoration service. Amy L. Reed, chairman of the faculty during President MacCracken's absence, spoke on behalf of the faculty, and introduced the other speakers, Elizabeth Woodbridge Morris, Fred Newton Scott, Professor of Rhetoric at the University of Michigan, and George P. Baker, founder of the "Harvard 47 Workshop."

An account of the service, including full reports of the addresses, will be published in the February number of the Miscellany Monthly, a Gertrude Buck Memorial Number.

JAMES SAUVAGE

James Sauvage, at one time in charge of the vocal work of the Vassar music department, died suddenly at his home in Newark, New Jersey on November 28.

Before coming to Vassar in 1883 Mr. Sauvage had gained an enviable reputation as an oratorio singer and member of the Carl Rosa Opera Company of London. He was equally successful as a teacher, and after a few years at Vassar took up his headquarters in New York City, where he numbered among his pupils Evan Williams and many other American singers of note.

A memorial poem entitled "One Passed Singing" by his daughter, Vilda Sauvage Owens, Vassar 1900, was recently printed in the New York Times.

THE EMILIE LOUISE WELLS FUND

The attention of alumnae and seniors is called to the Emilie Louise Wells Fund which, established as a tribute to the inspiring teaching of Economics by the one whose name it bears, is designed to aid in the advancement of knowledge of economic and social activities and to promote social work. Fuller description will be found in the college catalogue. The income of the Fund for the beneficiary for the year 1923-24 will be $500. Application for this Fund should be sent to the Chairman of the Committee, Herbert E. Mills, before May 1st, 1923.
JUST NEWS

The college has been especially glad to welcome among its foreign students this fall Polyxenic Kambouropoulou, formerly a teacher of English in the Women's College at Smyrna. Miss Kambouropoulou arrived from Smyrna early in November, and is taking Junior and Senior work here.

A number of students and members of the faculty representing foreign countries are consenting to take part in a series of Conferences for the Promotion of International Understanding to be held in Poughkeepsie under the auspices of the Women's City and County Club during February and March.

Almost but not quite—did Vassar have a chance to debate with the Oxford debating team that visited this country during the fall. That being the case, Vassar did the next best thing, and tried out the "Oxford method" of debating in her own Junior-Sophomore debate. According to the Oxford method, it was explained, each speaker debates on the side in which he believes, there is no time limit fixed for the speeches and there are no rebuttals, and the vote is taken on the convictions of the audience.

The subject chosen was, Resolved that we over-estimate non-academic activities. Two sophomores and one junior debated on the affirmative, and two juniors and one sophomore on the negative. The audience voted for the negative side of the question.

A second series of "Adelaide Crapsey Lectures" was given this fall by Miss Florence V. Keys. The first two lectures were designed for a somewhat limited group interested in the study of language; the others, on Elizabethan Life and Thought, were of very general interest to a widely representative audience.

The annual Vocational Conference, which has become an established institution at Vassar, was held Friday and Saturday December 8 and 9. The various vocations, which were discussed by specialists of considerable eminence, included social service, literature, music, teaching, banking, advertising, chemistry, secretarial work, dramatics, household economics, psychology, mathematics, retail store work, art, and library work.

The St. Nicholas Bazaar, held shortly before the Christmas vacation, brought in over $2000 net profits to be applied to 1923's Endowment Fund quota.

Jewett Hall, or "North," has been the scene of two fires this first semester, one on the ninth floor and one on the fourth. Both were controlled with admirable efficiency, and the damages confined to a few thousand dollars.

On October 20 Edith Wynne Matthiason and Charles Rann Kennedy, assisted by their drama students from the Bennet School, gave "The Servant in the House" in the Students' Building at Vassar for the benefit of Lincoln Center. On November 20 Stewart Walker's "Book of Job" was produced at the college.

A number of students of the Department of English Speech have been giving short talks on the Federal Child Labor Amendment before various local organizations this fall, and, judging from all reports, have been very successful in their presentation of the subject.

An informal reception for Acting-President Nettleton and Mrs. Nettleton was given by the Faculty Club Wednesday afternoon, January 24.

Mid-year examinations commenced Friday, January 26, and regular work was resumed February 5.
COMING EVENTS

March 10
II Hall Play

March 17
Intercollegiate Debate

March 23—April 4
Spring Vacation

April 11-14
Meeting of the Association of Alumni and Alumnae Secretaries Cleveland, Ohio, featuring an All-College Dinner April 12 at the Western Reserve Gymnasium.

April 20-21
Meeting of the Council of Representatives

April 27
Founder's Day

May 12
Field Day
III Hall Play

The Faculty of Vassar College desires to record its sorrow at the death on December 14, 1922, of Georgia Avery Kendrick, for twenty-two years (1891-1913) Lady Principal of Vassar College.

Occupying a difficult position where students and faculty meet on a more nearly equal footing, she maintained dignity but not at the cost of affection and showed to all members of the College a warm feeling of personal interest. Gentle in manner, courteous in address and demeanor, she revealed at the same time a steadfastness of purpose that endowed her influence with unsuspected permanence and power. As social head of the College she embodied the grace of a hostess with a sincere knowledge of intellectual pursuits and respect for academic standards.
Publications

The list below includes all current publications by trustees, members of the faculty and the alumnae which have been reported to the Library since November, 1922.

It is urgently requested that publications be reported direct to Vassar College Library and that as many as possible be sent to the Library for preservation in the Faculty Collection or in the Alumnae Library. Newspaper clippings by or about alumnae are also requested for the Scrap Book.


Barnes, Julius H. Modern Industry and Individualism; address, Nov. 20, 1922. Organization and Fair Play; address. N. Y., 1922.


Johnson, Burges. Small Town Stuff, in Harper's, Dec., 1922. This Friendly Old World, and When a Man’s Work Is Done, in Collier’s, August.


Luehrmann, Adele, '95. The Triple Mystery. N. Y., Burt, 1922.


Snyder, Alice D., '09. A Note on Coleridge's Shakespeare Criticism, in Modern Language Notes, Jan., 1923.


A French School for Nurses

Vassar is again represented in work which is binding France and the United States more closely together. Mrs. John Blodgett and Major Julia Stimson are members of the sub-committee in America of the American Committee for Devastated France which will build and administer for a period the first modern and adequate training school for nurses in France. This is the result of a year's study by a group of Americans interested in nursing and public health work. The school will be built in connection with a hospital which Dr. Oberthur of Paris is enlarging.

The investigation which led to this decision was made at the request of a group of French physicians who sought a way to improve nursing standards in France. Their attention had been directed to the need for better nurses by the work accomplished by English and American nurses during the war, and later by the nursing and public health work done by the American committee in the Department of the Aisne, where mortality rates were cut far below the figure in other districts.

As a result Professor Calmette, Director of the Pasteur Institute in Paris, at the head of a group of representative French physicians, formally requested that the committee establish in France a model nurses' training school. Under the leadership of Dr. C. E. A. Winslow of Yale a committee was formed to do the work. Three young French women have been trained for months in this country, so that they may be able ultimately to carry on the work.

Boston Branch

The Boston Branch is busy this winter making good its pledge for the Endowment Fund. In November a Bridge Party was held at the Copley-Plaza, at which about $400 was raised.

On February 16 Dr. Bruno Roselli is to give an address under the auspices of the Branch. He will speak about the Fascisti, a subject of which he has personal knowledge, having recently been in Italy. It is hoped that this occasion will also add to the Fund.
Cleveland Branch

On December 29 the Cleveland Branch had a most successful Vassar Day for the Fund. Under the general chairmanship of Miss Ida McLean, with Miss Caroline Brewer as executive chairman, a musical was given at The Hallenden followed by luncheon and bridge. Seven hundred and fifty guests were present to hear Emilio De Gorgorza and Louis Edlin.

Michigan Branch

A meeting of the newly formed Michigan Branch was held in Grand Rapids November 5. At the business meeting in the morning reports were given from the six zones into which the state was divided for purposes of the Campaign, a system which has been incorporated into the Branch organization. All but one of the zones had some part of their quota still to raise, but in no case was the amount large. Interest in the Fund seemed little abated.

The chief business of the meeting was the very interesting and detailed report given by Mrs. John W. Blodgett of the projected Euthenics Course. At Miss Barrett’s death the Trustees appointed Mrs. Blodgett chairman of an emergency committee to engage a new housekeeper. Mrs. Blodgett asked to have on her committee all the women trustees of the college. With characteristic energy, thoroughness and enthusiasm, Mrs. Blodgett and her committee investigated the food-producing plants of twenty-two leading colleges and universities from the Atlantic to the Pacific. The result was embodied in her report to the Trustees, which advocated the re-organization not only of the housekeeping department of the college but of the curriculum as well, and urged the need of a million dollar fund to finance the activities of the new department. Her report met with enthusiastic support, and the alumnae went away inspired with a new vision of the part Vassar will take in molding the education of women.

Minnesota and Dakota Branch

In making our first annual report, the Minnesota and Dakota Branch members feel that the year has brought much in establishing real friendships among the alumnae of different ages and classes and in keeping up interest in the college. The splendid publicity given the fund campaign in the newspapers has put the club “on the map” and made Vassar known as it was never known in this state before.

Bi-monthly luncheon meetings downtown, established during the Salary Endowment Fund Campaign, which proved very successful, are being continued this fall because they keep us in touch with the college and with each other. At the meetings, we have college news, business, and a review of some new book or of a special collection at the Art Institute by the members. Also, books are exchanged among the members. At many luncheons, we have some out of town member drop in.

To open the fall season, we entertained the twenty girls now in college from the twin cities at a tea and stunt party on September 7 in the beautiful home of Mrs. Paul C. Wend (ex-1901). The real object of the party was to get acquainted with the eleven freshmen. Dorothy Punderson’s leading in the singing of college songs on the lovely shaded lawn was one of the most enjoyable features.

That we might represent a group sense of community responsibility, several members in the name of the Vassar Club served in the organization end of the drive for the “Community Fund” in Minneapolis in November.

The fact that Minnesota raised about one-fourth more than her quota for the Salary Endowment Fund has been a source of pride to those who worked in the state organization because our numbers are few, we have not much money, and Vassar is a long way from here. Much credit for the money raised belongs to the men’s committees. Because Wisconsin did not raise her quota,
Minnesota's record has not shown up in the district reports as it should.

Officers of the branch are: Mrs. James C. Wyman, Minneapolis, president; Mrs. L. V. Ashbaugh, St. Paul, vice-president; Miss Margaret Beard, Minneapolis, secretary; Miss Harriet Webb, Minneapolis, treasurer; Miss Sarah Converse, St. Paul, alumnæ director. Committee chairmen, who, with the officers, form an executive council, include: Mrs. William Everett, college contact; Miss Emily Pyke, publicity; Mrs. Kingsley Ervin, hospitality; Mrs. Donald Wesbrook, finance; and Mrs. Floyd E. Cates, publicity.

At a tea and stunt party in the home of Mrs. Rudolph M. Weyerhauser, during the holidays last year, we organized the Dakota and Minnesota Branch, which supplants the Twin City Vassar Club that had existed for about fifteen years. The stunt, which was built around some very interesting clothes was called: "Vassar Vogues from 1869 to 1921." The clothes, chiefly women's, which showed the trend of style for about every five years from the opening of Vassar to the present day, inspired the story, which was read by a member, while the "models" performed. We have a typewritten copy of this stunt which we would be glad to pass on to any branch. In turn, we should like to have copies of stunts given by other branches or at college which we could use. We find the stunt programs are most successful, probably because they carry us back to college days, reviving the feelings for Vassar which help to keep up interest in the college and in the branch and in the Alumnae Association. Could there be a program or stunt exchange through the Alumnae Association or through the alumnae Quarterly for the benefit of the branches?

**Mohawk Valley Club**

The Vassar Club of the Mohawk Valley has held three regular meetings this year. The first meeting was in January; the second, a picnic meeting in June, to which all the present students from our locality were invited; and the third, a luncheon in October.

On November 6 we presented Beatrice Herford in *Original Monologues* and realized $200 towards our pledge for the Endowment Fund.

On January 20 we have charge of a "Vassar Day" at the A. A. U. W. meeting and have arranged to have Dr. Katharine B. Davis as speaker.

**New York Branch**

During the past fall, the Branch has been inactive pending a settlement of the relation that it shall bear to the new and growing Vassar Club. On December 12, 1922, a joint meeting of the Club and Branch was held at the Vassar Club and the futures of both organizations were discussed, but final decision was reserved pending the separate action of each organization. Preceding the meeting, the first Club dinner, to which members of the Branch were also invited, was held in the private dining room of the Allerton House. About one hundred and twenty-five alumnae attended the dinner and meeting, and many more were present during the afternoon to meet Dr. and Mrs. Nettleton who were guests of honor at a Club tea.

It is hoped that the Metropolitan Opera Company will give a performance this winter for the benefit of the Salary Endowment Fund. Other plans for raising money to meet the Branch's $10,000 pledge include a return match between the Smith and Vassar alumnae basket-ball teams.

Alumnae who intend to visit New York are urged to get in touch with the Branch or Club in order that they may not miss events of interest.

**Pittsburgh Branch**

The annual Holiday Luncheon was held at the William Penn Hotel on December 27, and proved a very
happy occasion, bringing together, if only for a few hours, old and new alumnae, undergraduates home for Christmas, and representatives of the faculty and trustees. Roberta Johns, '05, presided as toast-mistress, and introduced the first speaker, Gertrude Taylor Watkins, '07, who read charmingly Two Slatterns and a King and selections from the recently published poems of Miss Buck. Miss Cowley gave a well chosen review of outstanding events of the year at college, and Fanny Aaron, '23, proved her ability as a public speaker as she told of some of the recent activities at Vassar, notably the "Political Luncheons" and the intercollegiate debates. Mrs. W. R. Thompson, who closed the program, had so much of interest to discuss that her time for speaking seemed all too short. Mrs. Thomas McCance Mabon was chairman of the committee in charge of arrangements.

Poughkeepsie Branch

On November 22, the Poughkeepsie Branch, with the cooperation of ninety-three Poughkeepsie merchants, held a Vassar Sales Day for the benefit of the Vassar Endowment Fund, the merchants donating certain per cents of their day's sales. The Branch, under the leadership of Miss Helen Kenyon, chairman, organized the arrangements for the day and furnished the publicity throughout Dutchess County and the neighboring districts. The amount raised was about $2600, so that after deducting expenses and the share of the college classes who assisted, the Branch by one event will have almost completed its pledge of $2500.

Rochester Branch

On October 14 the Rochester Branch opened a Vassar Shop which they successfully carried on until Christmas. The Shop specialized in books for children up to fifteen or sixteen years of age. It also carried toys, apples, coffee and other articles sold by Branch members for their quotas.

The Branch was most fortunate in having Mrs. Walter Meyers for its shop committee chairman and it was due in great measure to her untiring efforts and attendance that there was such an attractive shop.

Mrs. Leonard Jones selected the list of books to be sold and her wise choice was the result of much time and study during the summer. The shop closed with the hope that some one else would "carry on" and fill the need for a Children's Book Shop in Rochester.

THE CLASSES

All items of Class or Association news for publication in the May Quarterly should reach the Alumnae Office by April 1, or should be sent to the Class Secretary in time for her to forward them to the Office by that date.

The Editors urgently request that all items be typewritten. They cannot be responsible for accuracy in the case of hand-written items.

1867

Class Secretary.—Miss Helen D. Woodward, Plattsburg, N. Y.

1868

Class Secretary.—Miss Martha S. Warner, 634 Stimson Ave., Detroit, Mich.

1869

Class Secretary.—Mrs. I. A. Atwood, 3 Harvard Street, Springfield, Mass.

On Thursday, December 21, at his residence, 405 Park Ave., New York City, William R. Brown, husband of Ellen Babcock Brown, died in his 77th year. He is survived by his wife and two sons.

1870

Class Secretary.—Mrs. Edward T. Slocum, 69 E. Housatonic Street, Pittsfield, Mass.

1871

Class Secretary.—Miss Euphemia W. Hopper, 265 West End Ave., New York, N. Y.

Edward James Waring, husband of Dora Hileman Waring, died on December 6, at the residence of his son in Essex Falls, N. J.

Marjorie Ladew Williams' name was incorrectly printed in the November Quarterly. The item should read:
Contemporary Notes

Marjorie Ladew Williams, youngest daughter of Louise Ladew Williams, died suddenly on June 10.

1872
CLASS SECRETARY.—MRS. Henry T. Booth, 26 Garfield Place, Poughkeepsie, N. Y.

1873
CLASS SECRETARY.—MRS. John B. Clark, 321 West 92nd Street, New York, N. Y.

The Executive Committee of the Class of '73 met early in January to plan for the fiftieth reunion of the class at the college. We numbered forty-seven members when we graduated in '73—the largest class to graduate up to that time. We now number thirty members, and judging by their enthusiasm we may confidently expect a large proportion of the "thirty" to rally for the reunion in June. Eva Perry Moore's son, Perry, is slowly improving after a serious illness. Myra Smith Clark's son, the Rev. Alden Hyde Clark, returns to India in March. His study book for young people, India on the March, is being used by study classes of several denominations.

1874

1875
CLASS SECRETARY.—Miss Eva M. Tappan, 15 Monadnock Road, Worcester, Mass.

1876
CLASS SECRETARY.—MRS. Joshua W. Sharpe, Chambersburg, Pa.

1877
CLASS SECRETARY.—MRS. Edward S. Atwater, South Hamilton Street, Poughkeepsie, N. Y.

A valuable collection of cook books has been presented to the Vassar College library through Frances W. Swan, in memory of her mother, Mrs. Cyrus Swan. Mrs. Susan Miller Dorsey has moved to 1506 Arapahoe Street, Los Angeles, California.

1878
CLASS SECRETARY.—Miss Jennie E. Davis, Hampton Institute, Hampton, Virginia.

Harriot Stanton Blatch, the class president, prepared during the summer, in collaboration with her brother, Theodore, a biography of her famous mother. It is called The Life of Elizabeth Cady Stanton—a two-volume, six-dollar book, published by Harper Brothers. Last November Mrs. Blatch was the Socialist and Farmer-Labor candidate for the Assembly from the 8th A. D., New York City.

In August last Harriot Ransom Millnowski celebrated the fortieth anniversary of her wedding, with her husband and both her children, in Marta's new home near Chicago. Marta has severed her connection with the University and is director and proprietor of the School of Music which she created.

Isabel Nelson Tillinghast, recently of the Warden's Department at the college, sailed early in December, 1921, for Sicily. After several months' stay there and in Italy, she went to England to renew old associations at Oxford and the Lakes. She began keeping house in July in a charming apartment at 13 Clinton Street, Homer, N. Y. Mrs. Tillinghast has been elected a representative-at-large and attended the meeting of the Board of Representatives at the college in October last, after working several weeks at Kingston with Miss Sheppard and Miss Stamford in the house they have rented for the winter belonging to Annie Pidgeon Searing, a former member of '78.

S. Louise Day, to whom the class is deeply indebted for her enthusiastic and successful work for the Salary Endowment Fund, spent the winter at San Isidro Ranch in Santa Barbara, California, and the summer as usual at York Cliffs, Maine. Miss Day is the Class Representative. Her new Boston address is 308 Commonwealth Avenue.

Helen D. Brown, who has been resting from her strenuous work as a Shakespearian lecturer, spent the winter in Illinois and the summer in Nantucket.

Lydia Ray Pierce's husband was seriously ill during last summer, but recovered in time for them to spend the latter part of the vacation in Maine as usual.

Margaret Pierson sailed with her sister for Italy on November 18. After six weeks either in Rome or Seville they planned to join a University Travel party in Cairo for a few weeks on the Nile and possibly a trip through the Holy Land to Greece, returning about May 1.

Mary Hill Smith spent the first winter after her husband's death in Jamaica and last winter in Florida. She plans to remain in Bay City this year with her sons and her nine grandchildren. Mrs. Smith is very active in Y. W. C. A. and social service work, is a member of the Civic League, and leader of a mission-study class.
Martha Hillard McLeish attended the meetings last October at the college of the Board of Directors and Board of Representatives. Her oldest son, Norman, who is an architect in Philadelphia, was married in June last. Her second son, Archie, is a lawyer living in Boston and has two children. Ishbel, now at home, spent last winter in Boston at the Psychopathic Hospital giving intelligence tests to school children. Mr. and Mrs. McLeish spend the winter in Asheville, N. C.

Mary H. Rollins is now editor of the publications issued by the Boston Public Library, where she has been employed for many years.

Alice Wing resigned in June last her position in the Springfield, Mass., High School after thirty-eight years' service. Her friends in Springfield gave her a thousand dollars for a trip to Italy, established a scholarship in her name, and offered her many other tokens of affection and appreciation. She sailed for Italy on August 31 and will be at the Boston Hotel in Rome for ten months.

A son of Annie Banfield Davenport is very soon to marry a Vassar graduate, Marion Keith, '21.

Minnie Botsford, who has been teaching history at Penn Hall, Chambersburg, Pa., since 1920, accompanied her father to Union College last June when the degree of L.H.D. was conferred upon him, and afterwards spent the summer with him at Cape May.

Lillie Bond Sweatt and her husband had a six weeks' trip in Europe last summer.

Elsie Wardle Squier, ex-78, and considered a classmate still, spent the summer in Europe, staying most of the time at Macolij in the Jura Mountains.

Annie Pidgeon Searing, ex-78, is spending the winter in New York. She is rejoicing over the late Democrat victory as she is Associate County Chairman for that party in Ulster County.

Laura Brown Smith took the part of Amfortas, King of the Holy Grail, in a very successful representation of Abbey's Quest of the Holy Grail, given last fall by the Woman's Club of Norwood, Mass.

Mrs. Smith's four children are college graduates—the boys of Dartmouth, the girls of Vassar, the youngest, Laura, '20, being now a teacher of history in Williams Memorial Institute in New London, Conn. She is a member of the Phi Beta Kappa. Dorothy Smith, '09, with her two children, expects to spend the winter in Mexico, with her husband, Dr. Gruening, an associate editor of the Nation and an authority on Hayti, now engaged in writing on conditions in Mexico. Mrs. Smith's eldest son is in the printing business in Mexico, and the other, who married a French girl and has a little daughter, is in the advertising business in New York.

1879

Class Secretary.—Mrs. Orlando V. Stewart, 958 Brunswick Road, Cleveland Heights, Ohio.

1880

Class Secretary.—Miss Ada Thurston, 33 East 36th Street, New York, N. Y.

1881

Class Secretary.—Miss Marion Burke, 1111 Emerson Street, Palo Alto, California.

Charlotte C. Barnum has moved from No. 12 to No. 288 West 92nd Street, New York, N. Y.

Died.—Caroline S. White, in New Haven, Conn., on December 5.

1882

Class Secretary.—Mrs. Fred E. Barney, 915 S. E. 4th Street, Minneapolis, Minn.

Carrie Macadam returned early last summer from a trip to the South Sea Islands. In the fall she sailed for Honolulu.

1883

Class Secretary.—Miss Jessie K. Dewell, 538 Orange Street, New Haven, Conn.

Mr. and Mrs. J. M. Sinnott (Alice Poinier Sanford) sailed on December 7 for Spain to remain until June. They will probably also visit Algiers and go on to Egypt.

Mr. and Mrs. J. Q. A. Johnson (Caroline Curtiss), with their daughter, Abigail, will spend the winter in the South, going by automobile.

Dr. Mary Sherwood was elected a trustee of Goucher College in October. The Vassar graduates who know of this election feel greatly pleased as it is rare, indeed, for a college, especially in the East, to elect a woman as trustee who is not an alumna of that institution.

Married.—In Concord, Mass., October 7, Jeannette Lee, daughter of Mr. and Mrs. George Lee Dunning, to Reginald Atwater Morgan, eldest son of Dr. and Mrs. C. L. Morgan (May Atwater).

Died.—Ida Cushing Underwood (Mrs. William Lyman), on Christmas Eve while trimming a Christmas tree at her home in Belmont. She is survived by her husband, one son and one grandson.
1884
CLASS SECRETARY.—Miss Mary E. Adams, 1955 East 66th Street, N. E., Cleveland, Ohio.
Died.—On October 16, Mary Wilkin-
son, ex-84, wife of Ralph S. Bowen, in
Syracuse, N. Y. Besides her husband
she leaves a son, a daughter, and four
grandchildren.

1885
CLASS SECRETARY.—Miss Lucy Davis,
17 Buckingham Street, Cambridge 38,
Mass.
Alice G. Bryant has been made a Fel-
low of the Royal Astronomical Society
in England and an Associate Editor of
the Women's Medical Journal in this
country. She has also been made an
associate member of the Hospital staff
of the New England Deaconess Hospital
and a member of the Affiliated Technical
Societies of Boston.

1886
CLASS SECRETARY.—Miss Eleanor A.
Ferris, 10924 Magnolia Drive, Cleveland,
Ohio.

1887
CLASS SECRETARY.—Miss Elizabeth R.
Hoy, 180 Waverly Place, New York, N. Y.

1888
QUARTERLY CORRESPONDENT.—Mrs. W.
H. Faust, 605 Oxford Road, Ann Arbor,
Mich.
CLASS SECRETARY.—Miss Emily Lewi,
899 West End Ave, New York, N. Y.

1889
CLASS SECRETARY.—Mrs. Willard Barn-
hurst, 45 S. College Ave, Grand Rapids,
Mich.
Mrs. Ralph C. H. Catterall (Helen
Tunnicliff) has changed her address to
the Women's University Club, 106 East
52nd Street, New York, N. Y.

1890
CLASS SECRETARY.—Mrs. William F.
Clark, Point Pleasant, N. J.

1891
CLASS SECRETARY.—Miss Caroline Furn-
ess, Vassar College, Poughkeepsie, N.
Y.
Juliet Tompkins Pottle addressed the
students at the Vocational Conference
held at Vassar on December 8. She
spoke on the vocational side of writing.
Margaret F. Washburn has given this
autumn a course of seven lectures on
psychology before the Women's Clubs of
Kingston, N. Y. She is a director of the
Psychological Corporation, a member of
the 1922 Program Committee, and chair-
man of the Committees on Publications
and on Election of Officers, of the Psy-
chological Association.
Belle Dinturff Haverstick is in Rome
for the winter.
Caroline E. Furness was elected last
May a Fellow of the Royal Astronomical
Society of London. The Society
opened its membership to women in the
spring and Miss Furness was one of the
first to be elected. She is also a member
of the Council of the American Astro-
nomical Society.

1892
CLASS SECRETARY.—Mrs. John W.
Dillenback, 312 Washington Street,
Watertown, N. Y.

1893
CLASS SECRETARY.—Mrs. Reginald L.
Sweet, 27 East 72nd Street, New York,
N. Y.
It is with great pride that we announce
this month a 25th anniversary of service
by one of our members, Rossa B. Cooley.
Miss Cooley spent seven years at
Hampton Institute, Virginia, and has
just completed her eighteenth year as
Principal of the Penn School for Ne-
groes in St. Helena Island, South Caro-
lina, which is the oldest school for the
blacks in the South, sixty years old this
year. By way of celebrating this long
life, the School is working hard to raise
a fund of $50,000 to build and equip a
Community House, and if any members
of '93 feel like contributing towards this
fund, your secretary thinks that it would
be a very desirable way of showing our
pride and interest in Rossa's wonderful
work for the Southern Negroes. Mean-
while we congratulate her—and them!
Margaret Morris, daughter of Mr. and
Mrs. Albert B. Benney (Edith Nell),
was married on December 2 to Mr. Mc-
Elroy Moss at Sewickley, Penna.
It is with deep regret that announce-
ment is made of the death of Mrs.
Charles D. Stewart (Corinne Conant)
of St. Adrian, Michigan. She was killed
by an automobile in Cleveland on Oc-
tober 25 as she was waiting in a safety
zone for a trolley. Always a most loyal
member of '93, she will be greatly missed
by all her college friends, and her family
has their most sincere sympathy.

1894
CLASS SECRETARY.—Mrs. William S.
Booth, 14 Chauncey Street, Cambridge,
Mass.
June, 1923, is our reunion year, and
we hope to make it an interesting and
happy occasion. Alumnae House, given
by Blanche Ferry Hooker, our President,
and by Queen Ferry Coonley of '96, is rapidly nearing completion. The living room is to be furnished by '94 and '96. Let us try to be on hand to enjoy it and one another. The Reunion Chairman is Katharine V. C. Stebbins, with Blanche Ferry Hooker, Caroline Coman and Gertrude White Carrick as assistants in New York; Edna Carter and Ethel Elisworth as agents in Poughkeepsie; and Helen Slade Andrews and the class secretary as a flying buttress in Boston.

Katharine Stebbins' address is 345 East 50th Street, New York City, where she has an apartment alone, "enjoying the privilege of not having to be agreeable to anyone." To be agreeable and "to make things go" was Katharine Stebbins' war work. She was in charge of the Signal Corps girls in France and later in charge of Y. W. C. A. houses in Paris and New York. Can anyone send her the address of Harriet Clapp or of Mary Abbott?

Helen Slade Andrews and Melvina Van Kleeck Shipman have both been in hospitals this fall, but are now at home and conserving their new strength for June and our reunion.

Ellen Chater is teaching again in a New York Public School.

Plan now for the reunion!

1895
CLASS SECRETARY.—Mrs. Wendell M. Strong, 175 Ridgewood Ave., Glen Ridge, N. J.

1896
CLASS SECRETARY.—Miss Cornelia Kinkead, South Road, Poughkeepsie, N. Y.

1897
CLASS SECRETARY.—Mrs. George R. Mansfield, 2067 Park Road, N. W., Washington, D. C.

Since the recent death of her sister, Alice, Elizabeth Hazeltine is the only surviving member of her family. She lives at Painesville, Ohio, and is Professor of French at Lake Erie College.

1898
CLASS SECRETARY.—Mrs. Seymour H. Stone, 12 Emmens Road, West Roxbury, Mass.

M. Belle Ackerly is now cataloguer in the Library of Union Theological Seminary, New York City.

Anne M. Day has written a play, entitled The Guiding Light, which gives a delightful picture of the every day life of the Pilgrims, and the ideals which lead them on. The little play is said to be excellent for school or club production.

Helen Whitman Mathews' address has been changed to The Lombardy, Stony Run Lane and 40th Street, Baltimore, Maryland.

Rosalie Mumford, ex-'98, has returned to her work at the Detroit Library after a leave of absence.

May Howbert, ex-'98, is at Atlantic City, recovering from an attack of typhoid fever.

1899
CLASS SECRETARY.—Mrs. William R. Neely, 127 West 70th Street, New York, N. Y.

A class party and luncheon was held at Clara King's on December 9. There were twenty-five girls present.

Beatrice Abbott has lost her father, Dr. Lyman Abbott.

Mary Brinckerhoff had a three-month's trip this summer in France and Italy.

Mabel Brown is doing special tutoring, and writing for the Medical Journal in which she has her own column.

Alice Coles Painter has gone on a trip to California with her husband.

Virginia Field Birdsall is now at Miss Beard's School in Orange, N. J.

Isabella Foster is teaching this winter at The Castle, Tarrytown, N. Y.

Gertrude Heywood has been home on furlough from her work in Japan.

Rachel Updegraff is very ill at 36 University Place, University, Va.

Mabel Ray Wolfe is in Boston acting as a Y. W. C. A. Secretary.

Herbert H. Freeland, husband of Ednah Percy Freeland, died on December 24.

NEW ADDRESSES.—Beatrice Abbott, 1184 Lexington Avenue, New York City.

May Kleberg Abbott, 1157 Lexington Avenue, New York City.

Florence Greer, 462 Riverside Drive, New York City.

Helen Hoy Greeley, 180 Waverly Place, New York City.

Annie Jones Neely, 127 West 70th Street, New York City. (winter)

Clara King, 228 East 17th Street, New York City.

Sara Loeb, 130 East 57th Street, New York City.

Abby Ware Nies, 12 Schermerhorn Street, Brooklyn, N. Y.

1900
CLASS SECRETARY.—Mrs. Harry G. Plum, Black Springs, Iowa City, Iowa.
Grace Raymond Mathews (Mrs. E. C.), her husband and son are spending the winter in London, where their address will be % American Express Co., 6 Haymarket, London, England.

Mabel Horst Kirk (Mrs. W. A.), as the result of a competitive Civil Service examination, has been appointed Probation Officer in charge of women and girls, in Newark, N. J.

Myra Plum Colburn (Mrs. F. S.) expects to be in France this winter while her husband is hunting and studying big game in South Africa. Her daughter will be in school in Switzerland.

Eva B. Dailey is teaching English in Harrison Technical High School in Chicago.

Alice E. Davis is at home in Glenshaw, Pa., recovering from a serious illness.

Frances Dorrance is now working on part time as Secretary of the Wyoming Historical and Geological Society.

Vilda Sauvage Owens' father, James Sauvage, died suddenly on November 28. He was for several years director of the Vocal Department at Vassar.

Sara Riddell is again working with the American Tel. and Tel. Co.

Ida A. Tourtellot is recovering from a touch of tuberculosis at Trudeau Sanatorium, N. Y.

Helen Johnston Callay (Mrs. Samuel T.) has moved to 1140 Fifth Ave., New York, N. Y.

Emily John is travelling and gives the Girard Trust Company, Philadelphia, Pa., as her permanent address.

1901

Class Secretary.—Miss Louise N. Platt, 43 S. Hamilton Street, Poughkeepsie, N. Y.

The address of Rose Farrell Fowler (Mrs. O. W.) incorrectly printed in the July issue of the Quarterly, should be 88-2nd Avenue, Chula Vista, California.

Died.—Ida W. Woodruff on September 24, 1922.

1902

Class Secretary.—Miss Dora E. Merrill, 147 Montowese Street, Branford, Conn.

1903

Class Secretary.—Mrs. Eugene A. Kingman, 140 Slater Ave., Providence, R. I.

Mrs. Carlton H. Greene (Maud Lep- pert) has moved to Cedar Knolls, Merri- man Ave., Bronxville, N. Y.

1904

Class Secretary.—Miss Florence Pelton, 15 Gramercy Park, New York, N. Y.

Mary Yost will represent the deans of western universities at the national convention to be held in Cleveland, Ohio, in February. She has also been chosen vice-president of the 1924 Western conference to be held at the University of Arizona.

Julia Russel is the Special Representative, New Business Department, of the Union Trust Company, Detroit, Mich.

Dora Waring McNitt has lost her father.

Married.—Marie C. Hunter to Mr. Warren T. Powell. Address: 2255 Ridge Ave., Evanston, Ill.

Florence G. Cunnea to Mr. John Homer Knapp. Address: 13460 Euclid Ave., Cleveland, Ohio.

New Addresses.—Margaret L. Con- ger, 109 East 57th Street, New York, N. Y.

Mrs. Harry L. Wells (Helen Kohl- saat), 753 North Michigan Ave., Chicago, Ill. After May 1st: 20 Green Bay Road, Hubbard Woods, III.

Elizabeth Riedell, 1477 Beacon Street, Brookline, Mass.

Mrs. Mary Thaw Thompson, 876 Edge- wood Ave., New Haven, Conn.

1905

Class Secretary.—Miss Roberta T. Johns, 8439 Dawson Street, Pittsburgh, Pa.

Jane B. McCrillis has moved to 276 Hamilton Street, New Brunswick, N. J.

Married.—Elsa Butler to Mr. J. K. Grove. Address: 141 East 62nd Street, New York City. Elsa is the Executive Secretary of the New York Vassar Club.

Born.—On June 18, 1922, to Mr. and Mrs. Guignet (Loretta Muckenhausen), a second daughter, Loretta.

1906

Class Secretary.—Miss Elsie Dunwell, 407 Washington Ave., Brooklyn, N. Y.

Margaret Nevins has accepted the position of Director of Young People's Work in a large church in Davenport, Iowa. Letters sent to her South Orange address will be forwarded.

Ethel Fair is in Madison, Wisconsin, this winter, where she is instructor in the Library School of the University of Wisconsin.

Eliza Buffington is in New York for the winter. Address: Van Dyck Studios, 939 8th Avenue.
At the rummage sale held by 1902, '09, '11 and '06 during the second week in November, $215 was raised by 1906. This will be used as the first payment on the $5,000 group pledge made by fifteen '06 girls last May. Any ideas in regard to raising the rest of the pledge will be gratefully received by your secretary.

Mr. and Mrs. Duncan (Harriet Putnam, ex-'06), with their three children, are spending the winter in Bermuda.

Engaged.—Laura Hatch to Lawrence Martin of Washington, D. C.

Married.—Louise M. Ramsdell to Mr. Sherman Caldwell Estey, on December 28, in New York. Address: Sand Springs, Oklahoma. Mr. Estey is President of the Dominion Oil Company of Oklahoma, of which Louise has been secretary for several years.

Born.—To Mr. and Mrs. Robert Lyle Allison (Sarah E. Tyler), a daughter, Priscilla Russell, on December 6.

To Mr. and Mrs. W. L. White (Nancy Kimball), a daughter, Marcia Kimball, on October 30.

To Dr. and Mrs. George E. Brockway, jr. (Anna Weichert), a son, George Edward 3rd, on Christmas Day.

1907

Class Secretary.—Mrs. Eugene S. Pearce, The Rectory, Rome, N. Y.

Fanny Sweeney Wickes lost her baby, Mary Frances, on June 17.

Born.—To Mr. and Mrs. Richard Jameson (Natalie Trask), a son, Cameron Collyer Wylie, on November 14.

New Address.—Mrs. Clarence B. Watkins (Gertrude Taylor), 1110 N. Highland Ave., Pittsburgh, Pa.

1908

Class Secretary.—Mrs. Ralph G. Wright, Bishop Place, New Brunswick, N. J.

Helen Edwards Lewis has been elected to the Connecticut State Legislature from Stratford, Conn.

Born.—To Eloise Howe McGiffert, a third son and fifth child, Robert Curnahan, on November 27.

To Mr. and Mrs. Aaron Kinne (Louise Taft), a third child, Harriet Frazier.

Died.—Frances Vandegrift Allen (Mrs. Frank L.), on December 10, at her home in Montclair, N. J., of pneumonia. Her husband and two young sons survive her.

1909

Quarterly Correspondent.—Mrs. Arthur Pollard, 56 Ellicott Ave., Batavia, N. Y.

Class Secretary.—Miss Anna M. Platt, 43 So. Hamilton Street, Poughkeepsie, N. Y.

Edith Sprague is in the office of the Dean of Wellesley College.

Born.—To Mr. and Mrs. Berthold M. Nussbaum (Edith Dunn), a daughter, in June, 1922.

To Mr. and Mrs. Samuel Mairs (Mary Goodell), a son, in June, 1922.

To Mr. and Mrs. Bruce P. Jones (Anne Wilson), a son, Bruce Wilson, on November 17.

New Addresses.—Ruth Mason Dunlop, % Major Robert H. Dunlop, Adjutant General's Office, Washington, D. C.

Mrs. Howard Judd (Vara Whitehead), 5 Thomas Ave., Batavia, N. Y. (For the winter only.)

1910

Class Secretary.—Miss Dorothea Stillman, Hope Farm, Verbank, N. Y.

Quaesita Drake received her Ph. D. in Chemistry and Physiological Chemistry on September 1 at the University of Chicago. She is still at the Women's College, Newark, Delaware.

Isabel Underwood Blake has moved to California and will live near Los Angeles.

Allene Gregory Allen taught at Goucher College last year and spent the summer in Europe.

Guenn Godard returned in September from a year abroad and is spending the winter in Miami, Florida.

Emma Watts has returned from Europe and reports meeting Elizabeth Pierce in England.

Cornelia Gordon Roberts writes: "At the fall meeting of the Kentucky Vassar Club in Louisville we discussed 'Education in Kentucky.' I am teaching our two boys at home as our public schools—the only ones we have—are overcrowded in the lower grades.'"

Catherine Anderson Jennings is teaching English in the Ella Liggett School in Detroit and reports enjoyable work in an enlightened and delightful school.

Marion Myers returned in September from a trip abroad, having visited France, Germany, Austria and Italy. She revisited the Milk Station, started by the Vassar Unit in Verdun and had a most enjoyable time with old friends there. As a member of the Unit, Marion has just received her second French medal, this one having been sent by the Verdun Committee and brought over by Dr. Thelberg.
Married.—On November 10, Marion Pratt to Morton Leffingwell Fouquet. They will live at the Hotel Lorraine, New York City.

Born.—On October 17, to Mr. and Mrs. Ralph Homer Allen (Lucie Holloway), a daughter, Isabel.

New Addresses.—Mrs. Ralph W. Collie (Orpha Jones), 28 South Oneida Avenue, Rhinelander, Wis.

Mrs. Jacob L. Crane, jr. (Ruth Fife), 325 East Vine Avenue, Highland Park, Ill.

Mrs. Dugald Gordon (Gertrude Mills), 1136 South Owasso Street, Tulsa, Okla.

Mrs. Ralph H. Allen (Lucie Holloway), Shady Side, Ramsey, N. J.

Mrs. Ralph C. Craig (Betty Spies), 112 West Chestnut Street, Kingston, N. Y.

1911

Class Secretary.—Miss Anna W. Kutzner, 37 N. Franklin Street, Wilkesbarre, Pa.

During the month of December, M. Janet Cutler, Director of Music at the Whittier School, Merriam, Mass., staged the operetta In India and directed a Christmas Evensong at the School. One of her own compositions, Christmas Angels, appeared on the latter program.

The New York 1911 Club conducted a Rummage Sale with 1902, '06 and '09 in November for the Fund. In December “alone and unaided” they gave a Bridge Party at the Waldorf and realized a goodly sum.

Gertie Orr has bought a house in Los Angeles and is working in the Ince Studios. Her new address is 114 South Irving Boulevard, Los Angeles, California.

Lois Zimmers Brown has also gone to Los Angeles. Her address is 720 Beacon Street.

Married.—Julia Gnichtel, on November 11, to Andrew Baker Hammitt. They will live at 609 West State Street, Trenton, N. J.

Venice Atkins to Robert Livingston on October 7, 1922. Address: 180 Haven Avenue, New York City.

Born.—To Mr. and Mrs. E. J. Miles (Helen Hanson), a son, Phillip Giltner, on August 10, 1922.

To Mr. and Mrs. Josiah Davis (Carolyn Tompkins), a second daughter, Carol Adelaide.

New Addresses.—Beatrice Bulla, 130 Columbia Heights, Brooklyn, N. Y.

Elizabeth Brezee, 86 Columbia Heights, Brooklyn, N. Y.

Mary D. Winn, 57 West 10th Street, New York City.

Valarie Atherton Graham, Hotel Irving, East 19th St., New York City.

Florence Cassidy, 86 MacDougal Street, New York City.

Died.—Olive Ulrich, in July, 1922, after a grief illness from typhoid fever. 1911 has offered to furnish a room in the Alumnae House in the name of the class in memory of Olive.

1912

Quarterly Correspondent.—Mrs. Edward C. Wilson, 334 S. Maple Ave., Oak Park, Illinois.

Class Secretary.—Mrs. Harry L. Havens, 5646 Kenwood Street, Kansas City, Mo.

Dr. Elizabeth A. Kittredge is an intern on the Medical side of St. Elizabeth's, a Government hospital for the insane, Washington, D. C.

Mrs. John W. Kirkpatrick (Dorothy McKeever) has moved to 2120 Stillman Road, Cleveland Heights, Ohio.

Dr. Louise W. Farnum reached Changsha on September 21 and has begun her work as head of the department of Pediatrics in the Human-Yale Hospital and Medical School.

1913

Quarterly Correspondent.—Miss Agnes F. Campbell, Short Hills, N. J.

Class Secretary.—Mrs. Richard S. Spencer, Grosse Isle, Michigan.

Born.—To Mr. and Mrs. Carleton R. Hopkins (Gladys Hull), a daughter, Jeanette Ethel, on December 7.

To Mr. and Mrs. Harold S. Osborne (Agnes Wilson), a daughter, Margaret Ellen, on November 14.

To Mr. and Mrs. James W. Jordan (Mary Smith), a son, David Partridge, in November.

To Mr. and Mrs. Paul A. Volcker (Alma Klippel), a third daughter, Eleanor Jean, on September 20.

1914

Class Secretary.—Miss Dorothy Deming, 123 Montague Street, Brooklyn, N. Y.

Dorothy Smith has been appointed general secretary of the Cleveland Y. W. C. A.

Marguerite Butler is on leave of absence from the Pine Mountain Settlement School, Pine Mountain, Ky., and is studying abroad. Address: % Danish Students' International Committee, Studiestræde 6, Copenhagen, Denmark.
Grace Boulder Izant's mother died in September.

Bonx.—To Mr. and Mrs. Ernest L. Colegrove (Ruth Reed), a son, Reed, on November 21.

1915

Class Secretary.—Mrs. Thomas J. Harrave, 24 Sibley Place, Rochester, N. Y.

Faith Merriman, dramatic soprano, assisted by Dorothy Dunyon, violinist, gave a concert on October 26.

May Reynolds is recovering from an operation.

Married.—Elizabeth Boyce to Mr. Allan Thurston Gilbert, on October 7.

Flora M. Smith to Mr. Don Pomeroy Emley on November 10. Address: 3 Harrison Street, Poughkeepsie, N. Y.

Bonx.—To Mr. and Mrs. Sherwin Smith (Helen Prescott), a third child, Harriet Galbraith, on November 3.

To Mr. and Mrs. H. C. McGregor, a son, William Hackney, on February 28, 1921. Temporary Address: 11 N. Melcher Street, Johnstown, N. Y.

To Mr. and Mrs. Preston R. Bassett (Jeanne Mordorf), a second child, Preston Rogers, jr., on October 16.

New Addresses.—Mrs. Rudolph Stanley-Brown (Katharine Oliver), 3811 Newton Ave., Cleveland, Ohio.

Mrs. Ralph Hamilton Stearns (Margaret Dewar), 4 Pomander Walk, 95th Street near West End Ave., New York, N. Y.

Marie Bacon Critchlow, 1180 First Ave., Salt Lake City, Utah. Marie has a son born August 6.

Mrs. Earl R. Broadbent (Francis Curtis), 2053 Calvert Ave., Detroit, Michigan.

Mrs. Robert R. West (Peggy Scott), Rock Hill, South Carolina.

1916

Class Secretary.—Mrs. Owen Smith, 184 Monroe St., Brooklyn, N. Y.

Vera Colding is teaching chemistry in Spanish at the International Institute for Girls in Madrid. Miss Fahnestock is "directora" of the School. Address: Miguel Angel 8, Madrid, Spain.

Bessie Callow is studying at Columbia again this winter and working in a bacteriological laboratory. Last summer she was a "lab" assistant at Columbia Summer School.

Marjorie Paret is with the Y. W. C. A. as Director for the Eastern Area for the Student Friendship Fund Campaign to raise a relief fund among students here for students in Russia, Central Europe and the Near East.

Eleanor Hobbs is again in France, having come home last summer for her sister's wedding.

Margaret Mott is teaching in the University of Wisconsin. Address: 1920 Arlington Place, Madison, Wisconsin.

Engaged.—Abby Tillotson to Edward M. Goetzler. Abby is editor of The Boys' Outfitter.

Married.—Elizabeth Hardin to Mr. Wright Dillingham Goss, jr., on December 2.

Katrina M. Brewster to Rev. Edgar Weston Anderson, on October 17, in St. Luke's Cathedral, Portland, Maine. Mr. Anderson graduated from Dartmouth College, 1912, and the Cambridge Theological Seminary. During the war, he served as a chaplain in France and in Russia. He is rector of the Episcopal Church of the Transfiguration, at Woodcliff-on-Hudson, N. J.

Miriam Marsh to Mr. Bennett Champ Clark, on October 5.

Bonx.—To Mr. and Mrs. Grant Willard (Dorothy Houghton), a daughter, Margery Louise, on December 20.

To Mr. and Mrs. David H. Frantz (Ted Bachman), on September 18, 1922, a son, David H., jr.

To Mr. and Mrs. Maurice H. Pease (Barbara Moore), a second son, Maurice Henry, jr., on July 18, 1922.

To Mr. and Mrs. Joseph S. Tatnall (Helen Shaw), a daughter, Charlotte, on August 11, 1922.

To Mr. and Mrs. Lawrence S. Scofield (Helen Jones), a son, Lawrence Stranahan, jr.

To Mr. and Mrs. Francis C. Stokes (Agnes Nicholson), a daughter, Sylvia, on September 5.

New Addresses.—Mrs. Thornton B. Wierum (Charlotte Provoost), 616 Grove Street, Upper Montclair, N. J.

Mrs. Homan P. Whittaker (Helen M. Brown), 2419 Williams Ave., Norwood, Ohio.

Mrs. Kendall Seaton (Grace Mary Watson), 7219 Carnegie Ave., Cleveland, Ohio.

1917

Class Secretary.—Mrs. Edward S. Buckley, Wisconsin Rapids, Wisconsin.

Engaged.—Louise F. Swift to Lieutenant Harry Lehce Dodson, U. S. N., of Norfolk, Va. Lt. Dodson is a cousin of Martha Robinson.

Elizabeth Wickes to Dr. Rufus Baker Crain, a member of the medical staff.
at the Eastman Kodak Plant in Rochester, N. Y.


Esther Knapp to Mr. George Peter Nelson, on November 23. ADDRESS: 415 Westminster Ave., Elizabeth, N. J.

Margaret Tangeman to Mr. Audley Harold Brown, on November 21.

Dorothy Gouinlock to Mr. Henry Ten Hagen, Cornell 1913, at Warsaw, N. Y.

Clarine Neff to Mr. Philip Snowdoun Davison, on September 30. ADDRESS: Sound Ave., Shippan Point, Stamford, Conn.

Alice Satterthwait to Edward S. Buckley.

BORN.—To Anne Goodnow Baker, a daughter, Nancy Goodnow, on November 10.

On October 21, to Mrs. Nesbitt Hoyt Bangs (Ruth Leonard), a son, Nesbitt Hoyt, Jr.

To Joe Ellsworth Christian, a daughter, Mary Josephine. ADDRESS: 419 St. Johns Place, Brooklyn, N. Y.

To Mr. and Mrs. D. S. Dennison (Cornelia Whitman), a daughter, Katherine, on October 29.

To Mr. and Mrs. Chandler Burpee (Caroline W. Bacon), a son, Chandler, Jr., on August 30. ADDRESS: 825 Stafford Street, Germantown, Pa.

1919

Class Secretary.—Miss Agnes Watkins, 17 West Street, Worcester, Mass.

Eleanor Sewall is a case-worker with the Minneapolis Family Welfare Association.

Carol Preston is a Neuro-Psychiatric social worker with the Veterans' Bureau in Minneapolis, which heads the work in the district of Minnesota, the Dakotas and Montana. Carol also has a Girl Scout Troop at Hope Chapel—a settlement house in Minneapolis—which has done most interesting work in singing and acting Old English ballads. We understand from Doctor Elizabeth Kemper Adams, who is active in National Girl Scout Work, that Carol has done unusual work with this Troop.

MARRIED.—Dorothy E. Cleveland to Mr. Chester Lynn Heckman on September 16. ADDRESS: 26 Brook Street, Brookline, Mass.

Jean A. Dunlop to Mr. Gregory Waterman Spurr. ADDRESS: Sparkill, N. Y.

BORN.—To Marjorie Page Schauffler, a son, Peter Page, on October 13.

New Addresses.—Mrs. H. M. Guilbert, Woodleigh Road, Dedham, Mass.


Mrs. Wymant D. Hubbard (Margaret Carson), Mall Farm, Tara Siding, via Livingston, Rhodeisa, Africa.

Mrs. Robert G. Horn (Agnes Gamble), Scottsdale, Arizona.

1920

Class Secretary.—Miss Margaret Comstock, 43 Trumbull Street, New Haven, Conn.

Mary D. Lichthy has been appointed to the Chair of Biology at Mount Union College, Alliance, Ohio, during the year's absence of the regular incumbent.

 Mildred Daunt is Junior Assistant at the Business and Municipal Branch of the Minneapolis Public Library.

William Henry, infant son of Mabel Potter Edwards, died on October 7.

ENGAGED.—Lois Dickinson to Mr. Leonard H. Henderson of Rochester, N. Y.

MARRIED.—Marjorie Woodworth to Mr. Robert Duraine Godfrey, on October 21.
Contemporary Notes

Katharine V. S. Tennant to Mr. Harold Doremus Tompkins, on November 4. Address: 75 Fairview Ave., Jersey City, N. J.

Elizabeth Townsend to Mr. Robert Cyrus Booth, on October 19. Address: 49 Oak Street, Plattsburg, N. Y.

Helen England to Mr. Frank Silliman, 3rd., on October 25.

Ruth F. McKinstry to Mr. John Hilton Balfie, on August 26.


Mrs. George Read Martin (Katharine Mott), 630 Boissevain Ave., Norfolk, Virginia.

Elizabeth F. Hopkins, 15 Lyceum Street, Geneva, N. Y.

1921

Class Secretary.—Miss Saidee Sandford, 443 Stelle Ave., Plainfield, N. J.

Harriet Webb is spending the winter in Europe.

Cathryn S. Hall has a secretarial position at the Cleveland Museum of Art.

Frances B. Fenton has changed her address to 150 South Orange Grove Ave., Pasadena, California.

Engaged.—Dorothy C. Hurlock to Dr. George L. Hoffman of Pittsburgh, Pa.

Wilhelmina Spanhoofd to Lieutenant Edward Hall Water, U. S. A., Corps of Engineers.

Married.—Geraldine M. McBrier to Mr. Charles Washington Williams, jr., on October 25.

Leisa Wilson to Mr. Hiram Sherman Bronson, jr., on October 26. Address: 79 Latta Ave., Columbus, Ohio.

Anobel Parker, ex-'21, to Mr. Thornton Lathrop Motley of New York City, on October 14.

BORN.—To Dr. and Mrs. F. S. Hopkins (Mary I. West), a son, Frederick Sherman, jr., on June 12.

1922

Class Secretary.—Miss Margaret P. Sutphen, 185 Liberty Street, Bloomfield, N. J.

Mary L. C. Doughten has changed her address to % Morgan Harjes & Co., 14 Place Vendome, Paris, France.

Edith Fitch is doing field work for the New York State Commission for Mental Defectives.

Mary C. Hull is studying economics at Oxford University.

Hildegard Ross is studying Theology at the University of Edinburgh.

Engaged.—Emilie M. Stuart to Mr. Arthur Perry of Cambridge.

Edith Mayo to Dr. F. Rankin of Charlotte, N. C.

Frances Struller to Mr. Charles Brayton of Montclair, N. J.

Jean McLean to Mr. Hazen Pratt.

Jane Andrews to Captain H. N. Pohl.

Married.—Mary McGiffert to Oliver Maggard of Duluth, on December 28.

Jane Wright to Burnham Carter, on Christmas Day. Address: Plainfield, N. J.

Julia Oppenheim to Harry Victor Reiner, on October 20.

Louise Morris to Dudley Holbrook Mills, on November 8.

BORN.—To Mr. and Mrs. William L. Kenly (Mary Burdick), a daughter, Mary, on August, 24.

To Mr. and Mrs. Mills (Dorothy Averill), a daughter, Jean, on December 8.
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