

VASSAR QUARTERLY

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THE ASSOCIATE ALUMNAE OF VASSAR COLLEGE

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CONTRIBUTORS TO THE NOVEMBER QUARTERLY

Caroline Furness, Professor of Astronomy, has taught at Vassar since 1894 and has been at the head of the Astronomy department for six years. During the past summer Miss Furness did organization work for the Red Cross throughout five states. Her summer's experiences in many different communities made especially clear to her the qualities the nation is now demanding of its college graduates.

C. Mildred Thompson, Associate Professor of History at Vassar, is serving also as secretary of the Committee on Admissions. She has made a thorough study of college entrance requirements with reference to the work Vassar has recently undertaken of revising its own terms of admission.

Vassie James Ward, '97, has been very successful in developing a new residential district in Kansas City, Mo., and is now President of the Ward Investment Co., a corporation developing and selling suburban real estate property. She helped in establishing a first-class Country Day School for boys and later a similar one for girls. She is President of the Provisional Alumnae Council.

Gertrude Buck is Associate Professor of English at Vassar. She has given us in this number not only the *Witch Hazel* but a bulletin from the Vassar Workshop to be found in *Contemporary Notes*, which we commend to the attention of our energetic alumnae.

Katherine Taylor, formerly of the Vassar English department, has taken an active part from time to time in the settlement work of the Chicago Commons. In association with other settlement workers she assisted in one of the Chicago draft offices last summer.

Candace Wheeler, who has written for the QUARTERLY her recollections of women's work in the Civil War, besides being an author of note has done pioneer work for women in this country. She was the founder of the first Society of Decorative Arts and of the Associated Artists and was a director of the Woman's Building at the Columbian Exposition. Although not an alumna, her interest in Vassar is keen and personal as she has had five nieces there; one is now a student, and two are contributors to this issue.

Eva Perry Moore (Mrs. Philip North Moore) '73, is now President of the National Council of Women, and as her article tells, is a member of the Council of National Defense. She has had an active career of public service. For six years she was President of the General Federation of Women's Clubs and is now their Honorary president. She has been President of the Associate Alumnae and Alumna Trustee of Vassar besides being very active in civic work in her home city of St. Louis.

Dr. John Finley, Commissioner of Education for the State of New York, made a hasty journey to France in the late spring of this year. He carried with him greetings from many American Colleges to the students of France. The few replies published in this issue give some idea of the spontaneity and warmth of the response.

Dr. Mary Sherwood, '83, has practiced medicine in Baltimore, Md., since 1890 and is well known outside that city as a member of the Executive Committee of the National Association for the Study and Prevention of Infant Mortality, member of the Public Health Committee of the General Federation of Women's Clubs, and as an officer in other associations of a more general character. As chairman of the Reorganization Committee of the Vassar Alumnae, appointed in 1916, she is now bringing to bear upon her task her long and varied experience of the practical working of clubs and constitutions.



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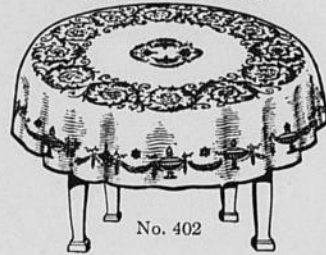
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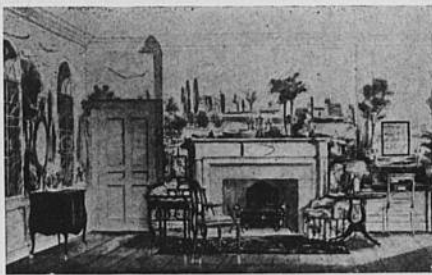
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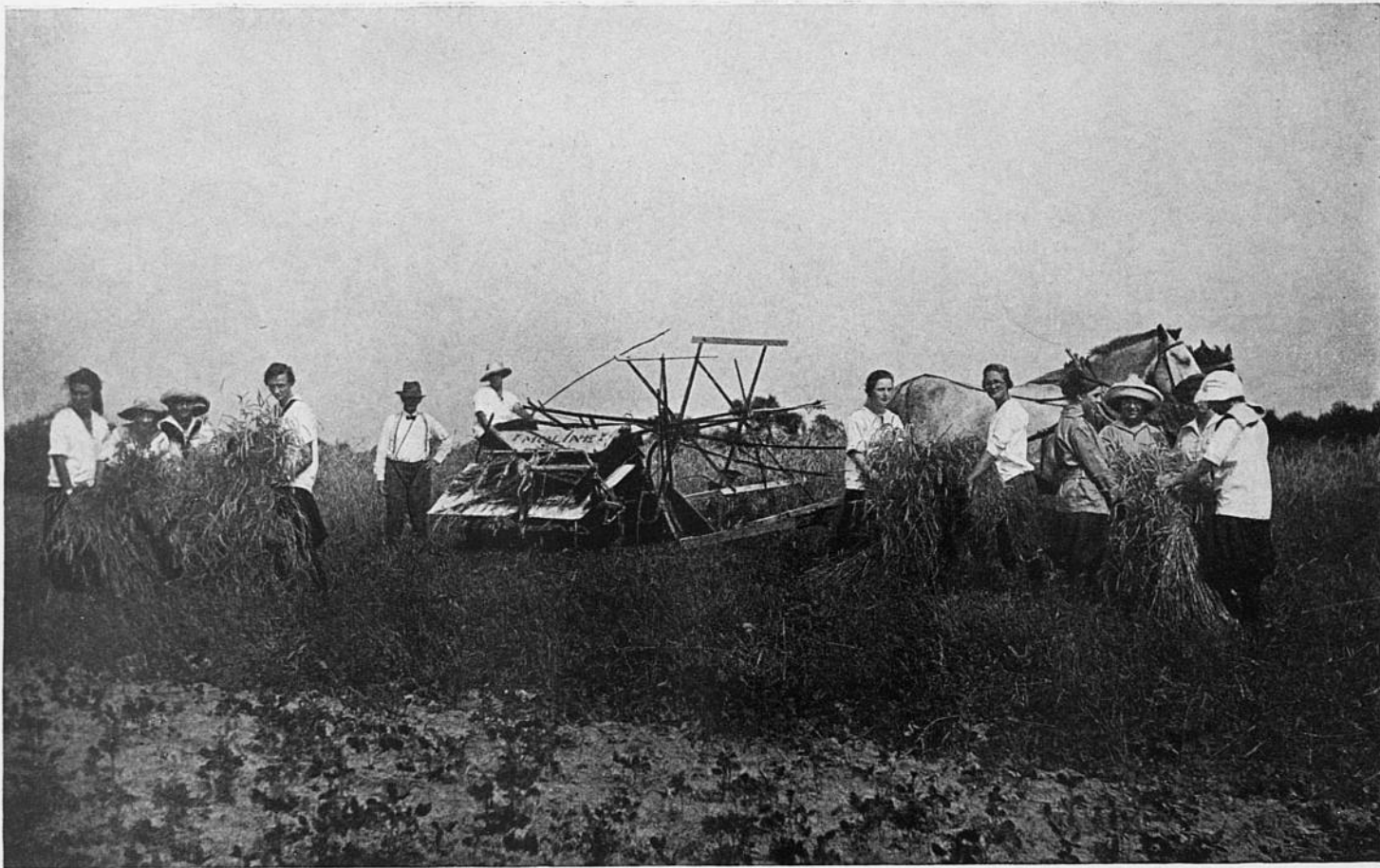
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THE MAKING OF THE COLLEGE CURRICULUM

BY CAROLINE FURNESS

I HAVE been asked to write on the content of the college curriculum from the point of view of the scientific educator. Unfortunately, I have not had any specialized training in the theory of education to serve as the basis of such an article. Furthermore I am at the end of my summer vacation, and have no time for adequate reading on the subject. All I can do, then, is to write in the capacity of an educated scientist, and I shall take the privilege of expressing my present opinion of what a college curriculum should contain, gathered from my own experience and observation. I trust I shall be pardoned if I speak in a somewhat personal tone.

I assume to begin with that we are considering the curriculum of a college of liberal arts like Vassar, and not that of a technical or vocational school, and hence must describe a type which can result from the training acquired in such an institution. Let us then first of all, formulate our ideal of the well educated person who has been trained for the highest citizenship.

Such a person must have a knowledge and appreciation of the various phases of the civilization in which we are living based upon a sympathetic understanding of the best products of the nations of the earth. He must have a deep insight into the springs of human conduct and the means by which men can be stimulated to their highest activities. He must know the fundamental laws of nature and have a reverence for that eager desire for truth which has led the investigator to search them out one by one. He must have a comprehensive grasp of the law of growth which we call evolution and a strong power of coördinating facts derived from many different sources. But above all, he must be animated by a passionate desire to use his talents thus developed for the service of his country and the world.

The attainment of this ideal would seem to require an amount of learning and a fund of experience which can not be acquired in the four years of a college course, and rightly so, for the process of education continues as long as the individual is capable of growth and should be coëxtensive with his life. It is my purpose here to describe somewhat more fully this ideal of a highly educated person and then point out how the college may share in developing it.

The world has suddenly become extraordinarily small. So complex and close are the bonds which unite human beings that, in most sober truth, "The nations of the earth are one." Day by day this fact is being thrust upon us as we watch the portentous drama being enacted upon the battlefields of Europe. The relief workers who have gone from America to aid the various countries in distress have brought us into still more intimate contact with other nations. Our mission to Russia and the many missions which have come to us, the French, Italian, English, Belgian and Japanese, have bound us fast together. We are sharing our food with them all. When we thus see how interdependent we have become we, as the people of the United States, realize that our life of isolation as a nation has ended, that our knowledge of other nations has been woefully deficient and must be remedied. It is not enough that we know the map of the world; we must have an understanding of these, our neighbors. We must know what is best in their art, music, drama, literature and folklore. We must know something of their struggles as nations, their ideals of manhood, and how they are connected with their national development. We must see how they have welded together people of different races into a single political unit. Not only living nations but those of the past must be studied in this way for all have their places in the fabric of human history.

If it is necessary for us to study and understand our neighbors, the other nations of the earth, how much more vital is it that we know ourselves, the people of the United States; the history of our colonization, our war for liberty, the dignity of our constitution, our territorial expansion, the terrible struggle to preserve the Union, the development step by step of the resources of our country. Our institutions must also be studied, our political and social organizations in city, town and country, besides all of the related questions of social betterment. When we think of the tremendous importance of these subjects to American citizens we wonder that our colleges have not long ago required it of all of their graduates. As I look over our own college catalogue, it appears to be a matter of complete indifference whether its students graduating at the age of twenty-two know the history of their own

country or not. And yet we aim to train young women to be leaders in matters of public interest.

In order to stimulate men to their highest activities by actual leadership we must understand human nature, beginning with ourselves as separate entities—our mental machinery, our emotions, moral development, religious instincts, and even our bodily organism so far as it affects our voluntary actions. Thus we shall acquire a fundamental respect for every human being and train ourselves to study the phenomena of another's conduct before we try to judge him.

In order to comprehend the wonderful progress in material well-being which has been made in recent years, we must know the laws of science and how they can be applied for the universal good. Finally, we should have an appreciation of nature as it exists about us, in rocks, plants and animals, then a knowledge of the evolution of our planet, the earth, leading at last to its place among the universe of stars.

The reader will wonder if I really think this ideal can ever be attained, and if it is not too impracticable to have much connection with the four years' curriculum of a college course. It is true that all of this knowledge can not be obtained in the time set, though a portion of it may be, but what is far more important, methods of learning can be acquired to be applied later. For in the college we gain what is more necessary even than facts, namely, habits of thought, an attitude of mind, the desire of attainment, a great purpose in life.

Having described in this rather sketchy way the extent of knowledge which should be part of the equipment of a thoroughly educated citizen, we are now ready to take up our main theme, that is, what part of this knowledge should be acquired before graduation from college. I make the statement in this form purposely, because it is not possible to draw a sharp line between the secondary school and the college, for much depends upon the opportunities furnished by the secondary school. On the other hand, some subjects are especially suited to the adolescent period, while others require much preliminary mental training and the maturity which comes from a greater experience in life. Let us consider each subject separately.

Firstly, let us answer the question regarding American history and institutions. There is at present no course at Vassar containing exactly the material which I have in mind for it should combine many aspects. It may perhaps be given to the best advantage in the last year of the high school, and should be looked upon very seriously as a preparation for citizenship. At that time too the pupils are living in their own communities where they see

about them the institutions which they are studying, and not in a separate little world of their own. It is therefore altogether vital to them and not academic. Another important reason for placing it at this time is that many high school pupils end their formal studies with graduation and would have no further opportunity for such a course. I think it would be a satisfactory time for prospective college students also for it may help to give them just that incentive for vigorous work which many educators seem to think they lack. We can all do intensive work if we have before us a subject in which we are deeply interested. If our early associations are such as to make us understand that we, as individuals, are going to be of use and that the value of the service we can render will be greatly enhanced by further training, then a goal is placed before us toward which we will steadily hold our course.

Secondly, let us take up the subject of English and American Literature. Specimens of it will necessarily be read and studied during the entire period of preliminary training. In order to unite these into a connected whole, a course should be given in the development of English Literature down to the present time, preferably in the first year of the college course. As a prerequisite there should be a knowledge of English history which might best be given in the second or third year of the high school. While this is being studied the examples of English literature selected for reading should be representative of the different historical periods treated and should include many historical novels and dramatic works, especially those of Shakespeare. Into it should be crowded as much of the study of contemporary costume, manners, buildings and other works of art as the equipment of the school permits. Here worship should be encouraged. This study of English history and literature will serve as an excellent foundation for the study of American institutions as outlined above.

Thirdly, there should be a course in general European history down to the present time, which should stand where it does now, early in the college course.

Fourthly, we must consider the time and place given to the culture of our European neighbors. As it is manifestly impossible to study them all exhaustively, the best method to pursue is to make an intensive study of one of the great continental nations, France or Germany, and a fairly thorough study of the language of another, either France, Germany, Italy, Russia, or Spain, the last being of special importance on account of the South American Republics. The principle one of these languages should be begun at quite an early age, even before entering the secondary school. It need not be continued throughout the entire following period as time must be reserved for the necessary related subjects, such

as art, music, and institutions—political, social, religious, educational. As the student matures, special effort should be made to correlate facts from all these different sources, so that when the most modern literature is read which is indicative of the trend of national feeling at the present time, he shall understand its significance. It might well culminate in a thesis dealing with the development of some modern tendency which will test the student's breadth of view and powers of coördination.

The reasons for this requirement are so obvious that it seems hardly necessary to write them down. Our entrance into the great war has made it imperative that we understand our European neighbors. This means not merely an easy acquaintance with their language and literature, but a comprehensive grasp of the present situation as it has grown out of the past. Had we held up such a requirement of our diplomatic service we should not be seeing in the daily paper the statement by one of our ambassadors that after two years at an important foreign court he was beginning to carry on a conversation in the language of the people to whom he had been sent.

Fifthly, in order to understand our mental machinery both as individuals and in a mass, we must have a knowledge of psychology, especially social psychology.

So far I have discussed only the subjects which deal with human beings and their social progress. I come now to the great realm of science and am glad that I am addressing an audience which knows me as a scientist and an astronomer, for that gives me liberty to soar very high. Astronomy deals with such immense problems of time and distance, that with a single glance of the eye, astronomers can sweep over the short period of written history. Being the oldest of the sciences astronomy has a history which parallels closely that of human thought itself, partly because its problems for the most part are purely intellectual rather than practical, and partly because it has always demanded a freedom from prejudiced control which at times has been denied it. Therefore the astronomer who is an interested observer of life looks at its problems in a detached way and being imbued with an intense belief in evolution, can see connections which others perhaps can not. From this point of view I am glad to have an opportunity to express my opinions.

Scientific research requires the highest cultivation of the intellectual powers—keen observation, quick deduction, brilliant imagination, vigorous power of coördination. It confers upon the worker an opportunity to perform a splendid service for mankind, whether he extends the realm of knowledge ever so little, or whether he devises something which makes life easier and richer for us all.

It has been the fashion for colleges to look with a little scorn upon the eagerness of the practical scientific worker, claiming that he is inspired by utilitarian motives. Unfortunately this adjective, from its philosophical connections, often carries with it a little stigma of selfishness. If we change it and speak of the scientific worker as being moved by the desire to be useful, immediately we look upon him with kindlier feelings. In addition many fail to recognize the presence of the creative instinct working in the scientist. Just as the poet expresses himself by his verses, so the inventor expresses himself by the work of his brain and hands. Again like the poet, he usually has his reward in his own satisfaction at his accomplishment and not in popular applause. Many illustrations come crowding into my mind, I will use but one, the construction of the Liberty Motor.

No one who has not himself performed such a creative act can comprehend the supreme delight of this achievement. Two experts, exerting all of their intellectual powers to the highest degree, stimulated to the utmost by their desire to serve the cause of freedom, have solved a problem of vital importance. An exulting pride must thrill every fellow engineer at the very thought of their conquest.

There are many other gains which the study of science brings us. It takes us outside of ourselves, eliminates our personal feeling, and gives us poise. We are brought face to face with the orderliness of the universe as expressed in its inexorable laws. How majestic and beautiful are the forces of nature! How threatening when not understood! But what untold power of service their mastery brings us! The future welfare of the human race is bound up in our appreciation of this power and the ideals which urge us on to use it. Without a high ideal of citizenship science can bring terrible destruction upon us, but with it there is no condition in life to which we can not give amelioration.

The present crisis, bringing out as it has our dependence upon scientific research, can not but help to change the attitude toward scientific training in our educational system. Colleges will no longer deny their students the advantages of prolonged training in the sciences by limiting the required work to a year or two. Unless they adopt a more sympathetic attitude a very wide breach will be caused between science and the humanities, due almost entirely to the latter. Neither group can afford to lose touch with the other. They are both part of the experience of the race. They both contribute to its culture. The graduates from colleges which underestimate the value of science will, more and more, find themselves out of sympathy with the world in which they have to live. While they think they are being trained for leadership, they will

discover that they can not be of such service as they hoped, because they do not have a broad grasp of the foundation principles by which modern society is building itself.

The following is a brief presentation of the scientific training which to me seems necessary:

In order to get even a simple idea of what scientific investigation means the student should spend at least three years' work in one science and give a year's time to each of several others. With science as with language the study should begin very early, the first ideas being introduced in the elementary schools. It can be taken up at first as observational work, connected with natural objects, the forces of nature, the mechanism of the modern industrial world, with explanations of the phenomena observed. It is not necessary to specify just what principles must be taught, for the selection should be suited to the environment and opportunities. The pupil is thus trained to observe and question what he sees and to seek for reasonable explanations. By the time he has reached the high school age, he is ready for exact experimental work which should begin with physics. This ought to be followed by chemistry, and the biological sciences, the last being of especial importance on account of their use in illustrating the principle of evolution. One of these sciences should be selected for the three years of intensive study, two of which should be carried on in the college. Part of the time should be spent in studying some of its applications to practical problems in life, such as public health, home economics, manufacturing, to mention only a few.

The elementary facts of astronomy and geology may be learned at almost any time, but a careful study of astronomy at least, presupposes a working knowledge of certain other sciences and mathematics. Mathematics indeed underlies all scientific work and is an essential part of a good training. Solid geometry in particular presents in an abstract form the ideas of the space in which we live. It develops the power of reasoning deductively in logical order, step by step, from given antecedents to absolutely necessary conclusions.

The mental training we acquire from the method of study which I have outlined will produce a well educated person prepared to do his country service. He has developed his powers of observation of all kinds of phenomena, has gained habits of reasoning about a great variety of experience, has learned to coördinate facts derived from many sources, and has discovered everywhere in the stream of life the evidence of evolution, he sees each event occurring as a natural consequence of that which went before so that whatever aspect of the world he studies, he finds it proceeding step by step without a break from the beginning to the end.

There are still other subjects which seem to me desirable for the purpose of increasing our knowledge of the rest of the world. Geography should occupy a more dignified position than it does at present. It should be made a subject of serious study in the high school, and combined with it should be descriptions of the principal nations of South America and Asia, including as much as possible of their customs both social and commercial.

One more subject of study I would advocate for I think it would add much to that feeling of universal brotherhood which must be the basis of our future life upon this planet if we are to live in permanent peace with mutual respect. It demands such great maturity from its students that it might best come in the last year of the college course. It is the subject of Comparative Religions.

To those who are trained by the older methods these suggestions will seem a most radical departure. But the war is bringing out the essentials in our civilization as no other crisis has ever done before. To refuse to recognize the part played by scientific training in modern life and to fail to adjust ourselves to its demands would prove us to be more short sighted than I believe possible. On the other hand it is not very easy to change educational systems and we shall be very slow in doing it. They form what is almost a vicious circle. The colleges impose their standards upon the secondary schools which in turn provide the teachers for the elementary schools. One college can not very well change its requirements for admission without the coöperation of other colleges of the same class. In the meantime we must vitalize our teaching as much as possible by making direct contacts with life wherever it can be done. We must watch with interest all experiments which are being made, studying modern conditions continually to see how we are meeting the public needs. It may be that we have overlooked some of the motives which lead young men and women to do their best work. It is a fact of common observation that among a pioneer people education is eagerly sought after while under easier circumstances it is taken much more casually. Perhaps we have neglected to furnish a stimulus to the creative instinct and the desire to serve which are universal motives with human beings. We are seeing how powerful they are in times of war. If we as educators can not present equally strong motives in times of peace, in so far do we fail of the high task imposed upon us.

I regret that the time and space allotted me do not permit me to elaborate some of these ideas and present them in a more convincing form. As I look upon the present stage of our evolution, I see that humanity is being carried on toward a broader and freer life. If we are wise we shall go with the current, if not we shall spend our energies moving round and round in some little side eddy while the main stream sweeps grandly by.

THE CURRICULUM AND THE APPLICANT

BY C. MILDRED THOMPSON

IT may be well to confess frankly at the beginning that I know very little about the attitude of the applicant towards the college curriculum. In fact, I don't know whether she has a point of view or no. In the course of wide and varied correspondence in the office of the Committee on Admission, we not infrequently become the objects of attack by critical parents because Vassar *does* require such and such a subject, or because it refuses credit to another, but from neither the parent nor the applicant do we get much constructive criticism as to what a college curriculum should be. However, from my very brief and limited experience in dealing with applicants for admission to college, I have come to join with enthusiasm in the popular pastime of attacking the venerable college curriculum. Hence my suggestions for change, which are neither new nor revolutionary, are primarily the outcome of the consideration of college problems with a view to the applicant's interests.

Without argument I am taking for granted an assumption which many alumnae will not grant, I know, that in considering the curriculum of Vassar we are confining our attention to the college of liberal arts, not the technical or professional school. The applicant whose needs or interests impel her at the age of seventeen or eighteen towards domestic training, or business preparation or the fine arts seeks her further education at other institutions and does not turn to Vassar. With the seekers for strictly vocational opportunities steered off on other paths, it seems to me that the college of liberal arts, for its own well-being, should make its appeal to applicants as widely varied as possible. We have long recognized the value of having our student body richly composite, from extensive geographic areas and from diverse social classes and experiences. We consider it a healthy symptom for the college to receive applications for admission from Lincheng, China, from Manchester, England, and from Marseilles, France, as we have within recent months. A few days ago we received the registration cards for a candidate, a young business woman who must make her own way through college, and by the same mail the application of another young woman whose family name conspicuously represents the combination of European nobility and American millions. These kinds of variation have long been recognized and welcomed, but have we accorded equal encouragement to varieties of intellectual types?

If we consider it worth while to make the college responsive

different varieties of mental gifts, the beginning point for our attack is not the college but the school curriculum. Therefore the first plea I make for change is that the education of school and college should be more integrally connected, and that both should be made more adaptable to talents of many sorts. In the later stages of the college course there are many choices for many minds, perhaps too wide a range of selection, practically unlimited as it is in our present curriculum with no major or group requirements. But this all too generous arrangement comes only after four years of narrowly construed entrance requirements and one or two restricted years of college have killed off or scared off, or else benumbed into mental lethargy, much fine promise or real originality outside the paths of the prescribed studies.

What, then, is to be done? To indicate concretely, may I direct the reader to an examination of our entrance requirements as they now are. Out of a possible fifteen or sixteen units demanded for entrance to the freshman class, eleven units are absolutely fixed (four in Latin, three in mathematics, three in English, and one in history.) Of the remaining four or five, three more must be in the field of foreign language, and only one subject is elective with any range of choice. This inflexibility in requirements does not end with the pre-college period, but extends over a large part of freshman and possibly sophomore year as well. The course ordinarily expected of students in their first year of college includes the continuation of Latin,* mathematics, and English, subjects which represent ten entrance units, or two-thirds of the student's preparatory education. In addition to these a fourth subject from the preparatory course must be continued in the first college year. The prescription of these certain subjects which must be taken in freshman year and the regulations which exclude freshmen from other fields of study lead, I think, to two very real limitations in our present curriculum. Not only is there too little possibility for deviation from the mean, scant allowance for different intellectual curiosities, but there is also too little chance for the student in her first year to receive the stimulus which comes from initiation into a totally new kind of study. It is not until after the freshman year that a student may glimpse new fields or enter upon new worlds for conquest.

With the present over emphasis upon language study in the entrance requirements and the early college course, what is to become of the student, still studious in tastes and habits of mind, though she may be limited in memory power and weak in linguistic sense? The principal of one of the largest and best known schools in Greater New York remarked recently that the women's col-

*Greek may be substituted for the freshman Latin.

leges are developing for themselves a clientele whose main quality must be facility in languages to the exclusion of those with powers of strong reason and vigorous mental curiosity who promise to make the real women leaders in the time ahead. A charge of this sort must necessarily give us pause. Ten units, with a possible twelve, out of a total of fifteen or sixteen units, equivalent to two-thirds or three-fourths of a student's time in preparatory school, are now absorbed in language study, whereas we allow but a puny one unit, or two at most, to a study of one's fellow creatures in their social relations and the achievement of past civilizations. To a study of natural phenomena and training in the observation of the physical world round about, no requirement is made, but a student may be credited for entrance with one unit, or one fifteenth of her total course.

It is this situation which brings my quarrel with the present curriculum, or with some features of it. My chief pleas are that the relative emphasis on certain subjects should be shifted; and that there should be less rigidity in our entrance requirements and freshman course, with more adaptability to varied gifts and capacities. While I cannot join noisily in the hue and cry against the classics, and while I should be sad to see the study of Latin disappear in the curriculum as Greek has done within recent years, I cannot but think that time and effort is given to the study of Latin in the school course out of proportion to its importance. It is not that I think Latin should be loved the less, but other subjects the more. The Latinists are by this time so accustomed to the onslaught against them that their arguments of defense, like their language and literature, are marshalled in superb order. Any weakening of Latin, they say, weakens the very stoutest bulwark of all learning. Latin is the subject, they say, which has developed the finest standards and the most scientific method of instruction. This last statement may or may not be true. I have neither information nor inclination to deny it. It assuredly ought to be true, for in the years, or even centuries in which the study of the classics has formed not merely the backbone, but a large part of the entire body of academic study, Latin has not lacked the opportunity to develop for us methods and standards of teaching by which we all may profit. After Latin, the second foundation stone or stumbling block, in the secondary school course of study is, of course, mathematics. The place of mathematics, like Latin, it seems to me, should be determined by a sense of proportion and relativity to other subjects, which, though they had no place in the historic *trivium* and *quadrivium*, have now much to give to learning in both method and content. The capacity of some to delight in sailing into infinity on wings of four dimensions should not

prevent others, who know not the charm of sine and cosine, from pursuing happiness through the mysteries of electricity and into the intricacies of Mendelism. The time has now come, with the growth of the natural sciences and the development of history in the paths of scientific method, when these subjects must be given more place in the sun of the school curriculum; and since the student has but a limited fund of effort and time, it is only by subtracting time and effort from the long established masters of the curriculum that the newer comers may find place.

With these general aims in mind, the practical measures which I should like to see brought into the reform of our entrance requirements and college course of study are the following:

(1) A diminution of the total requirement, school and college, in Latin and mathematics by one year in each subject.

(2) An increase in the maximum credits allowed for entrance in history and the natural sciences.

(3) A maximum and minimum requirement in subjects now recognized for entrance, by which a student who offers the minimum for entrance will be required to take further work in the subject in college. For instance, if the Latin requirement were stated in terms of a minimum of three years and a maximum of four years, a student who presented only three years credit in Latin for entrance would be required to take Latin in the freshman year at college; but those who fulfilled the entire present entrance requirement of four years would not be required to continue the subject in college.

(4) The opening of courses to freshmen in new subjects, not included in the possible subjects for entrance, which students now may not enter until their second or third year in college.

Changes somewhat in this line would, I think, react with great benefit upon the college, the school, and upon the applicant or student, who, though least considered is after all the one who is being educated. A reconstructed school and college curriculum of this sort ought to preserve students from the mental fag from which many now suffer after four years of too steadily "preparing," a period when there has been no time for a lift of the eye from the ever foreboding entrance requirements. And by opening new courses to freshmen, there would be the opportunity for some continuity between work of the freshman and the sophomore year, and for carrying these new subjects into a more advanced stage than is now possible.

These suggestions are not given with any idea that a new and perfect curriculum could be designed after this fragmentary sketch. But such a simple reconstruction of the curriculum planned both to make a more organic connection between school and college

without the rigidity of the present entrance and freshman requirements, and also to encourage greater variation in types of mental ability, would, I think, be a great boon to the present-day applicant for entrance to Vassar College.

THE CURRICULUM—LOOKING BACKWARDS

BY VASSIE JAMES WARD

“**W**OULD you make any changes in the college curriculum?” This question I have been asked to discuss from the standpoint of a woman who has had the usual domestic and social experience. It happens that I have been interested for several years in asking this same question of many women of such experience, and almost without exception the answer has been, “Yes, I would make it more practical.” It seems then that the life of most women is a life filled with practical problems, and that they feel the college should have prepared them to meet these problems with more confidence. Housekeeping and the care of children are the immediate duties at hand, then social service or civic or educational responsibilities are the duties a little farther removed.

Now I can look back to the college course of twenty years ago, and recall that even then we had many courses which were extremely practical, in hygiene, in chemistry, in history, in economics, in government. Since that time more and more new courses of a practical and technical nature have been added, and at the present time the curriculum is rich in such courses, instituted with this direct contact in mind, as Miss Cutler outlines in her interesting discussion of this subject in the July number of the *VASSAR QUARTERLY*.

Why is it when a study of the college catalogue shows that we have courses to answer every need and demand of a modern woman that the impression still prevails that the college course is not practical? Why is it that so many of our graduates still feel that the college course is not the best preparation for the life of the modern woman because it does not equip her to meet the practical problems of her life?

It seems to me that there are two reasons why this impression—this false impression, I might say—prevails, and these two reasons are closely related.

First, the point of view of the college seems to be a certain fear lest these practical courses which are already there, should be given too much recognition, and thus tend to lower the academic standards. The college does not want to become vocational or techni-

cal, when, as a matter of fact, whether a course of study is vocational or not depends far more upon the attitude of the student herself and what her purpose is than upon the title or context of the course. But the element in the student mind which is asking for these more technical courses is the very best part of it—the creative element. It is because a student sees certain fields of operation or achievement or expression that she wishes to work in that field. The college attitude in the past has been that the college had already decided what were the proper fields for study,—an attitude which would kill or suppress the creative mind, unless it happened to fit into that particular field. We have gone far in the right direction, but not far enough. The appeal to the creative ability of the student is not made early enough in college to give her time to work out her own personal development. The work prescribed for the freshman is too much of a continuation of her work in preparatory school, therefore it is difficult for her to get a new point of view toward her college work. She still continues to prepare her lessons and recite them next day to a teacher. As long as this is her attitude she cannot become an independent thinker or worker, and it is only as an independent thinker and worker, that she counts for anything in the world, as a mother, homemaker, teacher, or anything else. True, many more opportunities for independent work are open to the student later in her college course but I think at least one such choice should be offered to her at the beginning of her freshman year.*

A second reason why the college course does not seem sufficiently practical, is that the method in which many subjects are taught is not the method which appeals to that element in the mind—the creative element—which seeks to solve its own problems. A distinctly practical subject may be offered in a purely informational way and the student find it extremely dull and uninspiring. I realize that some subjects seem to lend themselves to vital methods more than others, but all subjects can be taught with the purpose of helping the student think and express her own thoughts, rather than having her learn what others have thought and said on that subject in the past.

For an example, look at the great popularity of courses on the drama and play writing, and study the methods employed. In discussing this subject with an instructor in a large university re-

*According to the latest catalogue statement freshmen are required to take 15 hours of work a week. 3 hours must be in English, 3 in mathematics, 3 in Latin or Greek, 3 in a continuation of one of the subjects offered for entrance. Aside from the above, students must take throughout either freshman or sophomore years 3 hours of history and 3 hours of science. The science must be physics or chemistry unless student's preparatory school work in one of these subjects enables her to obtain exemption and elect, if she chooses, some other science. Students who present for entrance only one modern language (French or German) must take the second language 3 hours a week during some year of the college course. If the language is begun later than the sophomore year only 2 hours credit will be given for 3 hours of work.—
[THE EDITORS.]

cently, I was shown a number of models of miniature stages, showing various scenes in different plays—the actual handwork of the students in one of the drama courses. I could not but observe that the same method which was successful with college students was the one used for kindergarten children, although of course the latter is a much simpler form of expression. Why should the same method prove successful both at the beginning and the end of the educational life? Because it gives to the creative intelligence an opportunity for expression. All the history, the art, the literature, the science, studied by the student in that drama course found expression in this miniature stage. And this is the kind of thing that gives joy and pleasure in work, the thing the modern intellectual and industrial world is crying for. I could name other equally good examples from work in science, in municipal government, in history, in sociology and other subjects.

Education as a unified process is the same, no matter what the age of the student. In this last generation we are learning the importance of activity, of responsibility for results, of expression, in educating younger children. The same thing is being recognized more and more in college, and we must not lose its great value. We must encourage and stimulate the creative, imaginative side of the student. We do know that many of our student extra-curriculum activities offer excellent opportunities for the students to work out individual problems, but the college is the loser in not enlisting all of this fine, vigorous, youthful interest and energy in its own work.

To come back to our original problem, take the curriculum exactly as it is. The student with the proper directing could select courses which would give her a very practical training, either in homemaking or hygiene or social service or education, if the point of view of the college would be to consider such subjects in their fundamental and scientific aspects and in the application of the subjects to particular problems; such particular problems to be selected by the student, and in these the student be encouraged to work out some expression either literary, historical or scientific, of her own work, rather than to spend this time learning what has already been said or done long ago. "It is toward things to come that education must face." I believe that the student so trained to expression and application of her ideas will not feel so unequal to the situations that confront her in after life.

THE WITCH HAZEL

BY GERTRUDE BUCK

By blazoned autumn roads Witch Hazel stands.
The ripe-hued lands
Her coming wait, whose pale uncertain ray
Shall long outstay
The aspen's twinkling gold, the flaming lines
Of high-flung vines
That wreath the dull cedars, and the tarnished glow
Of corn a-row.

In star-mist veiled, leaf-bare, her wands of light
Turn back the flight
Of summer days, and hold them, drunk with sun,
While past them run
November's shrivelled hours of dark and cold.
The season old
Grows young with thee, thou tree of all men's dreams.
Thy subtle gleams,
Enkindled at the year's low-sinking fires,
Wake dim desires
For youth in age, for joy in hope's decay,
For love's lost day.

Thou autumn spirit, wraith of autumn's gold,
Enchantress old
That buddest out of time, thou Aaron's rod,
The hand of God.
Hath touched thy barren stalk to blossoming,
And lo, thy spring!

A GLIMPSE OF THE DRAFT IN AN IMMIGRANT DISTRICT

BY KATHERINE TAYLOR

THE Draft, though it levels with one stroke all groups of society, at the same time affords a striking picture of the kaleidoscopic composition of each of those groups. Never, before this summer of work on the Draft, have we been so conscious of the far-reaching sources from which material has been drawn for the making of the American nation. Our work was in the office of the Local Board of Exemption in one of the most crowded immigrant sections of Chicago. On June 5, six thousand and sixteen men of eligible age registered for military service in a district that measured about a square half-mile in area. From this number of registrants the government demanded a first quota of four hundred and twenty-three men. It seems like a small proportion, but before we had gone far we began almost to doubt the possibility of finding a full quota without calling the entire six thousand. The work, because of the poverty of the people in the district, and because of the large proportion (over 60%) of aliens who made up the registration number, assumed colossal proportions. Its significance was far-reaching, for it flung into clear relief a number of economic and social problems that are inherent in the life of such a community. We longed for the time and the means to follow up case after case in order that we might be able to gather together a body of facts that would be invaluable for sociological study or for practical work in the district. The immediate proposition invariably suggested greater problems, rich in meaning, and each man's case was outlined against a background that demanded interpretation. But the pressure of time and the government's demands made such a piece of study for the moment impossible, and in order to keep our minds clear for the actual day's work we had to set aside, for future consideration, its tremendous implications. Because those implications are as yet too vast and too fluctuating to be worded clearly, it is simply the day's work that I shall try to sketch briefly.

For the assisting force the work divided itself into "Downstairs" and "Upstairs." Downstairs, on the first floor of the social settlement in which the Draft office was located, the rooms were crowded all day with the men who were being called into the new army. Upstairs, in a large club room, we struggled with the clerical work of the Board, with a few paid clerks and what volunteer help we could unearth in the unpopular months of July and August in the city. Innocent teachers were ensnared, casual acquaintances were

intrigued, and we even pounced upon unsuspecting friends who were "passing through Chicago" and extracted a day's work from them *en route*. A day's work violated all labor legislation, for the telephone began ringing at seven in the morning and our lights burned until eleven nearly every night. We came to welcome the late hours because of the peace they gave for uninterrupted work.

The first job, after each man's registration card had received its "red ink" number, was the making of the serial lists. The names were almost unsurmountable obstacles. Irish registration clerks had given Irish spelling to Italian names. Italian clerks had given Italian euphony to Polish names. The name as written by the clerk seldom agreed in spelling with our reading of the man's labored signature at the bottom of the card. It was a relief to happen upon the many cards that were signed only with "his mark," the shaky \times of the men who could not even write their own names, for with such cards there was no need of debate as to which form of spelling to perpetuate in the uncompromising letters of the typewriter. Our blundering liberties with names were often rightfully resented by their owners. Feodor Papaduk protested politely against being labelled Megop Napagnik, the latter having been our unanimous reading of his cryptic signature. We carefully made all corrections of names on the lists at first; but when people became so meticulous as to insist upon our changing a double *t* to a single *t*, or a *czsz* to an *szcz*, we grew callous to their appeals.

We did, however, continue through the summer, one or two evenings a week, a social occupation called "changes of address," with the following procedure: The leader corralls six collaborators, and supplies each one with a list, a pen, and a blotter. He then removes from a large envelope, one at a time, slips of paper scrawled over with illegible remarks. He interprets these remarks when possible, and dictates to the six the fact that Demetrius Aganastopoulos, serial 2056, order 361, has moved from 456 North Ellen Street to 466 North Malden Street. The six, with varying speed, find the right number in their lists, and enter the correction. There were often as many as ninety changes of address in one week, and a number of individuals moved four or five times between their registration date in June and their call date in August. Over two hundred of them were registered mistakenly or else must have moved without telling us their new addresses, for their calls were returned to us by the Post Office. After waiting as long as we dared for them to appear, we were forced to give over their names to the Department of Justice, whose secret service men "covered the district" and brought in some of them. The others, undiscoverable, had to be reported to the government on a fatal

sheet called the "Pink List," as being automatically certified for military service. These whenever they were found, were to be forced into army service, with no opportunity for the filing of any claim of exemption or discharge. Many of those who were brought in by the secret service men were victims of ignorance, who had not intentionally evaded the Draft and who were appalled by what was termed their crime. The "changes of address" evenings, besides leading to such serious consequences as these, gave us a glimpse into the haphazard living of the neighborhood. We realized the homelessness of a shifting, lodging house crowd, the dreary existence of families who move month after month as the cost of living rises, into cheaper and cheaper rooms, or who are evicted, month after month, by weary landlords.

After the results of the number-drawing in Washington reached us, we made a new list of all the men in their call order. List-making sounds like a comparatively simple operation, but to shatter any such illusions I quote at random from our lists. Here are five names in sequence: *Michal Jendraszkiwicz*, *Wladyslaw Kwarciński*, *Francziszrnek Kolbucz*, *Stanislaus Kosliwitch*, *Szczepan Kowalczyk*. More scattered, but no less frequent in occurrence are names such as these:—*Aristotelis Panagopoulos* (Greek), *Richid Naftalin* (Turk), *Sing Gong* (Chinese), *Patrick Murphy* (?), *Dante Amerigo Iasilli* (Italian), *Fedemak Stmgala* (Polish), *Tashgian Moogalian* (Armenian). Pronunciation, when we attempted it, was usually of such inspired nature as to put the typist completely off the track. Therefore practically all of the six thousand names were spelled out letter by letter by the dictator to the typewriter whenever a new list was made. As for the numbers, it taxed our long forgotten arithmetic to the utmost to revise our serial list by means of a government guide list, so that each man should receive the right order number according to the drawing in Washington.

Before we had finished the order list—it took the entire time of two dictators and two typists for more than a week—the "Downstairs" work of the Exemption Board had begun in earnest, and we were sending out from one hundred to three hundred call notices for each day's work of the Board. These alone took the full time of three people for several weeks. As the work got under way and the men began to answer the call, each morning a great heterogeneous pile of documents was brought up from Downstairs. They had to be sorted immediately—claims, affidavits, physical examination slips, and many other varieties—and entered on a list and later on a remarkable sheet called the docket. For example: *Wojciech Szczekowiak* came in answer to the call, on August 4. Having stated that he was an American citizen, he was examined

by the doctors. Two or three days later he came in to file a claim of discharge, because at the age of twenty-six, he was the sole support of a wife and three children. He filed his claim, but took his affidavit away to puzzle over. The next evening he reappeared with his uncomprehending wife and witness and all three filled out the complicated document. Somehow, in the realm of Upstairs, all of these separate papers pertaining to Wojciech Szczekowiak—whose name was probably spelled slightly differently on them all—had to be assembled and submitted to the Board for decision. Wojciech had quite possibly forgotten his signature on his affidavit in the confusion of the crowd Downstairs and another call notice must be sent to him. After his reappearance the Board decided that his case for discharge was legitimate, and granted it. Then the Upstairs force wrote a certificate of his discharge, one copy for him and one for the Board, and entered his name on a new list of discharged men, to be sent to the District Board. They filed away his papers and proceeded to the next man. But Wojciech, though an American citizen, had had to conduct all of his part of the procedure through an interpreter. On receiving another "letter" he rushed into the office, and waving his certificate of discharge, demanded to be told what it all meant and what they wanted of him now. After perhaps ten minutes of ardent eloquence on the part of the interpreter he departed, satisfied that it was all over, at least for the present.

Multiply this by four thousand, with innumerable variations and additions, and you have some conception of our summer work. Endless explanations, misunderstandings, unravellings of mistakes, marked our days. The interpreters themselves gave up in despair at times, and the late evenings, after the departure of the interpreters, were punctuated by conversations of which the following is a literal example:

Alien (handing his exemption certificate to Assistant): Yes?

Assistant: Yes, that means you don't have to go to the army.

Alien: No—yes?

Assistant: No. You are exempt. Don't have to fight.

Alien (smiling): Yes—no?

Assistant (very distinctly): No. Not—in—army.

Alien (with conviction): Yes.

Assistant: You understand?

Alien: No.

Assistant (shouting): No go army. No fight. See?

Alien (terrified, retreating toward doorway): No? Yes?

The conversations between the Board and the Government are no less exhilarating. There were certain wanderers, whose eccentric actions, combined with the elaborate instructions from the

Government concerning them, caused us sleepless nights. One of them registered in our district, was examined in North Dakota, filed his claim in Montana, and then wrote to us to find out "where he was at." Another, after writing to our Board for authorization of his examination in Oklahoma, suddenly appeared in our office for examination, having decided to "come home and go with the boys." Many of them were doing gang work on roads and railways, unreachable, homeless, residing in empty freight cars wherever they happened to be. To locate them, arbitrarily, for the purposes of the Draft, was a difficult problem, which involved the study of scattered paragraphs in the book of instructions, and which was finally elucidated, none too successfully, in an extravagant telegram from Washington. I think it is betraying no trust to quote the first few lines, characteristic of the long telegraphic messages that come almost daily to the Boards, always worded in the same quaint phraseology: "The following telegram is transmitted for your information and guidance colon quote Washington D C Sept. eleventh nineteen seventeen period governor of Illinois Springfield Illinois period number fifty five thirty period some question has arisen comma as to the procedure under section twenty nine of the regulations period it is as follows colon the local board that has the registration card comma," and so on until there is a final salutation of "unquote period."

Downstairs a procession of people streamed into the office day and night. When the mood of those who worked Upstairs became too casual and mechanical, one errand Downstairs was enough to cast the light of intense reality upon it. Crowds of bewildered immigrants huddled together, silently awaiting their turns with the interpreters. On the other side of the room sat patient families, old men and women, young peasant wives holding cross, sleepy babies, waiting to file dependency affidavits for their men. Strange names in the list had often made us laugh Upstairs. Downstairs we found, instead of names, boys, full of the pathos of strangeness in a new country, the guarded bewilderment of incomplete understanding, the tragedy of a prolonged economic struggle which had made them grave and subdued, or hard and defiant. Some of them were full of anxiety for their families, some were seemingly indifferent, a few were eager to go into the new experience, no matter what it promised. And hundreds simply did not know what it was all about in spite of the tireless efforts of the Board and the interpreters. Men went through the physical examination and were certified for military service, who had never taken out their first papers of citizenship. When they found that they were actually listed for the army they came in despair to tell the Board that they were aliens and had

thought themselves automatically exempted on that account. Appeals to the District Board had to be made out for these men and for many others who, through their ignorance and misunderstanding, had been certified, although they had a legitimate claim for discharge.

As the time for mobilization approached the Board was swamped with instructions from the Government. Upstairs the work was shifted about to include the new job. For each man of the quota the Upstairs force made out two copies of his registration card, two copies of his physical examination slip, a blue card telling him to be ready to leave his work on short notice, a pink card telling him to come at a certain date for entrainment for Camp Grant at Rockford. We were grateful that the quota numbered four hundred and twenty three instead of six thousand and sixteen. Railroad tickets had to be procured at the last moment, and even meal tickets were furnished for the last twenty-four hours before departure to those who wanted them. Up to the very moment of departure there were readjustments to be made and emergencies to be met.

And all the time there was the docket, staring us in the face. It was composed of more than one hundred cardboard pages of variable size. At bed time each page was as large as a table top. Early in the morning it appeared to be about the size of a single page of a newspaper. I cannot at this moment, although I have been working on it this evening, attempt to estimate its size by inches, for its dimensions are, I am convinced, purely subjective—"a state of mind." One of the Upstairs force made a cardboard cover for it suggestively tied together with scarlet tape. The docket is finely lined into many columns, varying in width. At the top of each column is an intricate heading, printed sidewise in very fine type. After you have walked around the table upon which it rests a sufficient number of times to have mastered the headings you are graduated into the work of "entering." And once you have started to enter, there is no escape. There are fifteen or more possible entries for each man, and at least that many more to be avoided while you are endeavoring to choose the appropriate columns for each man's history. That which is correct for one man is entirely wrong for the next. And always there is the fear that through some accident of slipping a date or a check into the wrong column, the wrong man may have to go into the army. As a matter of fact, this could not happen, because the Board and its assistants have developed a complete "checking up" system which is almost fool-proof. But the idea is enough to keep us awake when we work on the docket and to make us dream of the docket when we are asleep.

The Upstairs of the Exemption Office is like a reflection of Downstairs, a reflection lacking the color and movement that the original possesses. One hardly knows where to begin on the story of Downstairs. There one catches at a glance so many fragments of vivid life that as yet one can scarcely do justice to the whole experience by selecting a few of these fragments for the telling. Experiences crowd in upon one—experiences with no beginning and no end, but with memorable tone and gesture. Perhaps time will make us more articulate about the human aspects of the Draft, just as time is surely bringing out more clearly than in any other period, the impress that war itself makes upon the human mind. In touching upon the fringes of this single part of the war work, I cannot help wishing that the whole fabric of it may eventually be analyzed and interpreted dispassionately by the people of all the nations, at some time when perspective shall have lent clarity to their vision, but when their memories of the experience shall still be strong.

RECOLLECTIONS OF THE SANITARY FAIR

BY CANDACE WHEELER

IT is only material things which die, which wear out and disintegrate, and fall into dust and disappear. Thoughts do not die. They are our immortal children, born of the spirit within us. They may become old and wearisome, and seemingly without the principle of growth, which is life—and we bury them out of sight and think they are dead, and sooner or later they arise, perhaps in new form, but the same ethereal substance, reappearing in a splendor of apparel like visions from unknown heights of existence.

The Red Cross is one of these visions—it has existed from the beginning of man. It was in the heart of Eve when she mourned over her first born, slain by the thought of evil in his brother. So the beloved first-born of our day are falling before the Cain spirit which has never died.

The Red Cross is a holy and beautiful thing, an ancient soul which has lived in many forms, crowded into small individual space in the humanity of every ministering mortal. These have been formed into regiments, and called together in armies in later days, under the command of Florence Nightingale, the first woman to call together these scattered impulses into an army of mercy in the Crimean War. And when war was dead, and the

army of mercy dissolved, the living thought arose in the souls of thousands of women in all lands who devoted the wise and tender ability of the trained nurse to suffering humanity. Afterward, in the sorrowful days of the sixties, when brother met brother in the eternally recurring fight for principle and supremacy, came "the Sanitary Commission."

The "U. S. Sanitary Commission" appeared under the guise of a political necessity, but it wore the shining robes of an angel and they fitted it marvellously. That was not a day like the present when men have been able to assume the power of God in giving. It was a day of small means but large patriotism—and like the Israelites of old, the rich brought their shekels and women their ornaments of gold and silver, their rings and bracelets, and for those who had none,—but willing hearts for effort,—a way was devised, and The Sanitary Fair came into existence.

Fairs were a well understood means of accumulation of small sums sacred to benevolence. The poorest and most restricted could do something for a fair; and a fair on an enormous scale was conceived—so large that the sum of individual effort and small buying capacity would be doubled and quadrupled until it became a great gift, a worthy gift, fitted to a great need.

The first thing required was to find place and room for this supreme undertaking. No building could hold it; and the great out-of-doors could not be utilized without shelter, so it was decided that it should be in joined tents, which should cover a block of unoccupied city ground. This was found to be possible by including some buildings on the West Side of New York and still in a reachable part of the city. When it was accomplished, it was a wonderful tent city, with its miles of narrow streets of barter and sale,—its hundreds and thousands of saleswomen—its millions of lights—its billions of things to be sold. The diversity of world-wants and the diverse ability of world-buyers had been anticipated. It was society in all its phases. The rich and the poor met together within its shelter, and the great thought of love and help presided over all. When it was over and its gains were counted, they amounted to one million of dollars, an unprecedented free-will offering in those early days. I remember seeing the cancelled check of the Treasurer, Mr. John Gourley, hanging under glass in his library, months afterward.

I do not know who inaugurated, but I knew well the woman who organized and carried to a triumphant conclusion this enterprise. She was Mrs. David Lane, a woman of old New York descent, whose goodness and capacity were always at its service, and were well proportioned to her great success in "The Sanitary Fair." I have always been glad that the object of this wonderful effort

of the "The Sanitary Fair" has been voiced in one of Bret Harte's most famous poems: "How are you, Sanitary?"

"Down the picket-guarded lane,
 Rolled the comfort-laden wain,
 Cheered by shouts that shook the plain,
 Soldier-like and merry:
 Phrases such as camps may teach,
 Sabre-cuts of Saxon speech,
 Such as, "Bully!" "Them's the peach!"
 "Wade in, Sanitary!"

Right and left the caissons drew
 As the car went lumbering through,
 Quick succeeding in review
 Squadrons military;
 Sunburnt men with beards like frieze,
 Smooth-faced boys, and cries like these—
 "U. S. San. Com." "That's the cheese!"
 "Pass in, Sanitary!"

In such cheer it struggled on,
 Till the battle front was won,
 Then the car, its journey done,
 Lo! was stationary;
 And where bullets whistling fly,
 Came the sadder, fainter cry,
 "Help us, brothers, ere we die—
 Save us, Sanitary."

Such the work. The phantom flies,
 Wrapped in battle clouds that rise;
 But the brave—whose dying eyes,
 Veiled and visionary,
 See the jasper gates swung wide,
 See the parted throng outside—
 Hears the voice to those who ride,
 "Pass in, Sanitary."

The Red Cross, which is the third great embodiment of the thought of human love and pity and brotherliness, differs from the others in the fact that it is a concerted plan of nations instead of the impersonation of a national impulse. It is not only the united impulse of a nation, but of united nations—it is a universal voice, the voice of the world, speaking one thought, expressing a world-sense of love and responsibility. It is the recurrent voice of the centuries of the world, full-toned, universal, majestic.

THE WOMAN'S COMMITTEE OF THE COUNCIL OF NATIONAL DEFENSE

BY EVA PERRY MOORE

ON April 2 and 15, the President of the United States addressed Congress, proclaiming in the first place his belief in the necessity of a declaration of war and, second, naming many problems of national life and action which called for consideration and settlement.

The women of England and France had entered whole-heartedly into their great struggle, standing back of the firing line with remarkable singleness of purpose, running everything from trucks to locomotives, making everything from bandages to munitions. Yet strangely enough the "Woman's War Board," so often mentioned, awaited the more convenient season.

In the United States the terrible word war implied a nation's lack of preparedness. Utmost confusion prevailed both as to the service men might give and equally the unknown service of women.

The Council of National Defense was created by Act of Congress to plan for and control all activities connected with the war. It is composed of the Secretaries of six Departments of the Government, most intimately connected with all phases of war conditions, and has authoritative power to appoint all committees.

No country can show such remarkably well organized groups among its women as the United States; but each one of these organizations seemed all powerful.

The confusion induced by the desire of women to serve their country, and the receipt of many offers of service from organizations and individuals, led to the consideration of some means of coördinating these.

There came to this Council the vision, of placing in the hands of women themselves the power to coördinate the work of different organizations into one great clearing-house.

Secretary Baker of the War Department is Chairman of the Council and on April 24, he sent to each woman whom he had selected a notice of appointment on the Woman's Committee as follows:

"It gives me great pleasure to inform you of your appointment on April 21, by the Council of National Defense, to serve on a Committee of Women, to consider women's defense work for the nation."

On April 25, the Council released the following statement to the Associated Press:

“Realizing the inestimable value of women’s contribution to national effort under modern war conditions, the Council of National Defense has appointed a committee of women of national prominence to consider and advise how the assistance of women of America may be made available in the prosecution of the war. These women are appointed as individuals regardless of any organization with which they may be associated. The body will be known as the Committee on Women’s Defense Work. Its membership is as follows:

- Dr. Anna Howard Shaw, Chairman.
- Mrs. Philip N. Moore, of St. Louis,
President of the National Council of Women;
- Mrs. Josiah Evans Cowles, of California,
President of the General Federation of Women’s Clubs;
- Miss Maude Wetmore, of Rhode Island,
Chairman of the National League for Women’s Service;
- Mrs. Carrie Chapman Catt, of New York,
President of the National American Woman Suffrage Association;
- Mrs. Antoinette Funk, of Illinois;
- Mrs. Stanley McCormick, of Massachusetts;
- Mrs. Joseph R. Lamar, of Atlanta,
President of the National Society of Colonial Dames;
- Miss Ida Tarbell, of New York,
Publicist and writer;
- Miss Agnes Nestor, of Illinois,
Woman’s Trade Union League.”

Dr. Anna Howard Shaw called the members together May 2, in Washington. After much discussion as to existing plans for registration and duplication of effort it was unanimously decided to make a clearing house, through which all organizations should report their activities, to find the number of organizations in each state and what they are doing, to separate the work into groups and thus avoid duplication, to suggest new lines of work not already existing, even to training classes and camps where needed.

A tremendous responsibility is placed upon the women of the United States. The thing we need to-day is inspiration; our obligation is just as great as if the war were on our own borders, or

on the shores of the Mississippi. When this inspiration and obligation are brought home women can do more than men to bring conditions to the people.

The resources of the country are more definitely needed in war than in peace, and women can do more than any other force to conserve these resources. The American people have much to learn, and this lesson is needed to teach them to be less wasteful and more alive to industrial conditions. The *laissez-faire* sort of living is not good patriotism, and the hour has come, upon which we may look back with appreciation, the hour which made us more thoughtful of mankind, less self-centered.

The responsibility impressed itself upon us when we took the oath of office and swore allegiance to the Government, and when the great task was approached of coördinating the work of women, of preventing overlapping or duplication, of being in fact a clearing house for all organizations of women and individuals as well.

Naturally this committee is the one officially recognized by these organizations for the purpose above stated, and the loyal response to the plans outlined has been marked. We are coöperating through these organizations with the Government and are the channel through which all offers of service from women and all requests from the Government pass. No plan is sent out without advising with the Council of National Defense and receiving the approval of that body.

The plan of the organization sent out to all the states is simple but skilful, linking together in complete working coöperation first the state committees, then through them reaching the women of the cities and towns, the counties and rural districts. We wish to emphasize the importance of the State Divisions of the Woman's Committee for it is through these divisions that we expect to send governmental orders to individual women, and get actual results.

No organization must feel that it is not invited, if by chance left out of a call, for it is the intention of the committee at Washington to utilize all existing organizations. The idea of the democracy of the undertaking cannot be emphasized too strongly.

In order that no defense or service work of any kind, already under way shall be lost, each state division is requested to investigate and coördinate all activities of value. Each state will find problems peculiar to itself, but the good judgment of women in charge will show them the importance of unification, and the solution will be found.

The plan of organization, and its accompanying bulletins, recognizes the legitimate work of organizations, which should con-

tinue as planned; also the general outline of economics which should never interfere with "business as usual."

The desire of the committee is that women should maintain a sane and normal outlook on life, in the reign of what might prove to be hysteria. The committee has placed certain emphasis on maintaining standards of hours and wages and living conditions of women and children. To this end it coöperates with those having at heart "women in industry" over the nation.

Emphasis has naturally been placed on Food Conservation and Elimination of Waste. To this end Mr. Hoover of the Food Administration Department is sending his messages to the American women through the State Divisions of Women.

The desire to safeguard the morals of our boys in camps has led to most constant and effective coöperation with the Commission of the War Department, having the recreations of the camps in hand. Several organizations of women giving special attention to this department have offered their services through the Chairman of that Commission. We are proud that the scandals of former wars pertaining to unsanitary conditions of camps and consequent disease are now entirely eliminated. We ask that the Commissary Department and the Recreations Committee bring a new pride in present camp conditions.

The education of children in schools and homes has induced a department to deal with the meaning of the war and the reason the American people entered it, using the great speeches of the President as texts.

The maintenance of existing social conditions is urged, in order that public services shall show no decrease in the care of the sick and poor, both in institutions and homes.

To bring to a definite conclusion the result of our work in the states, we have asked the Council of National Defense to approve a uniform registration blank for the patriotic service of women. These blanks are now in the hands of all state divisions and the summary of such registration will give the government an accurate knowledge of occupations, filed as to minutest division of labor, trained and untrained, paid and volunteer, names and addresses, upon which call may be made.

In England it is estimated that 800,000 women have gone out to work who did not do so before the war. The number of women who have been substituted for men in industries, excluding all government establishments, are 376,000. There are 139,000 women employed in government works, including arsenals, dockyards and national shell-filling and projectile factories; 23,000 are engaged in agricultural pursuits, and 52,000 in transportation.

Never in the history of the world was the need of wise leader-

ship greater than now, and as Miss Woolley so well said: "Never was there greater need for strong effort, for clear-headed, uncompromising wisdom, the birthright of the educated woman."

To the women of the country we offer our services, founded on the belief that the country's greatest need is a unified and efficient national spirit, and that such a spirit will demand a broad understanding of national problems.

From the women of the country we ask utmost loyalty to the declaration that we are not in this struggle for conquest, but that we follow the flag to an assured victory of the principles of democracy and humanity.

Those who are determined that this shall be the last great war must learn how to live and work together, even as we desire all nations to do.

FROM "THE GIRLS OF FRANCE"

(Replies to Vassar's Greetings, with Foreword by Dr. John H. Finley*)

WHEN I went to France in May I carried to the Universities and schools—even to some within reach of the enemies' guns—messages of admiration and gratitude from more than one hundred American universities and colleges. Of these one, a composite of poems with a preface of greeting to the "Girls of France," was prepared by the students of Vassar. What its beautiful, stirring content was the alumnae of Vassar know and so do thousands of young women and girls in France. For when I reached my stateroom in the steamer a few minutes before sailing I found two great bundles of printed copies of this message awaiting my care, all of which are now somewhere in France, scattered, or rather distributed, (for "scattered" seems too prodigal a word for my deliberate placing of these precious pamphlets) from Bordeaux to Paris and from Rennes to Nancy, and St. Dié, and back to Bordeaux again by Dijon, Lyons, Grenoble, Montpellier and Toulouse. I was about to say that one could trace my circuitous path by this white sowing, but I remember that the interest of a grateful heart has, like the wind, carried a copy now and then far beyond the main-travelled roads. There have come, in proof of this, response from the town near the birthplace of Joan of Arc, from Verdun, and from many other places, off toward Alsace and Lorraine especially, for the wind seemed to be blowing in that direction. And one response has come from Valence where I met

*This scant half-dozen letters was chosen with the greatest difficulty from among the hundreds of touching and spontaneous responses received by Dr. Finley. We greatly regret that we cannot reproduce them in their original forms, hand written, hand illuminated and often accompanied by pen and ink and water-color sketches of great beauty.

at the station, between trains, the School-Inspector of that district.

Proud and pleased I am to have been the courier of such a message and of such response as it evoked, responses that are coming by every vessel from France. There have just arrived, for instance, from Lyons many beautiful hand-printed copies of messages in verse from the young women of the great university in that city. The professor there, who was my tongue's ambassador, said that they who lived upon the Saône and the Rhône could not let such a message go without rhythmic answer.

And I must speak especially of Poitiers. I read one of the Vassar poems to the students there in the *Ecole Normale* late one afternoon and expressed, in closing, my regret that I could not carry back some word from them. "But it is possible," said the *Directeur* of the University. And it was, for that night, before leaving, their heartfelt greeting, artistically illuminated, was in my hands.

But there was not only this sowing of my own hands,—the first poem of the collection, with the introduction, was translated into metrical French by an American girl in Paris who had received her Baccalaureat there and was studying in the Sorbonne, (Miss Lines) and was embodied in a publication of a summary of the American message, to be printed and distributed to the schools throughout France by the government.

Beyond this wider sowing, too, the papers of France here and there caught it up and carried it outside of the schools into the homes of many. It even found its way, by chance, into the hands of a great critic who made it known far and wide through *Le Temps*.

And who shall say what shall yet spring from this sowing, not only in France, but here in America, by our own great streams of education?

But whatever may come in a more substantial way in fruitage from it all, the messages that have been received in answer from the young women of France give proof that what Vassar has sent has already gloriously blossomed in all the regions of France not shut away by German guns.

John H. Finley.

Verdun (Meuse)

July 3, 1917.

The Principal of the College of Verdun to the Students of Vassar College:

This message of springtime and of hope which has come to us from across the Atlantic from Vassar College could not be deliver-

ed to the pupils of the College of Verdun. It is to their Principal that *M. le Recteur* of the Academy of Nancy has entrusted it. The scholars and their professors are dispersed over the whole of France their beautiful college is in ruins; its terraces, only yesterday blooming with roses, are to-day armed with canon and criss-crossed with trenches. During the first days of the invasion many of them were forced to fly from their flaming villages; some of them have been carried off into captivity; one professor reëntered France only to die there; one scholar, after a slow agony, is no more,—she too a victim of this atrocious war.

But through you—for your fraternal message brings us new confidence—“Our long agony will be changed into triumph” and the day draws near “when that spirit will reign which has known how to hew its way across all obstacles.”

When that day comes the message of the young girls of America to the young girls of France will receive a place of honor in our reconstructed college; there it will bear witness forever that you did not wait until our country was completely destroyed to unite with us and to aid us in rebuilding it.

The Principal of the College of Verdun,
A. Stoltz.

Neufchateau.

Young girls of America, your message so full of sympathy warms our hearts just as the aid of your great country renews our hopes.

I shall not know them again, those somber days of the outbreak of the war, when the enemy drove his talons deeper every day into the beautiful land of France.

Sept. 5th., 1914. The dusty road is obstructed with the endless files of peaceful citizens flying before the enemy. The earth trembles under their heavy canon. Then it is our turn to leave and as the last houses of Revigny disappear from view we give ourselves up to weeping.

Twelve long days without news . . . at last the glorious victory of the Marne brings us back to our country.

The partly burned village is a desert. Heaps of blackened walls, streets impassible with stones, our house still standing but empty, the doors open, the windows without panes, our hearts are torn by the thought of the familiar belongings profanated.

To-day in the splendor of June, Revigny is reborn to life. The faithful inhabitants have returned to the country. The houses arise from behind the barrier of our heroic defenders. Soon the enemy will be repulsed, since your great people come to unite themselves with the free peoples of Europe, and the peace of re-

constructed cities will not again be troubled, because you intend with us to reduce the belligerent people to impotence and to make of this war the last war.

Marie Thérèse Forest,

(Born at Charleville, Aug. 6th 1899.)

École Supérieure de Jeunes Filles,

Nancy.

Gabrielle Charpentier to the benefactors of the French, under trial by war:

I am happy, oh, so happy, to come to express to you all my gratitude for the great kindness you have shown my compatriots.

I thank you particularly in my name and in that of my maternal grandmother, of an uncle, of an aunt, and of cousins, remaining in the invaded territory, and whom the food sent from America has saved from perishing of hunger.

I thank you also in the name of my three elder brothers of whom the Americans will now become the brothers in arms; I thank you finally in the name of my ten brothers and sisters driven from our home with my parents and me.

Never will we forget the efficient aid which our big sister from the other side of the Atlantic has rendered us.

Gabrielle Charpentier,

(Born Aug. 23rd. 1901.)

Lycée Victor Duruy.

Young Girls of America:

When the message of Mr. Wilson came to us it seemed to us that the American nation held out its arms to France and said to her: "I am your sister; I come to help you." When we knew that your nation, a peaceful democracy, wished to fight for humanity, a song of admiration sprang forth from our hearts and we were proud to see you our allies. It seems that an indissoluble bond unites us at present, but while our fathers and brothers will seal it in the trenches, what will be our common lot, young girls?

Your charming messages which you have brought to us from across the waters, the hopes and enthusiasms of refreshing spirits, have also shown to us the way to follow: to work for the intellectual understanding of our two countries.

Surely the great work is too large for us, but that which is within our reach is to read the same poets, sing the same songs, to write to each other when our hearts are overflowing with joy as well as in the hour when they are still in mourning and sadness; finally to understand each other and to love each other.

Thank you for your initiative. Thank you in the name of us all, young American Girls! We shall never forget your tender and noble words.

Madeleine Guignebert and Denise Bloch.
(*Classe du Baccalaureat; Ire Partie.*)

Nancy,
June 16th, 1917.

A Message from a Young Girl of Lorraine.

Over the ocean, so full of peril, the springtime winds have blown. From America they bring us your words of friendship and of hope; from France they will tell you of the gratitude of all for the generous support which the people of America have so spontaneously offered at the call of your glorious President.

Your touching words have expressed the sentiment of your noble nation. Your pride, so well justified, is our pride; we are happy to have seen the fulfillment of our hopes, to have at our side such a loyal power as great America. I already know your beautiful country, for my uncles and my aunts who live there have told me what comforting welcome they found among you, after leaving their beloved land of Alsace, so dear and forever regretted. Also our hearts sing in unison with yours and it will be a great joy, when soon, we shall chant together the hymn of victory.

You have said it, at Nancy we are somewhat the vigilant sentinels of France who will die if necessary to stop the enemy. At the outbreak of the war we knew anguish which tore our hearts, we had cruel hours as the cannonading hosts hurled themselves toward the capital of Lorraine. And our hearts which up to that time had known only the sweetness of friendship had to learn hatred of the stranger.

Thanks to our defenders these terrible days did not have a frightful sequel, but how many of our heroes have died in the bloody struggles of Grand-Courronne! They have made a rampart of their bodies which no attack can batter down. Thanks to them, Nancy, the city of the golden gates, remains inviolate. The entrance of the United States into war has flung a white ray of hope into our sad souls. Glory be to you! Already our soldiers in the trenches fight with a new valor; they see in the mists which lift, your great ships approaching the land of France.

In a more peaceful future you will visit our country; for you the thistle of Lorraine will bloom more beautifully and will soften the sharp points of its needles; we will offer it to you in its violet splendor, and its honied perfume will be the incense which will rise to you from all Lorraine.

René Jack,
(*Born, July 3rd., 1900.*)

Lycée Victor Duruy.

It was only a little river, almost a brook; it was called the Yser. One could talk from one side to the other without raising one's voice, and the birds could fly over it with one sweep of their wings. And on the two banks there were millions of men, the one turned toward the other, eye to eye. But the distance which separated them was greater than the stars in the sky; it was the distance which separates right from injustice.

The ocean is so vast that the sea-gulls do not dare to cross it. During seven days and seven nights the great steamships of America, going at full speed, drive through the deep waters, before the lighthouses of France come into view; but from one side to another the hearts are touching.

Odette Gastinel,

(Classe: 3me. année secondaire.)

THE REORGANIZATION OF THE ALUMNAE ASSOCIATION

BY MARY SHERWOOD

Chairman of Committee on Alumnae Reorganization

TWO recent papers in the QUARTELY (Miss Conger—May, 1917, Miss Adams—July, 1917) have ably reviewed in considerable detail the methods and ideals of the Alumni Associations of American Colleges and Universities and have enumerated the wide range of possible alumni activities. We note a rapidly broadening point of view as an outcome of the spirit of unrest which is manifest among those who are endeavoring to make effective for the colleges the interest of their graduates. There is evidently a growing recognition of the fact that the world and the college have not fully availed themselves of the potential force for usefulness which is inherent in the great body of those who go out from our higher institutions of learning into the world.

The practical aims of the ideal alumni association are nowhere more comprehensively expressed than in the following extract from the By-Laws of the Alumni Council of Princeton University:—"The object of the Council shall be to advance the interests, influence and efficiency of Princeton University, to strengthen the relations between the Alumni and the University, to encourage efficient class organization, to disseminate such information to the public with regard to the University as may be deemed best, to keep before the various preparatory schools of the country the advantages of Princeton University as an educational institu-

tion, to aid and assist in the establishment of Alumni associations and promote their interests, to keep in touch with under-graduate activities, to raise funds from Alumni and friends for the maintenance and endowment of the University, to report from time to time to the Board of Trustees of the University any facts and recommendations by the Council deemed material, all for the interest of the University and to act as a medium for making known to the University the ideas of the Alumni and to the Alumni the wishes of the University."

But evidence of a wider vision is frequently expressed in the addresses presented at the annual meetings of the Association of Alumni Secretaries, as well as in many of the letters which have been received from Vassar alumnae by your committee on reorganization. Dean Matthews, executive secretary Western Reserve University, says: "Economic, political and moral issues now stir the world. The settlement of these questions upon basis of justice and the brotherhood of man is a responsibility now before the college men of the world." Since these words were written the big problems of the nations at war have been forced upon our consciousness and must be faced in our future. Surely, college women will have an important part in such reconstruction work as will be necessary to "make the world safe for democracy" and to "make democracy safe for the world." One object of the Alumnae Association as expressed by one of Vassar's prominent graduates is "making the character and aims of the College and the college women in general known to the public and a working force in the community, showing that education counts in definite personal, civic and social ways." No suggestion of work for the alumnae of Vassar could be more valuable than that made by Miss Lathrop who, out of the wisdom of a wide experience as a worker in the world and as alumnae trustee, expresses the need and the timeliness of a scientific study of the history and trend of woman's education. She suggests that the alumnae of the oldest college for women might fittingly direct and finance this study. This suggestion should not be disregarded. A prominent alumna says: "It would be a fresh justification of the higher education of women to have an alumnae body stand solidly behind the modern conception of the importance of expert and disinterested inquiry."

We believe that the frequently expressed desire for wider opportunity is an impulse from within outward, a claim for self-expression on the part of those for whom the college has laid the foundation, and who feel impelled to bring back to the college in some form the fruits of their wider experience in the world. I am told that the younger alumnae feel that they have no part in the Association as at present organized. They are accused of feel-

ing no interest since they do not vote for trustees even after they have reached the time when they are allowed to vote. They say, "We do not vote for trustees because we never know anything about the nominees. They are never people from our generation, and we know nothing whatever about their ideas on educational development and what policies they will stand for on the Board of Trustees. Since we cannot vote intelligently we do not vote at all." A number say that their branch has waked up since they have been making a definite effort for the endowment and is now alive and enthusiastic but they are afraid it will all fall to pieces again unless someone will furnish them with another piece of work.

A well known Vassar woman writes, "One of the troubles seems to be that the meetings do not interest our professional women. With few exceptions alumnae who have any regular business are bored with the social meetings and impatient with the kind of work done in the business meetings. The association offers them no interests except the raising of money; it never asks them to use their brains for the college. We have no educational committee, and our social luncheons, plays, etc., are no different from the social affairs of uneducated women. It has been said that the two great needs of every college are a succession of good freshmen, and financial support. Still we firmly believe with Edwin Oviatt, editor of the *Yale Alumni Weekly*, that "the time is past when the alumni could be defined as simply a large body of men entirely surrounded by requests for subscriptions."

Your committee is convinced that the reorganization desired by the alumnae is not a mere matter of reconstruction of a constitution, but that it is an attempt at a reinterpretation of the functions of an alumnae association in the light of present conditions of the world and the alumnae. In our rapidly changing world it would be a wise committee that could do more than suggest a tentative plan for present use in the hope that future studies of education and of alumni function may contribute to greater efficiency of alumni organization. We believe that if the following recommendations are adopted they will secure (a) democratic representation in the governing body, (b) close coöperation between the alumnae and the college, (c) increased solidarity and greater activity of the alumnae body and of the branches.

We recommend that the association be incorporated and that a constitution be drawn up in legal form with the following provisions:—

The officers of the Association shall be:

President

Vice-Presidents

38 THE REORGANIZATION OF THE ALUMNAE ASSOCIATION

Executive Secretary (and assistants)

Bursar

The legislative body shall be:

A Board of Directors consisting of

The Officers

The Alumnae Trustees

Chairmen of standing committees

Chairmen of important special committees

The Editor-in-Chief of the QUARTERLY

A representative of each branch of 50 members

A representative of each branch of 50 members and an additional representative for each 100 or major fraction thereof.

A representative (class secretary ?) from each of the last five classes graduated and from the tenth, fifteenth, twentieth, and twenty-fifth classes in each year (?)

Ten delegates at large representing various interests and activities.

Standing Committees:

Executive Committee

Committee on Conference

Finance Committee

Endowment Committee

Committee on Fellowships and Publication

Committee on Nominations

Committee on Program

Membership:

There shall be three classes of members:

Active	{ \$ 1.00 annually [QUARTERLY
	{ \$ 2.00 annually including
Sustaining	\$10.00 annually
Life	\$25.00

Officers:

The Alumnae Executive Secretary shall be a full-time salaried officer with headquarters preferably in the Alumnae Building at the college. She shall have charge of the records of the Association, lists of alumnae and index of their activities, she shall endeavor to increase the membership of the Association and to further the establishment of new branches, shall prepare the reports and bulletins of information, shall cooperate with class secretaries, act as secretary of the meetings of the Association, the Board of Directors and of the Executive Committee, and shall perform such other duties as pertain to her office. The office should serve as a business center for the general activities of the Association,

eventually assuming the work of the secretary-treasurer and the polling committee. Data should be tabulated on the basis of which a scheme of visits to groups of alumnae in different parts of the country by the President of the college, members of the faculty and board of trustees, the executive secretary, etc., could be arranged annually.

Board of Directors:

We have endeavored to make this body representative of the alumnae both geographically and numerically. It is suggested that ten delegates at large be added who shall be chosen to represent special intellectual and professional interests such as education, social, scientific and executive work.

The Executive Committee:

The Executive Committee shall consist of the president, the first vice-president, the bursar, the chairman of the committee on conference and three other members.

Committee on Conference:

This will be one of the most important committees of the Association. It will be the official medium of communication of the alumnae with the trustees, the president, faculty and students, will make special investigations at the request of the president and faculty and the board of directors, will report to the alumnae matters of special interest and progress. It is believed that this arrangement will strengthen the position of the group of the alumnae chosen to act as a council and will better coördinate its activities with those of the alumnae body.

Finance Committee:

This committee shall have supervision of the invested funds of the associate alumnae and shall recommend investments to the Board of Directors. The committee shall consist of the Bursar and two members to be appointed by the directors.

Committee on Fellowship and Publication:

This committee shall award all fellowships and other grants for graduate work offered by the Associate Alumnae, or through them, and shall recommend to them articles for publication by the Association. Work done by holders of fellowships of the Association, research work and literary work by members of the faculty and graduates, reprints of important articles already published would come within the scope of the publications of the Associate Alumnae. Such a series of monographs would form a valuable record of achievement of the college.

Committee on Program:

It is suggested that in addition to the business and social features of the annual meeting this committee arrange for a discussion of some timely subject of interest and value to the alumnae

and the college, the subject to be presented by an expert and followed by discussion. Group meetings will be also arranged where those interested in some special line of work may meet and exchange their views.

Special Committees:

In an active alumnae association much important work is usually done by small committees formed at the request of the president or the board of directors or on the initiative of a group of alumnae interested in some special subject such as secondary schools, or social work. There should be a considerable degree of flexibility in the formation of such groups and provision should be made for their representation on the Board of Directors.

Membership:

It is hoped that a great effort will be made to induce all alumnae to become members of the Association and to secure as members all the students in each graduating class. In the Smith College Bulletin for April 1917, I note in the record of membership that 5315 or 80% of the total number of alumnae (6610) are members of the Association and that 100% of the classes 1913, 1914, 1915 and 1916 joined the Association. Non-graduate members may be admitted to branch membership as arranged by the branches, but may not have the right to vote on questions relative to the Associate Alumnae nor shall they be eligible as directors.

The fact that the alumnae will have permanent headquarters will lend dignity and importance to the Association. The establishment of the executive secretaryship will make possible a greater unity in the organization and increase publicity, which should reach every individual member and non-member, bringing to them facts which cannot fail to interest. With a strong and representative board of directors, ably organized, with important committees given power to act in the interval of meetings, with increased membership and our ably edited QUARTERLY, it is believed that in the end we shall attain our aim which is the harmonious work of all those who have the interest of Vassar at heart.

The Clearing House

REORGANIZATION

Somewhere in this issue we publish the general plan for reorganization of the Associate Alumnae, prepared by the Reorganization Committee. It will come before the Alumnae to be voted upon in February. In the meantime the committee begs, and the *QUARTERLY* takes the liberty of adding its exhortation to theirs, that each alumna will give the matter serious thought.

The Alumnae Association ought to be a matter of vital interest to the alumnae, but can anyone honestly say she thinks it is? Out of five thousand, perhaps two hundred can be induced to attend the one business meeting a year, and most of those merely look in from the doorway while waiting for the doors to be opened for luncheon; about twenty five hundred neglect to contribute one dollar a year toward its maintenance, and Branch meetings are sparsely and somewhat reluctantly attended.

Are we satisfied to go on in this way? And if not, is this new plan going to better the situation? What do we want our Association to be?

To some of us the underlying fault of the Association has been a lack of any real contact with our post-graduate interests and lives. We have been fed upon tea and taxes and reminiscences. Once a year we hear, if we listen, that some girl we don't know has been sent to some place whose name we don't quite catch, to study something or other, by the Alumnae Fellowship Committee, and, if we are very intelligent, we realize that part of our dollar (supposing we paid it) has gone with her, and we hope she will spend it wisely.

Now an Alumnae Fellowship is a good thing for the Association to support but it is not enough. In just so far as Vassar women are worthy of their college, their energies are absorbed in

the world outside of college. If the Alumnae Association is to be something more than a cemetery association, constantly placing wreaths "in loving memory of four happy years," it must broaden its scope to touch the interests of its members as active women of today, not addressing itself merely to one-time students and ever-loyal daughters of Vassar College.

There is a growing tendency on the part of the College to present itself to the alumnae through faculty representation at Branch and Club meetings as a living, growing, educational institution, with knotty problems to meet, for which it invites alumnae interest and help. This too is good, but not enough. The healthiest symptom that the Association has exhibited in a long time is the resolution adopted by the social service workers who gathered at Bedford Hills Reformatory last February to the effect that there should be a conference of Vassar social service workers every year in connection with the annual meeting of the Association. As stated in the July *QUARTERLY*, this resolution was approved by the Executive Committee. It was, in fact, welcomed by them with open arms. If we can have in connection with our annual meeting, conferences of social service workers, conferences of educators, conferences of mothers, Vassar plays fresh from the "Vassar Workshop," uncut leaves from Vassar authors, we shall have meetings which people will travel across the continent to attend, and there should then be no trouble in collecting a dollar a year for the privilege of membership in the Associate Alumnae of Vassar College. And when it is a privilege worth paying for there will be no object in bestowing it unsought, as though a degree from Vassar carried with it a penalty involving a dollar a year.

And right now in the midst of this world-welter of distress, what part, if any, is the Associate Alumnae going to play? The war has brought out in startling fashion that the colleges are great schools of patriotism, most efficient instruments in the hands of the government. Their students fill our armies, their professors lead in war service both within and without the colleges, their curriculums are being deliberately adapted to the war needs of the country, their playgrounds are turned to drill grounds, their laboratories to government experiment stations; and their alumni associations are ably seconding all this effort, particularly in maintaining graduates of their colleges abroad to look out for the interests of their men in service.

There are probably no other organizations in the country, however lofty their aim, which can command such peculiar loyalty, can effect such splendid team-work, as these associations. A great force is generated by those four years of college life. Nothing can outweigh or replace those happy common memories and ideals. Let us recognize this force and use it to some good purpose. Let us as a body attempt some work, possibly under government direction, or possibly such as Smith is doing, sending an independent unit abroad to help in the reconstruction work in France. Let us somehow do our share in the women's work of this war as promptly, nobly, and efficiently as the men's colleges are doing their share.

There need be no fear that the quiet, inconspicuous work of individuals need be interfered with by such concerted effort, nor the brilliant leadership that many Vassar women have shown in various lines of war work. We are more than five thousand strong. When all should have taken part in the Associate enterprise who possibly could, there would be thousands left to work in other fields. But I believe we would all be better satisfied with our Association and feel a truer interest in it, if we knew that the great power inherent in

it were being used in a cause to which we could "consecrate our best endeavor."

If we once decide what, in a large way, we want our Association to do, it will not be so difficult to construct the necessary machinery.

THE MUCH DISCUSSED CURRICULUM

With educators on the one side urging more and more radical changes in our educational system, and on the other deploring the present spirit of restlessness and asking only that they be allowed to develop the latent possibilities of present methods in a spirit of true cultural leisure, there is an increasing demand both for actual data bearing upon points at issue, and for a clarified statement of principles.

And the war is assentuating this demand. With all its threats of educational disintegration it is yet, through insistence on practical efficiency, serving to focus thought on the educational questions of vocational and industrial training, the scope of the college and the secondary school curriculum, and freedom of choice in elections.

In view of the thorough-going investigation to which Vassar is now subjecting its present curriculum, and the interesting developments already under way or in process of formulation, it has seemed well worth while to publish in the *QUARTERLY* a number of articles on the subject of the Vassar curriculum. A brief statement by Miss Cutler of the present status of the curriculum appeared in the last issue of the magazine. In the present issue are published articles by three Vassar alumnae, two of them members of the Vassar faculty, and, in the "Campus Gates" department, some brief expressions of student opinion. It is hoped that the criticisms here presented may call forth further statements of actual accomplishment and of plans for the future, both from faculty and alumnae.

THE WAR MOVEMENT FOR FOOD CONSERVATION

It is very difficult for us here in America, where food has always been and is now so plentiful, to realize the gravity of the world's food situation. We know that famines have constantly recurred throughout the world's history and in recent years have wrought serious havoc in uncivilized lands, but famines have always seemed far away affairs of histories and geographies until present war conditions brought devastating famine to great areas in Europe. When we realize that Armenia, Poland, Servia, Rumania and Belgium are starving, that Germany and Austria are feeling the pinch of hunger, that France, England and practically all of the other European countries are under war regulations and on war rations, it is brought home to us that even under the conditions of our western civilization hunger and famine can be terrible realities.

The fact is that a great proportion of the world's population is dependent, not alone upon food production but upon food transportation, and now that a large part of the world's shipping is engaged in carrying troops and munitions, and another large part has been destroyed, there are not enough ships to carry food in adequate quantities for the supply of our European allies. Furthermore, the food production in all of these countries is greatly curtailed on account of the millions of men that have been drawn into the war. It is necessary, therefore, for us to supply our allies with unusually large quantities of food and see to it that it reaches them, although this must be done in face of the almost insuperable obstacles brought about by scarcity of ships, high freight rates and the destruction of about 15% of the cargoes shipped.

White flour, beef and pork, and milk products are the foods needed by the European armies. They are compact, have excellent keeping qualities, and they are, therefore, the foods which we must spare for Europe's use, and in far

greater quantities than in former years. To do this it is necessary to stimulate production of these articles and reduce to a minimum their consumption by the American people. We, in this country, must use other foods, such as fish, poultry, corn, rye, green vegetables and all classes of perishable goods, and we must stop all waste. To accomplish this involves a nation-wide movement sustained throughout the war and carried on by every individual who has to do with planning meals or ordering food. This in turn if properly accomplished involves a knowledge of the fundamentals of nutrition and dietetics.

A campaign to give the American people such knowledge has been started by the Department of Agriculture and is spreading rapidly throughout the country. Only about one-third of our people are as yet awake to the situation, but already the movement is receiving the coöperation of the greatest variety of agencies. The Department of Agriculture is reaching a large number of people through its most valuable Farmers' Bulletins and other more popularly written publications,—the Food Thrift Series in particular. The Red Cross has organized classes all over the country by trained dietitians in an attempt to instil knowledge of better living conditions in all communities, rural as well as urban. Women's clubs are showing interest; some of them are having lectures for their members and some have established centers for distributing information and holding demonstrations.

Thus the seed is being scattered, and out of it should grow other things besides the knowledge of how to face the present crisis. It should arouse the women of the country as a whole to a better understanding of conditions which influence the health of their families and should raise the planning of the three meals a day to the level of importance held by the work of business women. It is not too much to hope that better cooking will result in our millions of homes, especially in rural districts where poor cooking has been

all too common. The movement supplements community activities looking towards the better feeding of school children—something which may be of great importance to our national vitality, and it is quite likely that better balanced meals and consequently better digestion may follow as a great national asset.

However these things may be, the present crisis demands that every American carry out the few simple suggestions, which in their cumulative effect may be decisive in this world's crisis. We must stop all waste of food whether the individual can afford the waste or not; the nation can not afford the waste at present. We must live up to Hoover's gospel of the clean plate. To prepare more food than is required should be considered a sin and frowned down by all good citizens. To be wasteful under present conditions is unpatriotic and disloyal.

The question arises as to whether the patriotic impulse of the citizen will be sufficient to accomplish this result in a democracy. We are learning that because Germany is an autocracy it will be practically impossible to starve her out. There are sufficient supplies in Germany and the conquered territory for the use of the armies and the men engaged in war industries. This suffices for an autocratic government, which puts the remainder of the population under iron rules, under which many of them are starving, but they are not essential to the war. The question is, will our citizens voluntarily do a small part of what the puppets of autocracy are forced to do?

Lucille Stimson Harvey.

COLLEGE BUDGETS.

An article in the July number of the VASSAR QUARTERLY raises some interesting questions besides that of its title, "Is a College Education Pauperizing?" Among these are,—Is there no standardized system of recording financial operations of educational institutions so that they may be com-

pared? Is there any good reason why the fiscal statistics of such institutions should not be published for the edification of those interested in such matters? What can be said of the bookkeeping methods of a corporation of this nature whose Treasurer "had no figures on the subject" of the cost of their work on a per capita basis? Is it not reasonable to suppose that educational institutions might learn from one another as other types of institutions do? In fact are colleges, or are they not, run on what would be considered good business methods recorded in proper methods of bookkeeping?

The writer of the article prefaces her statistics with the following statement: "The statistics below are given with no thought of presenting a comparison of what the various colleges spend on their students. The methods of compiling the statistics are too varied to admit of accurate comparisons. Most of the treasurers state that they include nothing for interest on the investment in land and buildings or for the use of them, while the figures from others indicate that such charges have been included. Also the methods of reckoning scholarship funds and dormitory charges vary." It would be interesting to know what are the differences in computing statistics that give Bryn Mawr an apparent profit of \$50 per student while Barnard shows a net deficit of \$55, whether in the case of Dartmouth and Amherst, with their same average fee, the \$50 per capita additional cost of an Amherst student is the result of giving more or getting less for the money it spends, or purely a difference of bookkeeping methods. Vassar and Syracuse seem a little vague, but they agree in spending on their students between two and three times what the students pay in. Is it altogether different methods of bookkeeping that show Princeton students paying 71 to 72% of their cost while Columbia students pay 30 to 31%? It is obvious that these figures cannot be comparable, but is there any good reason why

we should not be able to secure figures that would be comparable? And is it not reasonable to think that a study of such figures would be enlightening and suggestive? If for instance in colleges with similar and comparable conditions were found marked differences in the cost of food, would it not be well worth while to compare the methods of purchasing food supplies including the prices paid, the amount, varieties and qualities secured, the methods of receiving, testing, storing, preparing and distributing food, the conservation of waste, and the many other matters that affect the result? If the cost for fuel of two institutions of similar size and arrangement, located with similar purchasing facilities showed marked differences, would it not be profitable to ascertain whether the greater economy in the one case was real or apparent, whether perhaps it was due to better furnaces, modern methods of stoking, quality of coal bought, whether bought by weight or by the heat unit plan etc.

It is conceivable that one institution may have worked out a modern efficient businesslike system that would be helpful to another with similar problems less successfully solved. It might even be profitable to compare educational institutions with other large institutions of different types concerned with housing and feeding, and other maintenance problems if not those of education. Why might not Vassar learn something from the great State institution a few miles away, the Hudson River State Hospital, or Smith from the Northampton State Hospital? It would be interesting and significant to know just how much Vassar spends for the annual support of a student and how the amount is divided. The adjacent State institution referred to publishes annually complete statistics, the latest of which showed that for the fiscal year ending September 30, 1915, the annual per capita cost of a patient was \$217.89, of which \$81.55 went for employees' wages, \$10.54 for officers' salaries, \$66.60 for provisions, \$24.80 for fuel and light, and smaller amounts

for ten other specified divisions. An institution such as this is constantly comparing itself in all these details with other similar institutions, profiting by their experience and giving others the advantage of its own. Why should not a similar spirit of coöperation be advantageous among educational institutions? Because the main affair of an educational institution is with the minds of its beneficiaries, there is no good reason for ignoring the fact that they have bodies to be housed and warmed and fed and waited upon, and that the large operations involved in these departments should be as rigidly subjected to tests of efficiency as the operation of the teaching force.

There is an uncomfortable uncertainty which is becoming increasingly prevalent among college graduates as to whether the millions which they help the colleges to raise are spent with intelligence and efficiency appropriate to such institutions. If our colleges are really making careful studies of their own experience and of that of one another and also that of other public and private institutions with related problems, and modifying and improving their methods on the most up to date business basis, why do we not hear more about it? Why are not these successes flaunted abroad in annual reports and financial statements? Here is an interesting field of inquiry for some college department of statistics or of institutional administration or other advance research.

Mary Vida Clark.

ALUMNAE TRUSTEES

This winter the Associate Alumnae are to elect three new representatives to the Board of Trustees. Would it not be well to consider why we wish representation on the Board and what we require of our alumnae trustees?

Let us assume that the first requirement of any trustee of any college is an appreciation of intellectual interests and of the higher education as a means of promoting the well-being of the com-

munity. If this be true of all college trustees, a special contribution of the alumnae trustees of Vassar should be a knowledge, gained by personal experience, by study, and by conference with other alumnae, of the opportunities open to educated women, of the training required to meet these opportunities, and of the educational methods and standards best qualified to give that training. At a time when the world calls, more than ever, for the service of educated women, Vassar must do its share in answering the call. The alumnae trustees should be able to represent the intelligent opinion of many, and the expert knowledge of a few, of their fellow alumnae in determining what education will best enable the woman of the coming generation to meet the demands that are to be made upon her.

It is sometimes said that the chief duty of a college trustee is to provide money. There could, I believe, be no more erroneous or, indeed, harmful conception of the office. Money of course is necessary. But if the money be not wisely spent of what use is the money? Beauty of campus is desirable, splendor of architecture is a satisfaction, but development of the spirit, intellectual and ethical, of the student is essential. A knowledge of how best to use money to bring about this end is at least as necessary as the ability to raise money. Women are as a rule not great money raisers. But the list of the gifts of the Alumnae Association to the college is a long and impressive one. The interest of the alumnae in helping to provide the means for the development, both spiritual and material, of the college has been great. The alumnae trustees should be prepared intelligently to plan the best use of these gifts so that they may accomplish the purposes for which they were given.

Women are frequently charged with being too individualistic. No board can accomplish anything unless it works as a unit. Much that is essentially good can be lost or rendered ineffective when it is pushed in an aggres-

sive or antagonistic manner. I believe that in choosing alumnae trustees we should assure to them a welcome, and to the Alumnae Association the full value of their membership, by being careful to choose members who are able to give consideration and appreciation to the views of others, as well as to present their own views in a friendly and tactful way.

And finally our alumnae trustees should remember that they bear a double responsibility. They must assume not only the usual responsibility of a member of a board of trust, they must also form the connecting link between that body and the alumnae. Our alumnae are loyal and eager to serve Vassar. The alumnae trustees should keep the Association informed of the progress of the college, of the plans and hopes of the trustees, of methods by which the trustees believe the alumnae may help the college. They must also keep the trustees in touch with movements among the alumnae and with alumnae desires for the progress of the college.

If we can choose, as representatives of the Alumnae Association, members who can carry these qualifications to their work on the Board of Trustees we shall be of real service to Vassar and, through Vassar, to the community at large.

Mary Dunning Thwing.

ABOUT OURSELVES

It is the privilege of a magazine to talk about itself, and in all modesty we think we have a good deal to talk about.

First there is our new hand-made cover. What do you think of it? Could we come any nearer to the chaste simplicity of the *Atlantic Monthly* and the *Yale Review*, and the rest of the nobility and gentry of the magazine world? We trow not.

And then there is our new type. We have moved up in the world, from the merely adequate ten point to the more spacious eleven point. (Do our read-

ers know what that means? *We* used to think type was like spool cotton and grew smaller as the indicating number grew larger, but now we know it is like wool and grows fatter as its number increases. And how we love to take that knowledge out for an airing!

But we have another more interesting announcement to make—of the establishment of a new department entitled “In Active Service,” which is dedicated to chronicling the war services of the Vassar faculty and alumnae. We hope you will help us to keep it busy, not by keeping busy yourselves,—for Heaven forbid that anyone should be any busier than he or she already is,—but by “telling on” your neighbors. We wish that you would act as a

secret service corps, spying out the good deeds of others and dragging them from behind, or beneath, the protecting bushel. We hope for news, for letters, edited if necessary, and for colorful reports, of our alumnae or faculty who are in France driving ambulances or running hospitals, or in Washington “helping Hoover” or “standing behind the President,” or who, in other places or other ways, are doing their big bit for the country or the allies.

In concluding this, our speech before the curtain, at the opening of Vol. III, No. 1., we wish to thank you for your manifold kindness of the past and to bespeak for the future an active, ever-widening interest in this, your own periodical.

ERRATUM: On page 239 of the July issue, for parnoiacs, read paretics.

Through the Campus Gates

THE EIGHT HOUR DAY ON THE VASSAR FARM

In response to the general appeal to the women of America to aid in the conservation of national resources, and to the particular need of advertising the ability of women to do agricultural labor, eleven of us Vassar girls spent our summer vacation on the seven hundred and forty acre college farm, working eight hours a day for eight weeks, releasing the extra men usually employed during the busy season. Interest in the scheme was active from the start. Out of the thirty-three girls who expressed a desire to stay, eleven were chosen on the basis of physical fitness, their college record for reliability and good sportsmanship, and their congeniality.

During the last two months that college was in session we got into training by working about nine hours a week, getting a grasp of the organization of the material side of the college, some theoretical knowledge of farming, and a little practical hard labor. After a five days' vacation following Commencement, for the benefit of six seniors, we returned for the more serious business of farming.

At first the plan was to pay us the regular farm-hand wages, twenty cents an hour; but further thought disclosed the possibility that though "equal pay for equal work" be the academic ideal, it might not coincide with the wishes of the masculine element on the payroll. So seventeen and a half cents an hour was chosen as a compromise, and a low board and laundry rate of \$5.50 a week deducted from that. We lived in Main Hall, second floor South, and were royally treated by Miss Barrett and her helpers.

As to the work itself—in the garden we did planting, thinning, weeding, hoeing, cutting asparagus, berrypick-

ing, and tying bean vines. On the farm we ploughed with the two-horse or the new traction plough; drove the cultivator, harrow, potato planter, mowing machines, three-horse reaper, and the hayrake; made fence, hoed innumerable acres of corn and beans, cleaning them of quack grass and morning glory vines. At the cow farms every one of the eleven could milk four or five cows an hour by the end of the summer, and understood the frozen method of cooling and protecting milk.

The college has undertaken canning for the first time this year and the "farmers" helped also on that. Spinach, asparagus, pease, beans, cucumbers, tomatoes, strawberries and currants, are packed away on the storehouse shelves for this winter's consumption.

At first the work was hard and very tiring. In fact, our byword for the first week was, in the words of one of our number particularly afflicted, "I didn't raise my hand to be a blister!" It did not take long to discover that eight hours between 7:30 A. M. and 5:00 P. M. is a harder proposition than the same number of hours distributed between 4:00 A. M. and 5:00 P. M. Every day at 4:00 A. M. heard the alarm clock rouse one of our number, who then did the same duty by the other ten. In the cold gray light of dawn we filed into the empty dining-room for a hasty bite, corn-flakes and milk, and fifteen minutes later the bicycle brigade left Main for the farm. Miss Barrett soon found that two hours' work in the early morning meant second and third helpings at the seven o'clock breakfast, and provided accordingly. By 7:45 we started four more hours, just making a twelve o'clock luncheon. Then, if we had taken no days off, thus having no time to make up, we rested for two hours leaving the cooler part of the afternoon, from

3:30 to 5:00, for work. Dressing for dinner became the custom and a slight desire was evidenced to see who could best effect the transformation from middy and bloomers into the most perfect lady in the evening. Our energy was by no means exhausted by evening. Tennis, horseback or Poughkeepsie-trolley riding, dancing, cards, swimming in the Hackensack—all were in order at the end of the day. Bed at 8:30 was the aim, but one seldom attained. When the warmest weather came we astonished the night watchman one evening by a kimono parade out of doors at ten thirty where we spent a cool night wrapped in a blanket under a tree in front of Main. Sleeping out on the ground was the rule for most during the rest of the summer.

As to what we actually accomplished—it is perhaps too soon to tell. A study of the condition of the crops and buds in September may reveal distressing results,* though our masculine colleagues assure us that such is not the case. In the first place, every one of the eleven had a happy, healthy summer. Every one of us hated to leave. Aside from the two days a month allotted to us with pay, as is the custom in many industries where women are employed, not a day was lost through the entire eight weeks because of illness. Dr. Thelberg was professionally consulted for nothing more serious than hives and poison ivy, both of which we raised in profusion.

Then, too, we gained some insight into what is involved in an eight or ten hour working day. There proved not to be so much time in the working man's day as we had previously assumed. There is a knowledge and discipline that comes from actually working up to the last minute of the last hour that cannot be gained by hearsay, and Saturdays and half holidays were real events in our life.

The experiment was perhaps worth while were it only for the glimpse that it gave even such a small group of girls into the infinity of problems and com-

plications involved in managing such an institution as Vassar College. We came to know well many of the people connected with the housekeeping department, the farm, and the garden, and can only wish that we had known them earlier, feeling that here we have a great advantage over the rest of the student body. Indeed, we have a sense of proprietorship, the result of having Vassar to ourselves a little while, that four years of academic life never gave.

Aside from a change in our own attitude we caused a slight shift in the feeling toward the student body of those of the college family who stay through the summer months. Never were eleven girls more cordially received and treated than we were by the workers at the college, in the garden, and on the farm. It was an endless source of amusement to us to study the change in attitude of the men working side by side with us on the farm. From the first they were always courteous, always willing to let us try anything, concealing their scepticism as best they could. As we attacked and mastered each task, fired by a common desire to "show them," the last traces of scepticism vanished and a spirit of comradeship came in its place. After a day of hoeing, the men "hands" would desert their rows to look over ours in a spirit of friendly rivalry, but eventually always had to "hand it to us." One of the older men assured us that this fall he would vote for equal suffrage for the first time. "If you can farm, you can vote!" was his argument. When we worked as long as they did in the open field with the temperature between 100 and 103 degrees in the shade, we clinched the argument for him. For further information on the value of our work, we prefer to refer you to the farmers themselves.

The chief end of the undertaking was publicity for farming for women. Holyoke and Bryn Mawr followed our example this summer, and we are hoping that, as that need will surely continue, other girls' colleges will fall in line next year. The work has already been

*It did not! [The Editor, Oct. 23rd.]

written up to some extent and will be still further advertised. We are planning to have three or four of the group go to the Eastern States Exposition at Springfield in October, where in their farm costume they will do various kinds of labor such as ploughing, cultivating, haying and milking—being, in short, a "live exhibit" of what they have accomplished. This sort of publicity, it is hoped, will draw the attention of the audience most likely to be interested.

The idea underlying the summer's experiment as a piece of advertising was, that if college girls can and will do farm work, other girls can and will do it. Personally, we feel repaid for the summer by our own experience, but if we prove to have influenced others to follow our example, we shall have accomplished our original aim and have further justified our existence through those eight weeks. If on mature consideration, the college feels that the work has been successful as a business proposition measured in dollars and cents, the experiment will doubtless be repeated another year and a new group of girls will then have the opportunity of enjoying the privileges that were ours during the past season. We wish them good luck but are sure as they can't have quite as good a time we had!

Alice M. Campbell, 1917.

THE PUBLIC HEALTH COMMITTEE OF THE TOWN OF POUGHKEEPSIE

It's a long name but we keep insisting upon it for it is all too easy to shorten it down to the "Arlington Committee," which name no longer adequately represents the extent of the work. Our New York State political divisions, it seems, are little understood, so we are still explaining that in our State, "town" and "township" are synonymous. Dutchess County is divided into twenty towns, or townships, and it was for one of these, the town of Poughkeepsie, in which Vassar College is located, that the Vassar girls, nearly three years ago,

voted to give the salary for a Public Health nurse.

It was a wise forward look on the part of those pioneers to include the whole township as their territory, for of course, at first, the activities of the nurse were wholly within Arlington, the neighborhood nearest to the college, and it has only been by slow degrees that the broad extent of the town, thirty square miles, has been covered.

The City of Poughkeepsie, while located in the center of the town, has nothing in common with it. The city and the town have separate city and town officials, separate taxes, boards of education, and even relief work. Therefore the town nearest to the city is in many ways at a disadvantage. There is less stimulus to better conditions, less need for a community spirit, less money for philanthropic purposes, for always the city is near, to furnish amusements, good supplies, shopping, etc., and the city has so many crying needs, as all industrial places have, that the good people in Poughkeepsie have all they can do to support their United Charities.

In these days when all one's thoughts and energies are irresistibly drawn toward war relief in one form or another, Miss Lathrop's warning, given at the Alumnae Luncheon in June, was perhaps very necessary. She urged that, owing to the abnormal conditions now prevailing, home relief is more needed than ever, our home standards must be watched more closely, our schools and school children guarded more carefully, and our public health nurses be kept in their respective fields, for now not only will they have their usual work to do, but owing to the withdrawal for war purposes of so many experts, a much greater burden will fall upon them. And they above all, because of their far reaching and yet intimate relationship with all the people in their homes, must be urged to stay where they are.

So, this still being a timely topic, let me request all you alumnae to please lay aside your knitting long enough to

become better acquainted with the Public Health Committee of the Town of Poughkeepsie so that it may become your interest as well as ours who live nearer to the college, for surely in these days of wider outlook, we all must want the township in which Vassar is situated, to be a model township, and at present it is far from that. Why should not Vassar with its higher ideals and greater chance for knowledge reach out into its neighborhood and be the leader in helping the community to better its health conditions, its schools, its civic and aesthetic opportunities? Steps in this direction had been taken several years ago, but only by individuals, as for instance when Mrs. Gow went on the Arlington school board and Professor and Mrs. Hill helped the little Dutch Reformed church to establish itself. The results of these efforts are most clearly seen.

But the first concerted action on the part of the College was taken when the Vassar Christian Association voted to give the salary for the Public Health nurse. She was not to be called the Vassar nurse. This was to be a community enterprise, so a representative committee was formed which has been the governing body ever since. Upon it are six of the college girls, two of the faculty, at present Miss Fahnestock and Mrs. Fite, one or two alumnae who live in the township, and six or more citizens of the town, men and women, not connected with the College. Together we have met and talked over the town problems and together we have seen the work reach out and enlarge until now often-times we are overwhelmed with the possibilities before us.

Did ever a Public Health nurse have so many responsibilities beside her nursing ones, thrust upon her? For our committee might just as well be called the Public *Welfare* Committee and our nurse its executive secretary, since even yet the Public Health Committee continues to be the principal point of contact between the town and the college.

Our nurse, of course, does bedside

nursing, with the emphasis always on the reasonable charge, and not charity, though that call she never refuses. But no stigma is attached to the family whose physician calls in Miss Oxley. We all make use of her hourly service—\$.25 to \$1 a visit. But beside the bedside nursing, she is spending more and more time in the rural schools trying by effective follow-up work to make the compulsory medical inspection of real worth. School nurses are not required by law in New York State and therefore the examinations of the school children by a physician, which is required, has only been a waste of money and an absolute farce, for the "health certificates" have simply been put away, and the defects of the children not remedied at all. For who was there to see the parents and get them to realize the importance of Georgie's glasses and Mary's having adenoids removed? In time surely, school nurses will be required by law, but in the meantime the Public Health Committee of the Town of Poughkeepsie is trying to do its bit in helping to improve the health of the town children.

And because she goes to the schools, the Child Protective League asks Miss Oxley to see what children are leaving school for work on the farm, the teachers tell her of families where home conditions are all wrong, the parent-teachers association in the one school where there is one—the Arlington school—asks her to help them in starting school lunches for the children who come in so far from the country. She brings the many problems to her committee's attention and new opportunities keep showing themselves where-by we can help.

One of the first opportunities seized was to make use of the college girls' enthusiasm. What could they do to help? It has all grown slowly, but at present the four associations in college through their presidents, each appoint a representative and, jointly, a chairman for a committee to work in the township. These committee members are the student members of our com-

mittee and last year they really accomplished a great deal with the school children, besides always being on call for any assistance needed, as when the Arlington Library asked them to help fill out a program given for the benefit of the Library fund. "Philaetheis," of course, takes charge of dramatics, and in more than one little school they helped train the children for some little play. And after "Athletics" had taught physical culture and folk dancing in seven schools—a really big piece of work, for transportation alone was a problem, and regular attendance at Miss Ballentine's normal class was required of the "dancing teachers," "Phil" made use of the dances learned and blended them into a Poughkeepsie Town Historical Pageant written by a member of Miss Buck's "Workshop," and this was presented in May by the children in the Vassar open-air theater before their admiring relatives and friends. The schools are all in the outlying rural districts, and the motor rides into town, on two different Saturdays (for the boys earlier had a real Field Day) were much enjoyed by the children—even, I believe by the twenty-two who were all brought in at once in the one car by an enthusiastic lady motorist who volunteered her assistance.

The Students Association is in charge of a peculiar combination—sewing and home gardens, but our little girls wanted both, and the boys last spring just had to have home gardens—so fifty-six were started; just around Arlington, however, for in this work we dared not go further into the township, for lack of a paid supervisor. That would be the last straw to put upon our already overburdened nurse-secretary.

The Christian Association provides, as I said, Miss Oxley's salary, but beside that its representative is the one to whom Miss Oxley always turns for any extra help she may need—posters, school charts, filling out case cards, tutoring a child kept home by the after effects of infantile paralysis, keeping the supply closet filled, and collecting clothes etc., for the relief committee.

And, by the way, our relief committee now numbers among its members our highest town official, the town supervisor, also the two "poor masters," so that there need be no overlapping of relief, our committee helping only where the town cannot legally or sufficiently rehabilitate the family, and in cases where prompt attention is required, as for instance last winter in an early morning fire when our nurse was the only one there to help the poor Polish families all that snowy day, for our town officials, of course, are working men who cannot leave their business at a moment's call.

The way the town officials have welcomed our coöperation has been splendid. In fact, our interest has meant much everywhere. That has been the trouble hitherto—no one interested, therefore no enthusiasm, and matters not followed up. Now the town health officer is a member of the Public Health Committee and Miss Oxley can go directly to him with complaints and he knows he will be backed up when enforcing the law in some difficult case. We too, the committee, are learning much from all these men who for years have known what we are finding out now. Our theories need their practical outlook, but sometimes their rather discouraged experience needs our new enthusiasm and broader point of view.

For again the Public Health Committee has had the great advantage of expert advisors. The faculty are interested, and we ask their assistance often. Also Dr. MacCracken is president of the new Dutchess County Health Association which has its headquarters in Poughkeepsie. Their aim is to have a nurse in each of the twenty townships, and all twenty affiliated with them for mutual help. To them we can now turn with our tuberculosis and "polyo" cases, for already they have county nurses covering these fields. And last, but really first, for they helped us into existence, we go to the National Public Health Nursing Association with every problem. The Christian Association when consider-

ing what local work to undertake, turned to the State Charities Aid, and it was at their suggestion that a health committee was formed and by them that we were introduced to Miss Crandall, of the National Nursing Association, who ever since has been our unfailing advisor and helper. It was at her suggestion and urging that not only did our nurse attend the National Nursing Convention in Philadelphia this May, but the chairman and one of the student members attended as well, and there the "Public Health Committee of the Town of Poughkeepsie—one nurse" met with, consulted with, and talked over problems with the nursing associations of Cleveland, Providence, Boston, etc., with their seventy-five and over one hundred nurses. It was a wonderful way to get breadth of view.

One reason Miss Crandall is so interested in our little "one-nurse" association is that she feels so strongly the great need of college women in the nursing profession. She wants the girls to realize the opportunities there are for them in this field of service, and there is no better way for them to see these opportunities than by being in close touch with their own public health nurse. But this has not proven to be as easy as it sounds. With the many demands upon the girls' time we have found it very difficult for many of them to know much about the work, for as yet we have no community center to focus their attention.

The dearth of college women in public health nursing was well illustrated in our long and unsuccessful search for one to take the place of Miss Childs, a Smith graduate, who was our first nurse. And in fact, the kind of woman we need, with so much executive work to be done beside her nursing, is not easy to find anyway. But Miss Nellie F. Oxley, who now holds the position, has well lived up to the reputation given her by Miss Crandall. An indefatigable worker, she has steadily increased her territory until now we are insisting upon our whole name—Public Health Committee of the Town

of Poughkeepsie, for she really does cover most of the township. This has been made possible however, by the purchase of a Ford car last spring, the cost and upkeep of which have been met by subscriptions from the townspeople—many of them dollar subscriptions—so more and more the work is really becoming a community one.

The fact that of the two alumnae on the committee, one is now on the town school board, and the other holds the salaried position of physical director of schools, a position offered her by Miss Ballentine who had been consulted for a proper appointee by the superintendent of schools, shows clearly in how many different ways the committee influence has reached out and how the field has changed from merely nursing alone to a comprehensive town welfare work.

It may seem, in this article, that the work in the schools has been given such a prominent place that the nurse's other activities have been crowded out. Perhaps actually it is more or less so too, but—"one thing and that done well" still holds good. The school work has taken the foremost place, first because it was the most practical way to get in touch with the community and was a real need, and secondly because the larger work we are being forced into, demands a larger outlay than we can command at present.

But what Poughkeepsie Township needs, and especially Arlington, Vassar's surrounding village, is a community center with a civic secretary in charge. There the library, now a room loaned by the church, properly belongs; there the nurse could have a well equipped office where, at stated times, sorely needed clinics could be held. The tuberculosis clinics held so far have disclosed so many cases of tuberculosis right here that now Arlington shows up unfavorably on the Dutchess County Health Association's map. But really it is a most favorable sign for it means that the cases have been found and will now be cared for. In such a center could be held dental clinics for the

school children, and the baby clinics, and the baby welfare work in the summer time could be followed out so much better. Besides all this health work, the social work which the college girls are so eager to take up on a larger scale could be carried on there under proper supervision. Even now it is most apparent that a more permanent guiding hand is necessary, for the students come and go, the volunteer committee have so many other calls upon them, and the nurse—well, she really is a nurse and not a social worker or civic secretary, this article to the contrary. A secretary is most needed, but not before the civic center is established. A "civic association" will have to appoint the secretary, and so themselves work with her, or the value of her services will be lost. Our township is a sturdy, independent one. We do not wish things done for us. We may need arousing and guiding, but we want to *work together*, the College and we.

This idea of a civic association was growing fast in many minds when the war, as in so many other cases, put it to one side. When, once more, normal activities can be resumed, the time will be ripe for it, and then comes the vision of a community house with well kept grounds and playgrounds, a modest house but well proportioned, near the car line on the approach to Vassar—the bill boards done away with, trees along the Avenue planted by the Civic Association, a street, in short, that strangers will admire and that will be a credit to Vassar, Arlington, and to Poughkeepsie Township.

Who knows how soon we shall see it? The dues from the Township could meet the current expenses, the college community would pay perhaps, the salaries, but the house and the grounds? Would the college community of the past—the alumnae—be interested in linking themselves up with this college and community interest of the present? The house itself will have to wait probably several years, but now is the time to purchase the site while land values in Arlington are low. Perhaps

several alumnae together might hold the land for the present.

It was not possible to tell of the work of the Public Health Committee of the Town of Poughkeepsie without also telling of the goal for which it is striving. It seemed a simple thing to place a nurse in a neighborhood and let her care for the sick, but little did we dream all she would bring back for us to do, when first she walked out from the College, out "through the campus gates."

Helen Kenyon.

Former Chairman.

CONVOCATION 1917

That Vassar students will be helping most to win the war by earnestly applying themselves to their college work—not only to preparedness courses and college life, but primarily to the regular college studies,—was the motif, if one may so call it, of the 1917 Vassar Convocation, held Monday morning, September the twenty-fourth, at nine o'clock in the Vassar Chapel.

Juniors in gay sweaters escorted freshmen in sweaters equally gay to seats of honor nearest the platform. The seats immediately behind 1921 were reserved for solemnly capped-and-gowned 1918, whose appearance as the van-guard of the academic procession abridged the whispered exchange of welcomes in the sophomore and junior ranks at the rear of the chapel and in the gallery.

Following the invocation pronounced by Professor Hill, Professor Mills discussed "This College in Relation to the Great War," reiterating at the outset the necessity for rigid personal economy, and lamenting the somewhat prevalent attitude that the United States is going to show France how to win the war. Rather should we recognize France's wonderful achievements and spirit, and realize that these have not been without seeds in the past. Our first concern should be loyalty to the ideals that have made France what she is, the ideals for which we are fighting.

The almost irresistible appeal to each of us is for some kind of immediate, direct participation in the war. One of the things that the war has brought out, however, is the direct usefulness of college training. This is apparent in the war-aid rendered to-day by chemists, physicists, economists, physiologists, psychologists, and linguists. Recognition of the direct utility of college training is also attested by the predominance of college men among those chosen as officers, and by the administrative activities now entrusted to college women. To prepare ourselves for leadership, then, is our part in carrying on the war. Our opportunity to do so has been made possible by past sacrifices. Letting other interests interfere with our college work would be deserting the ideals of civilization the Allies are fighting to preserve.

The scriptural verse "And I saw a new heaven and a new earth, for the first heaven and the first earth were passed away," is a statement of the constantly recurring readjustment, especially applicable at this time. The United States' joining the world's great life means she will be called upon to play a great part in determining the readjustment after the war. In order to be ready to meet this challenge, college students must rid themselves completely of all mental lassitude and flabbiness. It is for us to remember Lincoln's words on a certain memorable occasion—ideals but for which others would have fought in vain—and be here dedicated to carrying them out, to helping readjust; and it is for us to resolve to do this year better than we would have done, the work which this year confronts us.

Miss Schindler, who has spent the summer doing war work in France, told of the war-time activities of the French women, of their devotion to their studies as long as that was possible, of their appreciation of American sympathy as expressed in the greeting Vassar sent by Doctor Finley, and of their admiration for and dependence on the example American women have

hitherto set and will continue to set, in the matter of scholarliness.

President MacCracken's delightfully humorous special greeting to the freshmen, which brought the Convocation to a close, stressed the seriousness and dignity of learning, the whole-hearted friendliness between faculty and students for which Vassar is noted, the unity of purpose, and the responsibility resting on everyone to uphold the dignity of learning and the traditions of the college in extending its usefulness and in preparing to welcome the new.

C. L. White.

THE CAMPUS AND THE LIVING ENDOWMENT

The following report of President MacCracken's has been sent to the QUARTERLY by Miss Sheppard:

"The interest of the alumnae in their college campus—if their unofficial comments can be taken as testimony—has increased greatly during their visits of the past year. It has been the observation of us all that returning alumnae have expressed great appreciation of the care of the grounds and the provisions constantly being made for their maintenance and increased beauty. The Alumnae Living Endowment Fund is, indeed, a living witness to this devotion, and makes a trust which is perhaps the most pleasurable of all laid in my hands to fulfill.

"May I present this brief account of what has been done for the grounds during the past year, with the hope that the alumnae will feel the real share which they have in the development of our campus, and that they will make any suggestions of ways by which it can be improved?"

"On November 1, 1916, a readjustment of the campus working force was made, by which Mr. F. S. Houck was made campus gardener, and his work broadened to include the care of the campus grounds except the flowers in the circle and in the conservatory. Under his connection the sum of \$21,620.25

has been expended during the year ending July 1, 1917, as follows:

Labor.....	\$16,140.23
Teamwork.....	1,170.95
Supplies.....	928.71
Fertilizers.....	81.00
Repairs and Equip- ment.....	626.88
Watchmen.....	2,672.48

(The cost of a concrete mixer, \$421.10, is charged under "Repairs and Equipment"). This work includes the care of the walks during the winter, the removal of snow, the repair of roads, and many other services which do not have to do, strictly, with landscape gardening.

"Of the work which falls under the latter head—that in which the alumnae are chiefly interested,—mention might be made of the removal of fifty dying chestnuts and seventy aged spruces; the latter were killed by borers. The elms, white pines, and fruit trees have all been sprayed and the gardener now looks for no damage from the pine blister during this year. Shrubs and trees have all been trimmed and fruit trees pruned, and much cultivation has been done around the best of our trees. Through a special gift one thousand plants were set out along the shores of Sunset Lake, including rhododendrons, azaleas, spruce, cedar, larch, barberry, iris, and mountain laurel. Around the Head Warden's house a hemlock hedge two hundred and fifty feet in length, with hawthorne and poplar trees bordering it were planted. Woodbine and clematis vines have been set out to screen the tennis courts from the Observatory. Lawns east of Strong and Lathrop Halls and back of the Chapel have been re-graded; many wagon loads of sod and several bushels of lawn grass seed have replaced the worn spots, and up to commencement time thirty acres a week were kept mown.

"The lakes have been the cause of considerable expense during the past year, and the removal of vegetable growth has become a problem. No little time was spent during the past year in this work, and at present the difficulties have not been solved.

"One slight item shows the work done under this department, in that trees and dead branches cut down have been burned to charcoal for the kitchen ranges, producing ten thousand, five hundred and two bushels.

"The roads and drives have been kept in good repair, and the roots along all the walks have been either covered or removed, and new roads and paths have been added to certain parts of the campus.

"Improvements in the new property now called the Flagler property, were extensive, particularly in the attention given to the glen where much drainage and removal of trees have been done, and work done around the house occupied by Professor Bye, where trees were cut down. The plans for Sunset Lake involve filling in swampy places in the upper portion, and this work is not yet complete. The ashes from the boilers will be used for the filling in.

"An interesting innovation during the past year was the establishment by the Athletic Association of two large ice rinks on the tennis courts. This was accomplished without apparent injury to the courts, and the rinks were very popular during the winter. The Tudor Garden designed by the Botany Department under the supervision of our landscape architect, Mr. Loring Underwood, has progressed, but the difficulties of replanting and the change of design have made the results not as apparent as will be seen next spring, as the hedge around the garden had to be reset and the beds replanted. Much of this work was done by the students in the Botany Department, but some work still remains.

"The college nursery of trees and shrubs is in thriving condition and the value of the growing plants must amount to at least one thousand dollars. During the year the men, under the supervision of the gardener, transplant many young shoots picked up on different parts of the grounds. The result will be of great value within a very few years, in the maintenance of our famous vistas and groups of trees. Plans for the

coming summer involve the replanting within the quadrangle of many of the shrubs removed at the time of the change of walks, which will break the level lines of the flat lawns, especially of the angles where the walks cross. The landscape architect, Mr. Underwood, has visited the college several times during the year, and his advice has been incorporated in every change of design. For the first time, during this past year a complete survey of the college property was made and study of its possible development as a unit is going forward. Of this I hope to make some report in my next statement to you.

"The figures thus submitted, and this resumé of work accomplished must assure the alumnae that the college administration regards the preservation of the Vassar campus as a thing of beauty as its most sacred trust."

Contributions to the Living Endowment fund in the form of annual pledges may be sent at any time to Miss Anna D. Hubbell, 1209 East Ave., Rochester, N. Y.

AS SEEN BY THE STUDENTS

The following extracts from student criticisms of the Vassar curriculum are published as indicating with some degree of accuracy the general nature of discussions current among students now in college. Two of the criticisms, it will be noted, are by new-comers, and two by students who have already spent one or more years at Vassar.

"It may seem rather absurd for one who has completed only half her college course to criticise the college curriculum to which so many of the alumnae and faculty have given so much thought. However, perhaps the students' point of view may be of some slight value in determining the faults and virtues of the present curriculum.

"In the first place, I believe that there are too many required courses in the freshman and sophomore years.

After taking four required courses in the freshman year and one or two in the sophomore year, it is quite late in the college course before a girl can take up the studies in which she is particularly interested. It often happens that we can not take some of the courses we want because we have not the time.

"The criticism is often made that Vassar does not offer any vocational courses and that, as a result of this, many girls graduate without being prepared to take up any special work. I believe the college is right in not offering any vocational courses. There are plenty of universities and schools where one can study a vocation.

"Since this country entered the great war we have heard so often,—Now the women will have a chance to show what they can do. The college women especially are expected to do their part in alleviating the suffering at home and abroad and in taking the place of many of the men who have left their employments to fight. Should credit be given for courses which would help us in this work? Last spring, soon after the declaration of war, preparedness classes were organized. These classes, which met two or three times a week for eight weeks, gave us courses, some of them much condensed, which we could use in relief work, Red Cross work and for taking the places of men who had left. Examinations were given at the end of each course, but no credit was given. A large number of girls took one or two of these courses and also kept up their usual work. I believe they found this plan very satisfactory. If credit were given, the courses would have to be more elaborate and should require more time. They can be taken outside of college, if we can not find time to take them here without receiving credit for them."

"This being my first year at Vassar I am not very well acquainted with the curriculum. All I know about it I have learned from the catalogue.

"Speaking from what I have learned I should say one of the things that

might be improved upon is the freshman course of study. There is too much required and not enough freedom of choice granted. Some persons come here desiring to major in a certain subject and are not able to do any work in that subject the first year on account of the required subjects. And thus to a certain extent the year to them is lost.

"The system of majors is not very good either. In some departments there are not enough courses offered to major in that particular subject. It might be well to add to these departments enough courses so that one might major in that branch if she cared to. If a girl expects to teach, a major and minor are practically necessary, as is also some work along the lines of history of education, principles of teaching, etc.

"The times in which we are living demand the introduction of certain new courses, namely the preparedness courses. As I understand it credit, or at least full credit, is not given in these courses which to my mind are quite as important as some others for which credit is given, and full credit should be given to those taking them."

[The writer concludes her criticism with a plea for vocational training.]

"I have heard very few complaints about the Vassar curriculum, and those which I have heard I feel are the same ones that the faculty has had to consider time and again. Freshman Latin and freshman "math,"—to say nothing of English, a language, and history or chemistry! In short, the heavy requirements, or lack of electives, is keenly and often bitterly felt by nearly every freshman at Vassar. She has been preparing, for at least four years, definitely, for her college course, and perhaps taken studies during this preparation that have been distasteful to her, in order that she may enter college. But what does she discover after she has attained that coveted realm of knowledge? The fact that she must continue the subject that haunted her

for four years, and not only that, but she finds that so many studies are required that she cannot even choose those she is most interested in! I feel that this is the view of a large percentage of the freshman in college here—that they are too restrained their first year."

"Having spent three years in X—and about three days in Vassar, I realize that my experiences with the two colleges are altogether disproportionate,—at least in length. While my remarks about one curriculum will be drawn from actual trial, my comment on the other must consist of surmise from an open catalogue, supplemented by second hand information from the students with whom I have come in contact here in Vassar.

"The briefest comparison of the requirements as set forth in the two catalogues, shows a great similarity. One year of mathematics, one of Latin, history, English, physics or chemistry, a year of modern language or previous equivalent, appear in both. Vassar adds one semester of philosophy and then permits the student to revel in free electives as long as she completes fifteen hours of work. Less indulgent X—gives her daughters far more limited choice. [There follows a list of other courses insisted upon, together with a statement of the "major" requirements at X—.]

"Thus in X—a girl's time and energy up to her senior year is largely consumed with required subjects, and even then she is tied to her major. There is little or no chance for random browsing along pleasant bypaths of knowledge. But in Vassar an able student can often meet her requirements, except the single semester of philosophy, while she is still in her freshman year. During her last three years she may freely choose electives, enlarging the scope of her individual interests, or expanding those she finds most acceptable.

"It seems somewhat strange to me to hear Vassar girls object to their rela-

tively few requirements. However, I have decided that requirements *per se* must be distasteful. The way they are thrust upon one, willy nilly, makes them odious as the proverbial bitter pill; yet when chosen, the self-same subjects prove delightful and satisfying. I have vivid recollections of how a shamefully large proportion of my huge economics division would spend their lecture hour in reading magazines or novels,—economics was considered the very acme of boredom. If, when thus engaged, girls were called on in recitation, they would look up with an injured air and answer "Don't know." Imagine my surprise on entering Vassar to find that over half of the girls elected economics before they finished their college course! And from the remarks of the economics students whom I have met, I am sure that they are fired with true economic ardor.

"Of course, a certain number of requirements may possess value both in discipline and content for college students. In the perennial dispute over the number and quality of such requirements, as in most long-standing controversies, there is probably right on both sides. At any rate, I am certain Vassar has discovered a happier medium in this direction than X—.

"As to the major subject necessary in X—, I think that, too, is a not unqualified success. Rigid requirements occupy most of a student's first and second years, and long before she has had time to discover her own individual tastes, she is pressed to choose a major. In order to save her degree, she half-heartedly elects the requirements in which she has thus far received the highest grade. So all too often majors are chosen in X—almost by chance. A single high mark or a single low one may change a girl's whole college career, if not her entire after life as well. To be sure, there are always a number of fortunate individuals who, since babyhood, have known their true vocation. For such the major is no hardship.

"Vassar, on the other hand, although

she does not force a major, is quite willing to foster one for those who wish it. Two and occasionally three simultaneous courses are permitted in one subject. Of course, Vassar may not be able to satisfy every whim of the specialist by offering endless variety in courses, but I find no subject in which there is not a goodly choice."

THE INCOMING CLASS

The following table shows the distribution according to states of the students entering college this year and last.

	1916	1917
Arkansas	1	
California	5	8
Colorado	1	2
Connecticut	25	16
District of Columbia	5	6
Georgia		1
Idaho		1
Indiana	4	5
Iowa	5	2
Illinois	24	20
Kentucky	1	3
Maine		1
Maryland	1	1
Massachusetts	32	44
Michigan	8	12
Minnesota	6	9
Missouri	14	12
Montana	1	
Nebraska	3	2
New Hampshire	2	2
New Jersey	30	31
New York	99	98
North Carolina	2	
New Mexico		1
Ohio	12	27
Oregon	1	1
Pennsylvania	28	30
Rhode Island	4	2
South Dakota		1
Tennessee	1	2
Texas	1	2
Utah		1
Virginia		1
Vermont	1	1
Washington	1	2
West Virginia		1
Wisconsin	7	4

There are ten "Granddaughters" among the freshmen:

- S. A. Bennet, daughter of Mrs. William S. Bennet '95.
- K. C. Blodgett, daughter of Mrs. John W. Blodgett '84.
- M. C. Esty, daughter of Mrs. Clarence H. Esty '88.
- M. W. Fenn, daughter of Mrs. Courtenay Fenn '89.
- S. P. Hadsell, daughter of Mrs. G. Arthur Hadsell '92.
- A. F. Hedrick, daughter of Mrs. Henry B. Hedrick '90.
- E. Hubbell, daughter of Mrs. George L. Hubbell '88.
- M. Hubbell, daughter of Mrs. George L. Hubbell '88.
- A. Miller, daughter of Mrs. Kempster B. Miller '90.
- E. W. Partridge, daughter of Mrs. William S. Partridge '88.

The foreign students entering this year are two Chinese girls, Hoaying Liang and S. T. Tsá.

JUST NEWS

Thirty-five members of the American Astronomical Society, which held a meeting in Albany at the Dudley observatory from August twenty-eighth to September first, availed themselves of the cordial invitation of Miss Furness and the college authorities to visit the college on the afternoon of September first. A tour of the grounds and buildings, which were thrown open to the guests, proved to be of great interest. Supper was served in J, at which time President and Mrs. MacCracken, Professor and Mrs. Johnson, Mrs. Fite and Mrs. Tillinghast assisted the Vassar members of the society, Miss Furness, Miss Helen Swartz (1901) and Miss Parsons, in entertaining the astronomers. Among the distinguished guests were two foreigners, Elis Streegren of Copenhagen, Denmark, and Father Redes of Tortosa, Spain. Eleven American and two foreign observatories were represented.

President MacCracken announced on October 12th that subscriptions to the million dollar fund for buildings and educational endowment, known as the Fiftieth Anniversary Fund, now exceeded in receipts the one million dollars set as the goal. The exact amount in hand to-day, the date of payment of the second part of the subscription, was announced as \$1,019,911.37. In addition to this amount subscriptions to buildings and other gifts which have been delayed will swell the total sum to \$1,047,969.67. The most striking feature of the campaign is that not only have outside gifts from donors been paid in full, but the payments from the alumnae classes have actually exceeded their pledges.

During the summer a short campaign was made to obtain permanent endowment for the buildings on the campus.

\$75,000 has been already subscribed,—\$50,000 for the maintenance of Taylor Hall and the Chapel from Mr. Charles M. Pratt, and \$25,000 for the Students Building from its unknown donor.

Owing to the shortage of labor caused by the war a number of students, among them some of the most prominent girls in college, have volunteered to wait on table and help with the care of the grounds. The girls are not paid for the work, but receive gymnasium and out-of-door exercise credits.

Ten of the Vassar "farmers" attended the Eastern States Agricultural and Industrial Exposition held at Springfield October, 12-20, and demonstrated the different kinds of farm work they had done at the college during the summer.

It is expected that the new library cloisters will be ready for use soon. Their completion was somewhat delayed as the glass for the windows was lost in the submarine zone.

Replies from the girls of France to the Vassar "Greetings" were presented by Dr. Finley in an informal address at the college Friday evening, October 12.

The Faculty Room on the third floor of Main has been fitted up as an attractive Red Cross workroom, with ten large linoleum-covered tables, three sewing machines, and numerous other conveniences.

Although many student activities are being given up in the interest of preparedness work, the three Hall plays will be presented as usual. The date set for the first play is December 8.

The Senior Parlor was opened October 19, with a reception to the faculty in the afternoon. Two receptions to the sophomores were given on the evenings of the 19th and 20th.

Publications

The list below includes all publications by the alumnae and members of the faculty which have been reported to the Library since April, 1917.

Faculty and alumnae are urgently requested to report every publication direct to the Vassar College Library, and to send as many of their works as appear separately (that is, not in magazines) whether pamphlets or books, for preservation in the Faculty Collection or Alumnae Library. Newspaper clippings by or about alumnae are also requested for the Scrap Book.

- Benét, Laura, '07. Adventure (poem), in *Literary Digest*, June 2, 1917.
- Bennett, Florence M., '03. Patriotism and Its Praise, in *North American Review*, Sept. 1917. A Study of the Word *Xoanon*, in *American Journal of Archaeology*, 2d series, v. 21, 1917.
- Blunt, Katharine, '98. Recent Work on Normal Adult Nutrition, in *Journal of Home Economics*, December 1916.
- Boeckel, Florence Brewer, '08. Silencing the Kitchen, in *Good Housekeeping*, May, 1917.
- Bourne, Ella. Ancient Bull-Fights, in *Art and Archaeology*, March, 1917.
- Boyd, Emma L. Garrett, '99. Lord Dunsany, Dreamer, in *Forum*, April 1917.
- Carter, Edna, '94, and King, Arthur Scott. Preliminary Observations of the Spectra of Calcium and Iron When Produced by Cathodoluminescence, in *Astrophysical Journal*, December, 1916.
- Colegrove, Mabel, E., '82. List of Subject Headings for Information File compiled by M. E. Colegrove and M. A. McVety. Elm Tree Press, Woodstock, Vt., 1917. (*Modern American Library Economy Series*.)
- Cooley, Julia, '14. Dance of Youth and other Poems. Boston, Sherman, French & Co., 1917.
- Coulter, Cornelia C. A Seventeenth-Century Parody of Catullus 4, in *Classical Philology*, April, 1917.
- Cowley, Elizabeth B., '01. Review of: "Compendio de Algebra de Abenbeder, Texto arabe, traduccion y estudio por José A. Sanchez Pérez, in *Bulletin of the American Mathematical Society*, April, 1917.
- Cutler, Amelia MacDonald, '07. How to Reach the Rural Voter. N. Y., National Woman Suffrage Publishing Co., 1917.
- Davis, Katharine B., '92. Fusion's Achievements—VIII. Old Haphazard Way of Punishment Has Been Superseded by Modern Reformatory Methods. Help and Supervision for Those Released from City Institutions, in *Evening Post*, Sept. 24, 1917.
- Daw, Beatrice, '09. Love Fayned and Unfayned and the English Anabaptists, in *Modern Language Association Publications*. v. 32, no. 2, June 1917.
- de Lima, Agnes, '08. Fusion's Achievements—X. Women's View of the Mitchell Administration. City's Possibilities for Serving the Community. Progress in Public Education, Health and Many Other Fields, in *Evening Post*, Sept. 26, 1917.
- Dorrance, Frances, '00, tr. "Manual of Plant Diseases" by Paul Sorauer. Vol. 1, Parts 6 and 7. 1917.
- Drake, Durant. A Cul-de-Sac for Realism, in *Journal of Psychology and Scientific Methods*, July 5, 1917.
- Fitch, Ruth, '01. The Kiss (poem), in *Century*, Sept. 1917.

- Folks, Gertrude H., '16. Junior Farm Recruits of New Jersey, in *School and Society*, August 18, 1917.
- Furness, Caroline E., '91. Studying the Stars with Mirrors, in *Popular Science Monthly*, Dec. 1916. The Columbus of the Stars, in *Popular Science Monthly*, June, 1917. A New Variable Star in Cygnus, in *Astronomical Journal* June, 29, 1917.
- Griggs, John C. The Influence of Comedy upon Operatic Form, in *Musical Quarterly*, Oct., 1917.
- Griggs, Mary A., '08. The Surface Tension of Mixed Liquids. Dissertation for Columbia University, 1917.
- Haight, Elizabeth Hazelton, '94. James Monroe Taylor: His Service for the Education of Women, in *Journal of the Association of Collegiate Alumnae*, April, 1917. Pleasant Possibles in Lady Professors, in *Journal of the Association of Collegiate Alumnae*, Sept. 1917.
- Hamilton, Jean, '99. Recreation for Girls, in *Survey*, Dec., 30, 1916. Self-Governing Working Girls' Clubs in *Community Center*, no. 1, February 3, 1917.
- Johnson, Burges. Animal Rhymes. 2d and enl. ed. N. Y., Crowell, 1917. Prehistoric Huntsman (poem), in *Harper's*, May, 1917. The Unmelancholy Dane, in *Pictorial Review*, June, 1917. When Daddy Sings (poem), in *Everybody's*, April, 1917. *The Well of English and the Bucket*, Boston, 1917.
- Kimball, Maria Brace, '72. A Soldier-Doctor of Our Army: James P. Kimball, Late Colonel and Assistant Surgeon-General, U. S. Army. Boston, Houghton, 1916.
- Kirkland, Winifred, '97. Some Difficulties in Doing Without Eternity, in *North American Review*, Oct. 1917.
- Klahr, Evelyn Gill, '06. Souvenirs of Letty Loomis, in *Harper's*, March, 1917.
- Lathrop, Julia C., '80. Public Protection of Morality, in *American Labor Legislative Review*, March, 1917. Taking Play Seriously, in *Playground*, January, 1917.
- Leaycraft, Julia Searing, '06, and Bush, Mary L. The College Alumna's Work, in *Columbia University Quarterly*, March, 1917.
- Luehrmann, Adele, '95. The Other Brown, N. Y., Century Co., 1917.
- Lyman, Clara Brown, '95. Lamps and Lighting, in *Art World*, May, 1917.
- Macurdy, Grace H. The Significance of the Myrmidons and Other Close Fighters in the Iliad, in *Classical Journal*, June, 1917.
- Martin, Lillian J., '80. Personality as Revealed by the Content of Images, in *Science*, April, 27, 1917.
- Millay, Edna St. Vincent. '17. Afternoon on a Hill. The Little Tavern. Kin to Sorrow. (Poems), in *Poetry*, Aug. 1917.
- Mulhall, Edith F. Memory Tests among School Children, in *Journal of Educational Psychology*, May, 1917.
- Newcomer, Mabel. Separation of State and Local Revenues in the United States. N. Y., Columbia University, 1917.
- Oliver, Katharine S., '15. America (poem), in *Suburban Society*, June, 17, 1917. The Birthday, in *Young's Magazine*, August, 1917. On Friendship, in *Musical Quarterly*, Oct., 1917.
- Palmer, Elizabeth H. Roman Coins as Illustrative Material, in *Art and Archaeology*, April, 1917.
- Pickering, Ruth, '14. A Coalition Revolution, in *Survey*, March 24, 1917.
- Quigley, Margery, '08. Where Neighbors Meet—An Account of the Use of Assembly and Club Rooms in the St. Louis Public Library. St. Louis, 1917.
- Richrath, Agathe W. Wandervogel (poem), in *Monatshefte für deutsche Sprache und Pädagogik*, March, 1917.
- Riley, Woodbridge. Philosophy of Militarism, in *Bookman*, March, 1917.
- Salmon, Lucy M. The Mary Pember-

- ton Nourse Research Fund, in 1914's *Class Register*, February, 1917.
- Sherwood, Margaret P., '86. *Familiar Ways*. Boston, Little, Brown & Co., 1917. My Soul (poem), in *Scribner's*, April, 1917.
- Stanley-Brown, Ruth, '15. Review of: How to Live at the Front by Hector MacQuarrie, in *Publisher's Weekly*, Sept. 15, 1917.
- Stroebe, Lilien L., see Whitney, Marian P. and Stroebe, Lilien L.
- Taylor, Eleanor, '16. *Farmer and Factory-Hand*, in *Survey*, Sept. 29, 1917.
- Taylor, Florence I., '12. *Child Labor in Your State: a Study Outline. Enforcement of Child Labor. Weak Spots in Child Welfare Laws*. N. Y., National Child Labor Committee, 1916-1917.
- Tonks, Oliver S. *The Art of Clarence K. Chatterton*, in *Art and Archaeology*, May, 1917.
- Treadwell, Aaron L. *Polychaetous Annelids from Florida, Porto Rico, Bermuda and the Bahamas*, in *Carnegie Institution of Washington. Publication No. 251*. 1917.
- Turner, Mary Borden, '07. *At the Somme* (poems), in *English Review*, August, 1917.
- Verhoeff, Mary, '95. *The Kentucky River Navigation*. Louisville, 1917. (*Filson Club. Publication No. 28*.)
- Walter, Henriette R., '12. *Investigations of Industries in New York City, 1905-1915*. N. Y., 1916. *Munition Workers in England and France*. N. Y., Russell Sage Foundation, 1917. *Output and Hours*, in *Survey*, April 10, 1917. Various book reviews in *Survey*.
- Washburn, Margaret F., '91. *The Animal Mind*. 2d ed. N. Y., Macmillan, 1917. *Some Thoughts on the Last Quarter Century in Psychology*, in *Philosophical Review*, January, 1917.
- Weeks, Ruth M., '08. *Wage Worth of School Training for Girls*, in *Industrial Arts Magazine*, February, 1917.
- Wells, Katherine Z., '15. *State Action for Soldiers' Families*, in *Survey*, Sept. 29, 1917.
- Wells, Mary Evelyn. *On Inequalities of Certain Types in General Linear Integral Equation Theory*, in *American Journal of Mathematics* April, 1917.
- Whitney, Marian P. *Types of College Entrance Papers in Modern Languages*, in *Modern Language Journal*, June, 1917.
- Whitney, Marian P., and Stroebe, Lilien L. *A Brief Course in German*. N. Y., Holt, 1917.
- Wilcox, Alice W., '94. *Selected List of Nature Books. 1916*. Health talks in various newspapers.
- Wilson, Ruth Danenhowe, '11. *Motor Boating to Florida*, in *Travel*, January, 1917.
- Wood, Harriet A., '93. *Report of the Committee on University and College Libraries*, in *National Education Association. Addresses and Proceedings*, 1916.
- Yost, Mary, '04. *Argument from the Point-of-View of Sociology*, in *Quarterly Journal of Public Speaking*, April, 1917.

Wanted, by Vassar College Library, copies of news carriers' "New Year's Addresses" to their patrons.

Contemporary Notes

THE ASSOCIATION

Officers of the Association

President

Elisabeth B. Cutting, '93

Vice-Presidents

Ida Carleton Thallon, '97

Mrs. Edwin T. Johnson, '89

Secretary-Treasurer

Julia F. Wicker, '99, Ticonderoga, N. Y.

Bursar

H. Velma Turner, '99

407 St. David's Road, Wayne, Pa.

Alumnae Trustees

Mrs. Hatley K. Armstrong, '77

(Term expires, 1922)

Miss Julia C. Lathrop, '80

(Term expires, 1918)

Miss Myra Reynolds, '80

(Term expires, 1920)

A Three Days' Annual Meeting

JANUARY 17-19, 1918

At this Annual Meeting a vote must be taken on the proposed reorganization plan for the Alumnae Association. Therefore we want as large a meeting as possible of the thinking women of Vassar. But will they come this year? That is the query put before you in this column. We feel that you *must* come for the sake of the Association, but we know how overbusy you all are these days. But if over a week-end we can so arrange our program that your trip to New York will bring you some definite contribution toward your line of work and you will be given the opportunity to bring to us that which you know is important, couldn't such a conference be made sufficiently worth while to have you make the effort to come?

If you think so the committee will try in every way to make this Annual Meeting a practical clearing house for the constructive thought of Vassar women.

The tentative program at present, which however is open to all suggestions, and frank objections, too, is that

Thursday, January 17th, be made an Alumnae Day at Vassar, for a good starting point would be to get in intimate touch with the real Vassar of today, to see the college at work, to attend classes, to be shown "behind the scenes" by the various departments, to see the remarkable war work being carried on by the students. Vassar has indeed much inspiration to give us, and we, in order to be intelligent alumnae ought to be in close touch with our Alma Mater.

Friday in New York can bring us a wider outlook—the choice of a trip in the morning to a Gary school or to some institution, placing emphasis on preventive social work; the afternoon an open conference led by Alumnae experts along the line of "women in war activities." With alumnae like Miss Julia Lathrop, and Mrs. Philip North Moore who is on the National Council of Women, this conference might surely mean much to us. Friday evening should be given over to the preliminary discussion of the reorganization plan for that surely needs plenty of time for discussion. Saturday will be the usual

business meeting and annual luncheon, this time, *a la* Hoover, and Saturday evenings, possibly a theater party to some thoughtful play, this bringing the "convention" to a close.

Alumnae, what do you think of the idea? Please write us your frank opinions and remember the one purpose of this three day plan is to bring more of you to this important Annual Meeting. Will you come?

Helen Kenyon,

Cliffdale, Poughkeepsie.

Chairman of Program Committee.

The Orton Memorial

41 South St., Newark, N. J.,
October 1, 1917.

Alumnae:

One hundred and twenty-nine dollars was the answer to the appeal for the Orton Memorial in the *QUARTERLY*. I conjure you that before the full effect of taxes, surtaxes, excess profit taxes and three cent postage is felt, please send your dollars and multiples of dollars for the fund, before the next issue of the *QUARTERLY* appears.

I might be called the great unembarrassed in thus repeatedly assailing you for money, but you know the worth of the cause, you know its accomplishment is going to extend Vassar's influence immeasurably, and you may rest assured that the United States Government will pay some of the war bills, thus releasing your cash for equally worthy purposes.

I candidly think we owe it to the memory of our too long neglected professor to finish his monument speedily, especially while Mrs. Orton is living. Miss Annie Orton promises one hundred dollars. When we consider her financial responsibilities and what she has accomplished unaided in the far west, it urges us to give more liberally.

I append the following letter, just received, in the hope that those who read it may feel impelled to duplicate the loyalty of the writer.

"My dear Mrs. Sanford,

"There is probably not another Vas-

sar alumna more interested than I am in the Orton Memorial. Professor Orton I was devoted to and admired in college days; his wife and daughters have been and are among my most valued friends. But my means are so limited that I have made no contribution to the fund. Ever since you began raising the fund, I have been expecting to receive a legacy which would enable me to give a considerable sum and have delayed sending you a mere trifle, hoping to do more. Quite lately the estate from which my bequest was to come has been settled, and the debts have absorbed the legacies so that I have nothing. At this late hour, therefore, I send you a check for \$2.00. This is the united gift of my sister, an invalid and in my care, and myself. I hope the other 1498 who had not contributed when your interesting statement was written in the July *QUARTERLY* will do so much better than we have that the fund may now be speedily completed."

The writer gave me permission to print the above. Besides its appealing interest I sensed its value as good advertising. Don't you think so? Please respond, and make checks to *The Orton Memorial*.

Alice P. Sanford, Chairman,

41 South St., Newark, N. J.

The Magazine Subscription Bureau

The idea of making money for the Endowment Fund from the commissions and rebates on magazine subscriptions was suggested to a member of 1910 by an alumna of Wellesley. A committee was appointed by 1910's Endowment Fund chairman which began its work under the name Vassar Magazine Subscription Bureau. The committee secured special rates from the leading publishers and in November, 1915, sent a circular letter to all the alumnae urging them to place their magazine subscriptions for the following year through the Bureau. The response was most enthusiastic, many

of the alumnae using this "easy way of making money for Vassar" in giving magazines to their friends for Christmas. Within a month the committee had cleared enough to pay back the \$100 borrowed from the class treasury for initial expenses.

The publishers found the Vassar project so advantageous to them that two of them asked to be allowed to send out a second circular. The Century Co. was given the right to do this, and after preparing a circular letter under the direction of the 1910 Committee sent out a second appeal.

So successful had the magazine subscription venture proved for 1910 that the committee decided that all the classes should have an opportunity to benefit by the plan. Endowment chairmen of all the classes were asked to appoint a magazine chairman and committee.

The result of their labors follows:

CLASS	CHAIRMAN	AMOUNT
1919	Margaret Reid	\$168.30
1918	Miriam Wright	200.95
1917	Dorothy Hand	170.91
1916	Irmarita Kellars	440.44
1915	Katherine Oliver	40.75
1914	Emma Dix	17.85
1913	Mrs. H. E. Chauvin	64.45
1912	Gladys Esten	58.07
1911	Mrs. H. R. F. Topping	69.35
1910	Mrs. Frank Cohen	625.53
1908	Mrs. Samuel Crowell, Jr.	209.13
1906	Elizabeth B. Collier	27.12
1905	Mrs. C. B. Keeney	54.88
1904	Adelina Kuhn	46.20
1903	Marjorie Prentiss	61.08
1894	Mrs. E. H. Hooker	41.40
Rochester Branch,		
	Marion Meyers (1910)	89.35
Total,		\$2,385.76

Marguerite Wales,
Chairman, Committee of 1910.

As the alumnae all know, the Magazine Subscription Bureau is being continued for the benefit of the Students' Aid Society; the proceeds are to go towards the maintenance of the Vocational Fellowship established by them, which proved so successful last year.

The Magazine Bureau aims to be a valuable support and the work towards this end is well under way. The Century Co. has once more circularized the alumnae and in return we have given prominence to their publications.

We wish to point out that the success of this project depends upon the full response and coöperation of the alumnae. We therefore urge you all to take this easy opportunity of helping. Subscribe through us to any periodical, at the lowest current rates.

Constance Plaut Cohen.

602 West 137th St., New York City.

Collegiate Periodical League

The Collegiate Periodical League was started at Vassar on May 17. Its purpose is to supply the men in camps with suitable, current periodicals,

On June 28, fourteen women's colleges responded to the League's invitation to a conference in New York City. Mrs. C. W. Halsey, president of the New York Branch, who presided at the conference, was elected president. Miss Frances Phelps of Wellesley, Miss Alice Stockton of Pennsylvania College for Women, Miss Grace Allen of Mt. Holyoke and Miss Jeannette M. Francis of Vassar were elected to serve with Mrs. Halsey as an executive committee.

The program adopted at the conference provides for the establishment of local centers throughout the country in every town in which there is a college club and in every other town in which a college woman will assume the chairmanship. The duties of the local centers are specifically:

1. To collect magazines from subscribers within ten days from date of issue.
2. To collect books for camp libraries.
3. To solicit money for new subscriptions.
4. To report the work of the local center to the secretary of the League once a week.

Although an independent organiza-

tion, unlimited in the service which it may perform, the League is coöperating in this work with the American Library Association, which the government has put in charge of supplying reading matter to the camps. The American Library Association has urged that all our effort be put behind this work and has assured the League that local public libraries will ship immediately all ten-day magazines delivered to them by our centers. By the middle of August the League had made shipments to four camps at the request of the libraries.

What college women everywhere can do is take their own current magazines to the nearest public library to be forwarded to the camps. Or they can volunteer to start local centers of the League in their towns, communicating to that purpose with Mrs. Charles Halsey, Bronxville, N. Y.

The Workshop Bureau of Plays

Many Vassar alumnae every year undertake the production of a play, or a group of plays, for the benefit of some local organization. If those who are planning such a production for the coming season will apply to the Vassar Dramatic Workshop, stating the type of play desired, I shall be glad to submit anything written by past or present members of the play-writing course which seems likely to meet their requirements.

By means of this Bureau, it is hoped that the alumnae who are interested in play-producing may have easy access to the successful plays which are written every year in this course. Plays produced by alumnae organizations would gain additional interest from the fact that they are written as well as produced and acted by Vassar students; and would bring one of the present activities of the college into vital connection with the graduates of past years. Alumnae who are looking for "just the right play" for a Red Cross benefit or a dramatic club, may

find it among the plays tried out in the Vassar Workshop.

The following one-act plays are at present available:

1. *The Christmas Guest*, adapted by Josephine Palmer, 1917, and Annie L. Thorpe, 1917, from the story by Selma Lagerlöf. A simple, but moving theme, picturesquely presented in Swedish setting and costumes. Seven characters, three men, two women and two children. About thirty minutes long. Produced by the Vassar Dramatic Workshop, Dec. 16, 1916.

2. *Shallows*, by Virginia Archibold, 1917. An original "society" play, with an American drawing-room setting, and a typically modern theme, clever in dialogue. Four characters, two men and two women. About twenty-five minutes. Produced by the Vassar Dramatic Workshop, May 12, 1917.

3. *Just Outside*, an original war-play, by Ellen Lee Hoffman, 1918. A poignant tragedy of the deserter, with Italian setting and costumes. Eight characters, four men, two women and two children. About half an hour. Produced by the Vassar Dramatic Workshop, May 12, 1917, and by the Washington Square Players' School in New York City, June 29, 1917.

4. *The King and His Temper*, by Doris Bullard, 1917. An original play for children, with picturesque setting and delightful humorous dialogue and action. Adapted also to "shadow-graph" presentation. Four characters, two men, a dragon and a crane. About fifteen minutes.

5. *Blind Man's Bluff*, by Doris Bullard, 1917. An original "society" play, with picturesque garden settings. Three characters, two men and a woman. About fifteen minutes.

6. *Home*, by Carolyn C. Wilson, 1917. An original "problem play" showing a child's deterioration in character, as the result of her mother's mistaken adherence to a vicious and brutal husband. Five characters, one man, three women and a little girl. About fifteen minutes.

7. *The Dissenter*, an original play by Annie L. Thorpe, 1917. A modern American study of the relations of father and son. Five characters, three men, a girl and a boy. About thirty minutes.

For a one-act play, the usual royalty of five dollars for a single production will be payable to the Workshop, this sum to be divided equally between the writer and the Workshop. The dramatist, like every other writer, is entitled to the financial rewards of his labor; but since these college dramatists have already received some return for their work in the form of technical training given them by the Workshop, over and above what the class-room could afford, it seems fair to allot to the Workshop one-half the royalty earned. No large returns will thus accrue to the Workshop but the writers of successful plays in each class will, by means of the plays the Workshop has helped them to write, be able to contribute something to its work for later classes.

The directors of the Workshop, Mrs. MacCracken, Mrs. Henry Morgenthau, Jr., (Elinor Fatman, 1913) and myself, will be happy to receive any suggestions which may be offered us as to the conduct of this Bureau. Like the Workshop itself, it must be a coöperative activity, if it is to be at all; and we shall welcome any help which readers of the *QUARTERLY* can give us in our endeavor to make the Bureau as useful as possible to the alumnae, to the playwrights of the college, and to the communities where such plays as these might be presented.

Gertrude Buck

Department of English.

The New York Branch

Since the last executive committee meeting, \$200 has been raised by private subscription, which, added to the \$300 already appropriated by the Branch will put into good condition a substantial camp, to be called the Vassar Camp, at the College Settlement's summer home at Mount Ivy. The girls at college have raised \$250 to pay the

expenses of ten undergraduates who will act as assistants during the summer.

The following telegram was sent to Governor Whitman on May 19:—"On behalf of the Vassar women of New York City and vicinity, I earnestly urge that you do not sign the Brown Bill Senate introductory 1495 as amended, which is now before you. (signed) Margaret C. Halsey, President New York Branch of the Vassar Alumnae."*

Mrs. Halsey, assisted by Miss Sarah Delamater, President of the New York Branch of the Vassar Students' Aid Society, made a complete card catalogue of all alumnae living in the district of the Branch. The Branch requests that any alumnae moving into the district of the Branch notify Mrs. C. N. Halsey, Bronxville, New York. The Branch district includes all territory between Trenton, New Jersey, and Poughkeepsie, New York, and also New England as far north as Hartford, Connecticut.

From this card catalogue, Mrs. Leaycraft, (V. C. '06) President of the Intercollegiate Bureau of Occupations, has been furnished with the names of volunteers, who will work for the Committee of Investigation, the object of which is to find new occupations open to women on account of the war.

A meeting of Vassar women, interested in Allied Relief, was held at the National League, to obtain directors of work in different relief organizations for the summer. Miss Helen Hughes and a number of others were busy all spring at the Surgical Dressings Station, on the fourth floor of Lord & Taylor's store.

Two delegates of the Branch were sent to a meeting of the Women's Liberty Loan Committee of the 2nd Federal District on May 23. On May 30, with the aid of the card catalogue, the New York Branch furnished fifteen girls at twelve hours' notice to take charge of booths in the various department stores where Liberty Bonds were on sale.

*The Brown Bill cancelled all laws affecting hours and conditions of labor for government contracts during the war.

The Branch, in answer to a request for a recommendation for a corresponding secretary of the New York City Committee of the National League, recommended Miss Ada Thurston.

Mrs. Halsey spoke to the seniors at college last June of the New York Branch and its active interest in patriotic work. In connection with this visit to college, Mrs. Halsey was asked to write an article for the *News* on the work of the New York Branch.

At the request of the Executive Committee, Mrs. Halsey became a member of the Alumnae Advisory Committee of the National Service Committee of the New York University Club. She is also, by virtue of her office, a member of the Executive Committee of the New York City Division of the National League for Woman's Service.

On May 28 the New York Branch was requested to fill out a registration blank for the Mayor's Committee on National Defense. This was done—the Branch reporting as coöperating with the National League for Woman's Service.

Mrs. Halsey attended Commencement at Vassar as a guest of the college and later represented the Branch at the Smith Alumnae luncheon, given to the Smith College Unit, just before this unit sailed for the other side to aid in rehabilitating the devastated villages of France.

Cleveland Branch

The Cleveland Branch of the Vassar Students' Aid Society held its annual meeting at the home of the vice-president, Miss Mary E. Adams, '84, on September sixth. The sum of twenty-five dollars was voted to place the name of Mrs. N. T. Chapin (Annie Spaulding), who had been secretary of the Cleveland Branch since its organization in 1891, upon the Memorial List of the Aid Society. One hundred dollars was voted to help in defraying the expenses of a student now in college.

The Society, while in session, received one hundred dollars, payment in full of

a loan previously made, and reported various sums regularly received from two other former recipients.

The Branch is more than appreciative of a gift promised at this meeting by Mrs. Allen Hackett (Madeleine Bourne, '12). This gift is one of \$5000 bearing \$300 interest annually. The interest is to be used for defraying in part the expenses of some girls in college and is to be administered by the Cleveland Branch of the Vassar Students' Aid Society. Mrs. Hackett, in offering her gift, said that she was making this gift as a recognition of what Vassar had meant to her, "paying her own debt." She further stated that she had been moved to make this gift because she had seen the statement in the *VASSAR QUARTERLY* that Vassar has to invest in each girl within her halls a greater sum of money than the students' payments cover. In making this statement Mrs. Hackett paid a very great tribute to the *QUARTERLY* in saying that the *QUARTERLY* is read from cover to cover by all the younger alumnae.

The election of officers for the Branch was as follows:

President: Mrs. D. Z. Norton (Mary Castle)

Vice-President: Miss Mary E. Adams '84

Secretary: Miss Marjorie Lamprecht, '11

Treasurer: Miss Bertha M. Critchley, '87

Directors: Mrs. Allen Hackett (Madeleine Bourne, '12) Mrs. John R. Owens (Louise Benton, '79)

Vassar Alumnae of Cleveland have sewed at Red Cross Headquarters each Tuesday, all summer, under the leadership of Mrs. Carl C. Narten (Helene North, '10).

Mrs. C. W. Wason (Mabel Breckenridge, '96), President of the College Club, has had the Club open two days each week for Red Cross work.

In the list of commissioned officers from Cleveland are two sons of Mrs.

D. Z. Norton and two sons of her sister's, Mrs. C. C. Bolton. Mr. C. C. Narton is also a commissioned officer.

The Chicago Club

The Chicago College Club has raised money to send an ambulance to France in the name of the College Women of Chicago. Vassar was very generously represented in those contributing to the fund. It takes about \$1600 to buy an ambulance, and the amount was so over-subscribed that there is some talk of sending two ambulances.

The Indiana Branch

The Indiana Branch held a meeting at the home of Ruth Lockwood, 1915, on September 27. Mrs. Cornelius Holloway, (Marie McConnell, former member of 1911) was elected secretary to fulfill the unexpired term of Mary Hendrickson, 1916, whose marriage will take place in October. Cerene Ohr, 1905, spoke to the club on the National Library Association's movement to provide books for the soldiers, and received a number of contributions for this work. Mrs. James Gavin, (formerly Florence Atkins of 1901) read from 1917's little book, "To the Girls of France."

An interesting feature of the first meeting of the club year was the array of gifts, which the members had brought for the children in devastated France. These will be sent with a "Merry Christmas from the Indiana Branch."

THE CLASSES

1873

Harriet Swinburne Hale and her husband spent the summer at their home at Bailey's Island, Me. Her four children visited her at different times during the summer.

1876

Died:—At Buffalo, June 23, Ella C. Lapham, after a long illness.

The library and estate, running something over \$10,000, of Ella C. Lapham have been bequeathed to Vassar College by her will. The provision is made that Mrs. Jean G. Pohl shall have a life interest in the estate. The fund bequeathed to Vassar College shall be known as the Arioch and Sylvia Lapham Endowment Fund, the interest and income thereof to be used for the benefit of the Vassar Library, preferably the Departments of Astronomy and History.

The marriage of Henry Douglas Pierce, Jr., and Miss Georgia M. Moore took place in Chicago, June 30, 1917. Mr. Pierce is the only son of Elizabeth Vinton Pierce of '76, and the wedding day was the anniversary of her marriage. The young people are temporarily at 1415 North Meridian St., Indianapolis. Less than three weeks after this event, occurred, on July 17, the sudden death of Mrs. Pierce's younger daughter, Elizabeth V. Pierce, Jr., Miss Pierce was the first entrant registered for the class of 1910 at Vassar. Ill health interrupted her preparation, though she graduated at Walnut Hill School, Natick, Massachusetts, and later at Wilson College, Chambersburg, Pennsylvania, where she had gone to take some special work. A widely beloved personality, she is survived by her parents, her brother, Douglas Pierce, and one sister, Mrs. Frederic Krull (T. V. Pierce) of 1900.

1879

Professor Emma M. Perkins, President of the Cleveland Branch of the Cleveland Alumnae Association was at home Friday, September 14, to the officers of the Cleveland Alumnae Association and to the Cleveland students now at Vassar and those who enter this fall.

1882

The son of Mrs. Flora Easton Conable has received a commission as First Lieutenant in the Coast Artillery.

1883

Reginald Morgan, a graduate of Be-
loit, oldest son of Mrs. C. L. Morgan
(May Atwater) has gone abroad with
the 101st U. S. Artillery. Mrs. Mor-
gan's second son, Barry, a graduate of
Williams, has enlisted with the Naval
Reserve. Mr. and Mrs. Morgan have
left Elgin, Ill., and are living at 84 Pres-
cott St., Cambridge, Mass., with their
daughter, Miriam Holyoke, '13, who is
at the head of the Associated Charities,
in Charlestown, Mass.

Amy Hopson is busy in Kent, Conn.
getting up concerts for the benefit of
the Red Cross. She is both leader and
soloist of a chorus which is heard at the
patriotic meetings.

Esther Cutler Bagley's oldest son,
Jack, has enlisted in the Naval Reserve.
Esther spent the whole summer at her
home in Detroit, as her husband was
at the head of one of the Exemption
Boards.

Morris Hadley has received a com-
mission as Major of Field Artillery, and
will remain at Plattsburg, for the pre-
sent. Helen Hadley's second son,
Hamilton, is Lieutenant in the Signal
Corps, and is stationed at Washington,
D. C.

Laura Page's nephew, Keyes Page,
Dartmouth '17, was at Madison Bar-
racks, during the summer, received a
commission as Lieutenant and is at
Syracuse for the present.

Mrs. H. St. George Tucker (Martha
Sharpe) has given to Vassar two thou-
sand dollars (\$2000) to establish the
Sharpe Memorial Fund, in memory of
her father and mother, Richard and
Sally Sharpe. The income is to be used
for public lectures on law at the college.

1885

Mr. and Mrs. Frank Hagerman (Ella
Comstock formerly of '85) announce
the marriage of their daughter Abby-
Staunton to Mr. Morrison Shafroth,
Lieutenant, Officers' Reserve Corps,
on September 22.

Lucy Davis is living at 592 Pleasant
St., Belmont, Mass., for the winter but

her permanent address remains 1822
Pine Street, Philadelphia.

1886

Died:—On July 20, Mrs. Louis Wen-
ning (Emma L. Nelson) of 921 South
College St., Nashville, Tenn.

1888

Meredith Nicholson, (the husband
of Eugenie Kountze) is contributing a
series of essays on the middle west to
Scribner's Magazine.

1890

Antha Knowlton Miller spent some
weeks in the far west this summer, stop-
ping at the Yosemite Valley, and differ-
ent places along the Pacific Coast in
California.

Married:—Harriet Fuller Griggs to
Henry Augustus Smith on September 1.

1896

Married:—Lucy Madeira to David
Laforest Wing, on August 14, at Ban-
gor, Me. Mrs. Wing will continue to
conduct her school in Washington.

Queene Ferry Coonley expects to
spend the winter in Washington, her
husband having been appointed on the
Christian Science publication commit-
tee of the District of Columbia. Her
daughter Elizabeth is entered at Mrs.
Lucy Madeira Wing's School.

May Hamlin, a former member of
'96, has written the play "Hamilton"
in collaboration with George Arliss,
who is acting the part of Alexander
Hamilton.

Marion Samson Whaley is now at
Fort Myer, Virginia.

1897

Married:—Mary Elizabeth Leverett
to the Rev. William Bishop Gater, on
June 22.

1898

Died:—On July 17, Mrs. Ralph Croy
(Elizabeth Broad). Mrs. Croy was ac-
tively interested in the primary schools
in Buffalo and was a charter member of
the Y. W. C. A.

1899

Born:—In July, to Myra Cook Anderson, a daughter. Mrs. Anderson's present address is 531 Van Buren St., Oakland, Cal.

1900

Alma LeRoy is secretary of the Associated Charities of Oshkosh, Wis.,

Eunice Oberly and her sisters have bought a summer cottage at Hamarock, Mass.

Julia Tarbox is Secretary of the Red Cross Chapter at Batavia, N. Y.

Mabel Horst Kirk's husband, W. A. Kirk, a New York lawyer, is at the Second Officers' Reserve Camp at Fort Meyer, Va.

R. Kirk Askew, the husband of Marion Ess Askew, is now Captain Askew of the Ordnance Bureau of the War Department. He and his family will live in Washington for the duration of the war.

Anne Savery Thayer's husband, Horace Holden Thayer, Jr., is a member of the U. S. Shipping Board.

Mary Lovett is at her home in Little Silver, N. J., on six months' furlough from her mission work in India.

Isabel Trowbridge Merrill and her two children have reached the United States safely, after a hard and dangerous three months' journey. Mrs. Merrill's address is 235 Savin Hill Ave., Dorchester, Mass. President Merrill remained in Turkey, and Mrs. Merrill cannot hear from him on account of the war. The mission work at Aintab is broken up, faculty exiled, churches used as barracks, Christians exiled or killed, but President Merrill is busy with relief work.

President and Mrs. John S. Nollen (Louise Stevens Bartlett) of Lake Forest University, instead of giving the annual opening reception for students entering and returning to college issued, a general invitation to the students to come to an old fashioned sociable dinner. Each of the guests brought either a letter for a former student who is now enlisted or some gift which will be a comfort to a soldier.

1902

Anna Woods Bird resigned her position as Executive Secretary of the Consumers' League of Delaware in the summer of 1916 and took a summer course at the Massachusetts Agricultural College, and also studied agriculture at Delaware College during the fall term. In the early summer she moved to Beaver Brook Farm, which she owns jointly with Mary S. Malone, Smith, 1900, and which they are managing themselves.

Mr. and Mrs. Guy S. Eldredge (Bess Shores) have moved from Seattle, Wash. to Worcester, Massachusetts. Their present address is 46 Elm Street.

Theodosia Hadley is teaching biology and agriculture, at the Normal School in Kalamazoo.

1903

The new address of Mrs. Ernest I. Lewis (Eleanor Carey) is Hampton Court Apartments, N. Meridian St., Indianapolis.

1904

Died:—Mr. Linsley TerBush, husband of L. M. Karcher.

1905

Born:—On June 25, to Dr. and Mrs. Charles R. Ogden (Evelyn Lacey) a daughter, Mary.

1906

Mrs. William Carey Teasdale (Lydia Parry) has been appointed member of the executive committee of the Associate Alumnae from the Indiana Vassar Club, to serve until the next regular election.

Mr. and Mrs. Charles Rush (Lionne Adsit) are living in Indianapolis, where Mr. Rush has taken charge of the new City Library, part of the ground for which was given by the poet, James Whitcomb Riley.

1907

Married:—In June, Helen Glenn to Dr. Francis Tyson of the Sociology Department of the University of Pittsburgh. Address: Care of Dean Holds-

worth, University of Pittsburgh, Bigelow Boulevard, Pittsburgh, Pennsylvania.

Born:—To Professor and Mrs. Allan P. Ball (Vergie Allen) a daughter, on September 16.

Born:—To Mr. and Mrs. T. Catesby Jones (Louisa Brooke) on July 18, a daughter, Mary Virginia. Mr. and Mrs. Jones live at 27 Waverly Place, New York.

Born:—To Dr. and Mrs. Leonard Jones (H. Stone), a son, Nathan, on August 1.

Born:—To Mr. and Mrs. Murray E. Baird (Lena Maar) a daughter, Lucia Marius, on July 8.

Born:—To Mr. and Mrs. Harold Bartlett Scott (Mabel Brace) a son, Harold Bartlett Scott, Jr., at Braceholme, Tarrytown, on July 11.

Florence Easton Bolling's husband, Dr. Bolling, has gone to France with one of the New York Hospital units. Florence and Richard, Jr., are now in Minneapolis. Address: Care A. C. Thompson, 1918 Second Avenue, Minneapolis, Minnesota.

Married:—Gladys Crawford to Edgar Stimson. They are living at Bodie, California.

Mrs. Robert Tyndall (Dean Spellman, formerly of 1907) has gone East to visit her husband, Colonel Tyndall, who is in command of the Indiana troops in the "Rainbow Division."

Born:—To Mr. and Mrs. Gregory Grant Andrews (Mary Woods) a daughter, Jane, on July 9.

Born:—To Mr. and Mrs. D. R. Wickes (Fanny Sweeney) a daughter, at Pei-Tai-Ho, China.

New Addresses:

Mrs. Gregory Grant Andrews (May I. Woods), 135 Beverly Road, Syracuse, N. Y.

Laura Benét, 11 Dominick Street, New York City.

Mrs. Charles Frederick Blue, Jr., (Marie Stroh), Alder Court Apartments, E. E., Pittsburgh, Penna.

Pauline Crocker, 2023 I Street, Washington, D. C.

Mrs. Chester Crowell (Anna Johnson) 374 Fifth Street, Brooklyn, New York.

Ida L. Glaeser, Willsboro, New York.

Marjorie Hanson, King's Court, 142 Cannon Street, Poughkeepsie, New York.

Elizabeth McRostie, Chatham Episcopal Institute, Chatham, New York.

Grace Markle, 280 Main Street, Northport, Long Island.

Katherine Merrill, 119 Firglade Avenue, Springfield, Mass.

Bertha Norris, 98 Bridge Street, Willimantic, Conn.

Mrs. Leonard Capron Ashton (Ruth Potter), Windyknowe, Swarthmore, Pennsylvania.

Lydia Sayer, 65 Osborne Street, Glen Ridge, New Jersey.

Margaret Shaw, 130 East 67th Street, New York City.

Sophie Theis, 39 East 10th Street, New York City.

Mrs. Ralph Trumbull (Laura Van Vechten), 6 Anthony Road, Schenectady, New York.

Elizabeth Wilson, 108 Morgantown Street, Uniontown, Pennsylvania.

New Addresses (Former members)—

Leonora Rouzer, 85 Northfield Road, West Orange, N. J.

Mrs. Barry C. Ritchie, 1288 Dean Street, Brooklyn, N. Y.

Mabel Williamson, 525 West 120th Street, New York City.

1908

Etta Shield Preston and her husband spent six weeks in Belle, Mich., this summer.

Elizabeth Stanwood is to be Dean of Women, Parsons College, Fairfield, Ia.

Married:—On June 9, Mary A. Speer and Ralph Waldo Williams. Mr. and Mrs. Williams are at home at 315 Egmont Ave., Mt. Vernon, N. Y.

Estella Dunnells Harris received the degree of M. A. in Germanics at Pennsylvania University last June.

Married:—On September 5, Margaret Mary Wing to Homer Levi Dodge, instructor in physics in the State University of Iowa. Mr. and Mrs. Dodge will live in Iowa City, and during this

year Mrs. Dodge will continue her work as instructor in home economics in the State University.

Born:—On September 20, to Mr. and Mrs. John Matter (Grace Dunn) a daughter, Janet.

Mabel Witte is conducting an Extension Course in Law at Columbia University for "women and other people."

1909

Bess Westerberg Gouge is now living at 867 West 181st St., New York.

Married:—On June 28, Elsa Kahn, formerly of 1909, to Mr. Joseph I. Saks.

Beatrice Daw is instructor in English at Smith College this year.

June Mason Mills is boarding in Plattsburg as her husband is studying there in the Officers' Training Camp.

Thekla Weikert will teach this year at Dwight School for Girls in Englewood. Her engagement to Mr. Westervelt of Tenafly, N. J., has just been announced.

Edith Dunn Nussbaum and family are moving to Forest Hills, L. I., for the winter.

Engaged:—Emily Farley to Mr. Stephen Rice of Providence, R. I.

Frances Tyler Crawford will be in Evanston, Ill., until her husband finishes the work for his doctor's degree at the University in June.

Mr. John Millholland, is issuing a volume of memories and anecdotes of his daughter, Inez. He would appreciate help from all her friends. Those who met her during her brief and busy life, who remember incidents about her that would interest that larger public she could not meet, are asked to communicate with the VASSAR QUARTERLY which will forward all contributions to "The Suffragist."

1910

Married:—Dorothy Smith to John Newton Gray, on June 9. At home at 5918 Bay Parkway, Brooklyn, N. Y.

Married:—On August 14, Sarah Loomis to Thomas Kinloch Wilson.

At home after November 1 at 17 Livingston Place, New York.

Married:—On August 14, Louise Reckers to John S. Chalfant of Washington, Pa.

Married:—On May 10, Stephanie English to Perrin Comstock Galpin. Mr. Galpin went to Plattsburgh on May 11.

Married:—On May 14, Helen Dwight to Harold Henry Fisher. Mr. Fisher, who is a master at the Hill School, has been working this summer on the Hill Military Farm established to give the school boys military and agricultural training. Address, The Hill School, Pottstown, Pa.

Born:—To Mr. and Mrs. Carl B. Gale (Marion E. Tucker) June 26, a second daughter, Marion Tucker.

Born:—To Mr. and Mrs. David J. Purdie (Alice Dike) a son, David J. Purdie, Jr.

Born:—To Mr. and Mrs. Ralph Allen (Lucie Holloway) a son.

Born:—On May 29, to Mr. and Mrs. Edward Colt Nash (Anna Ebel) a son, Lloyd William.

Born:—On July 26, to Mr. and Mrs. Sidney Vincent James (Beatrice Topping) a son, Edward Topping James.

1910 is rejoicing in a 100% representation in its gift to the Million Dollar Endowment Fund. Every 1910 graduate has made a pledge or contribution to the Fund; and many former members have joined us. Our total is nearly \$11,500, which has come in gifts varying from 20c to \$1000, and all but \$500 of which has now been paid.

Ruth Ryckman enters the Training School for Nurses of the Buffalo General Hospital this autumn.

Engaged:—Marion D. Babson to Henry Reed of Boston.

Engaged:—Charlotte Gannett to Carleton MacDowell. Mr. MacDowell has just sailed to do reconstruction work in France.

Isabel Underwood Blake has had a story accepted by the "Woman's World."

Quaesita Drake has accepted a posi-

tion as instructor in chemistry in the Women's College of Delaware, Newark, Del.

Katherine Taylor is to be in Chicago this winter and will teach High School English in the Frances Parker School.

Alice Clark has been studying Spanish this summer with her cousin, Professor Luquiens, of Yale.

Margaret Hobbs has been spending several weeks in Washington working on a report of the "Effects of the War on Working Women and Children," principally considering conditions in England, with a view to helping labor conditions here.

Cornelia Gordon Roberts has moved to 627 State St., Frankfort, Ky.

Helene North Narten has moved to 2549 Kenilworth Rd., Euclid Heights, Cleveland. Mr. Narten is in Montgomery, Ala., as Captain in the Second Ohio Field Artillery.

Dorothea Stillman has taken the position of secretary in the Central High School, Harrisburg, Pa. Her address is 243 South 13th St.

1911

Married:—Elizabeth K. Andrus to Mr. Millard Henry Smith on July 25, at Stamford, N. Y.

Married:—Anna Dumon to Dr. Karl Sutherland Staatz, July 18, at Worcester, Mass.

Born:—To Mr. and Mrs. Charles Fabens Kelley (Marion Patton) a daughter, Barbara Lawrence Kelley, on June 19.

Born:—To Mr. and Mrs. H. R. Topping (Marie King) a daughter, Barbara Marie, on June 6.

Born:—To Mr. and Mrs. Allan Earl Crocker (Mary Wright) a son, John Wright Crocker, June 22.

New Addresses.

Mrs. Wm. T. Plumb (Marjory Hoard) 259 Barrington St., Rochester, N. Y.

Mrs. Robert W. Fernald (Mary Clarke), 15 Highland Ave., Lexington, Mass.

Mrs. H. C. Hendee (Theo Swan), 319 Conant Terrace, Grand Rapids, Mich.

Mrs. P. W. R. Glover (Louise Miller), Sprague Ave., and Post Road, Scarsdale, N. Y.

Corrected Address.

Mildred Noble, 274 High St., Lockport, N. Y.

Olive Ulrich is chairman of the War Relief work for the Hartford College Club. She has written a second song entitled "Cloud Fairies."

Helen Lathrop Thompson has closed her house, as the Doctor is with his regiment. Helen will be in Augusta, Georgia, for a while, and later on "somewhere" with her husband.

Jane Graff has been keeping the doctors' record for the examination of candidates for the Aviation Corps at the Illinois Eye and Ear Infirmary in Chicago. She also has charge of the group making comfort kits once a week at the College Club.

Hildegard Kneeland spent the summer at the University of Chicago, taking advanced work in sociology. She expects to go to Columbia this fall to work for her Ph.D. degree.

Katherine Knowlton's father died very suddenly last May.

Mr. and Mrs. Fernando Cuniberti (Julia Lovejoy) entertained the sailors from the Great Lakes Training Station, and the soldiers from Fort Sheridan on August 18. A program consisting of a play and solo dancing was given.

Captain Charles W. Halsey, the husband of Margaret Chambers, has been sent to France as part of a salvage unit to repair the old clothes and shoes of the Army. The unit consists of a clothing man, a leather merchant, a rubber-boot man and two laundry men, all captains in the quartermaster corps. They will be given the unusual opportunity of seeing all the *entrepôts* or between-stations, where all supplies are sent on their way from the big depots to the distributing points, where the troops come out from the trenches to get them. These *entrepôts* are established at cities, such as Tours, and Orleans.

1912

May Gowen Wilber passed through Chicago with her husband on her way home from China, and spent a day with Lurena Tolman Stubbs. Her husband is to do Y. M. C. A. work at the training camp at Alexandria, La.

Margaret Hale Pearson spent a few weeks with her husband, her sister Virginia ('08) and her brother at Bailey's Island, Me., where her mother and father were spending the summer. Margaret is keeping house in "Greenwich Village," New York City. Her brother and sister live with her.

Charlotte Hartmann graduated from the Library College at Western Reserve University last year, and expects to take a position as librarian in one of the Chicago public schools.

Born:—To Dr. and Mrs. Albert D. Kaiser (Margaret Dickinson), a son, Albert David, on May 28.

Born:—To Mr. and Mrs. Paul H. DeKruif (M. G. Fisher), a son, Hendrik, on August 2.

Alberta Latham is the social worker in charge of the city dispensary at Indianapolis, this being a part of the social service department of the University of Indiana. Her address is 2051 North Delaware St., Indianapolis.

Isabelle L. Taylor and Lieut. James Hoffnagle were married on Sept. 8, at the Church of the Messiah, New York City. Use her home address, 28 S. Willard St., Burlington, Vt.

Dorothy Stimson received her Ph.D. from Columbia in June. She is this year Dean of Women and Professor of History in Transylvania College, Lexington, Ky.

Married:—On July 7, Dorothy McKee to John William Kirkpatrick.

Mr. A. Jay Boardman, the husband of Edith Reynolds, formerly of 1912, has received a captaincy in the Ordnance Department.

Margaret Merriam Sherwood, niece of Dr. Mary Sherwood, has been awarded the Sutro Fellowship by the Vassar Faculty.

1913

Hazel Clark Henderson has moved to Milwaukee where her husband is in the Bureau of Municipal Research. She spent a day in Chicago with Agnes Roberts Cox and Lurena Tolman Stubbs in June.

Lurena Stubbs and her husband spent two weeks at Chatham, Cape Cod, in September. Lurena entertained the South Side Vassar Club on August 18, in honor of Vera Rice Mills and her small daughter.

Married:—Neida Quackenbush to Mr. Herbert Savage Ogden, on June 27.

Married:—Evelyn Noble to Dr. Neil Stevens.

Married:—On June 23, Marcia J. Livermore to Charles Malcolm Canedy. Lois F. Ball, 1914, was maid of honor, and the bridesmaids were Mary A. Phillips, Elizabeth Howson, Mary Agnes Wilson and Alice W. Dinegan, all of 1913. Mr. and Mrs. Canedy's address is Rochelle Park, New Rochelle N. Y.

Caroline C. Johnson is head of the physical education department of the Albany, N. Y., High School.

Born:—To Mr. and Mrs. Roger Hyatt (Hazel Harrison), a daughter, Shirley Jane, on August 1.

Born:—To Mr. and Mrs. Henry Knippenberg, Jr., (Portia McConnell, formerly of 1913), at Muncie, Indiana, on August 21, a son, Henry 3rd.

Born:—To Mr. and Mrs. John Frank Davis (Florence Lois Hodge) a daughter, Mary Grace, on September 25.

1914

Married:—Dorothy Julia Wolf to Herman C. Glasser.

Married:—Dorothy Brinsmade to Arthur H. Jackson on June 30.

Married:—On August 28, Lois Treadwell and Beardsley Ruml. Mr. and Mrs. Ruml are now living at Hotel Schenley, Pittsburg, Pa.

Married:—Marguerite Frenzel to Eugene Miller in Indianapolis, on October 17.

Born:—On August 6, Alice Armstrong Howe, daughter of Mr. and Mrs. Arthur

Howe (Margaret Armstrong), of Windsor, Conn.

Engaged:—Ruth Wile to Sylvanus George Levy, of 5444 East View Park, Chicago.

Engaged:—Jeannette Bachman to Frederick N. Purdue of East Orange, N.J.

Margot Cushing has gone to Chattanooga, Tenn., to take charge of the war emergency work near one of the training camps, under the auspices of the Y. W. C. A.

Julia Cooley spent the summer at her parents' summer home in Lakeside, Mich. Julia's book of poems, recently published, received very favorable comment.

Blanche Meyer Humphrey and her husband spent a few weeks in Wilmette this summer visiting her parents.

Kathryn Clark Blodgett visited her mother and sister, Dorothy (1910), in northern Wisconsin this summer, later going to her sister-in-law's wedding.

Martha Bull has been appointed visitor in the Civilian Relief Department at Buffalo.

The engagement of Helen S. Strong to Herbert H. Bell of Milton, N. Y., has been announced.

Margaret Sagendorph is an instructor in the Vassar French Department.

1914 has voted to devote its next class gift to the Mary Pemberton Nourse Fellowship.

Married:—On June 12, Rosalind Fleming to Edgar W. Shaw, of Brooklyn, N. Y.

Married:—June Rodier to S. Knowlton Wellman. Mr. Wellman is a lieutenant in the Ordnance Department.

Married:—Jeannette Merrell and Gilbert Ranney Lowe, of Ridgefield, Conn.

Engaged:—Marjory Woods and Alexander Robinson, of Sewickley.

Ruth Lawton's engagement to Roy Lane, of Brooklyn, has been announced. Mr. Lane is in the aviation training camp at Mineola, L. I.

Margaret Addington and her sister, Anna Cornelia Addington, '17, are teaching at Crescent College, Eureka Springs, Arkansas.

1915

Helen Hartmann and her sister Bertha, '12, are managing their father's farm in Michigan. Last year they raised 16,000 bushels of peaches, 120 barrels of apples, and other fruits and vegetables which they did not market. Doris Sutton, Estelle Bonnell, Grace Brewer and Margaret Hotchkiss have all visited Helen on "the farm." In November both Bertha and Helen expect to return to Chicago and take up secretarial work.

Florence Daniels has been appointed a State Inspector of Institutions under the State Board of Charities of New York.

Married:—Frances Louise Skinner to William Edris on August 25.

Married:—Ellen Burdett to Irving R. Shaw, on Sept. 28. At home after December 1 at Palmer, Mass.

Married:—On June 19, Helen Prescott to Sherwin Howelle Smith. At home at Parkside Hall, 10912 Fairchild Ave., Cleveland, Ohio.

Married:—On August 28, Mary Malton and Alan Tower Waterman.

Married:—On August 29, Helen F. Strait to David Remer.

Married:—Elizabeth L. Weyerhaeuser to Francis Rodman Titcomb, on July 11.

Married:—Vivian Gurney and Elmer Breckenfeld on July 24. At home at 2828 Piedmont Ave., Berkeley, Cal.

Married:—Therese S. Bain and Captain Arthur Arnim White of the Eleventh Field Artillery, in Douglas, Arizona.

Ruth Lockwood is acting as War Emergency Secretary for the National Y. W. C. A.

Frances Morrison has been acting as Secretary to the Chief Nurse of Base Hospital No. 32, during its organization.

1916

Married:—Katherine Schmidt and William A. White. Mr. and Mrs. White are now living at 229 West 109th St., New York City.

Married:—Mary Hendrickson to Robert W. McKisson, of Chicago, in Indianapolis on October 11.

Dorothy Houghton visited Marion Willard, 1914, in Mankato, Minn., this summer. She also visited Margaret Beard in Minneapolis.

1917

Married:—Elizabeth Newton and Lieutenant James Thompson, O. R. C., August 21. Mrs. Thompson is now living near Camp Dix where her husband is stationed.

Married:—Helen R. Moore and Lieutenant Earle Kress Williams, Sept. 8.

Married:—Dorothy Edwards to Sidney Powers. Mr. Powers is associate geologist in the U. S. Geological Survey.

Married:—Anne Goodnow to Farnsworth Keith Baker.

Married:—Cordelia Whitman to David S. Dennison.

Married:—Charlotte N. Babcock to Richard Malcolm Sills, August 2.

Married:—Isabel Forman to Paul Roberts, on May 5.

Mary Fox and Susanne Howe are employed by the State Charities' Aid, New York City, as special agents for

placing out children. Elizabeth Borland has a similar position in Pittsburg.

Lucy Smith has been managing the publicity for the Chicago branch of the Women's Council of National Defense during the past summer.

Helen Carter is taking a post graduate course at Radcliffe.

Ethel Donoghue is studying law at Pennsylvania University.

Gretchen Leicht is employed in the publicity department of the American Book Company, New York City.

Alice Campbell and Bianca Scheuer are acting as office managers at the New York Headquarters of the Red Cross.

Isobel Sague has charge of gymnastics at the district schools of Poughkeepsie.

Ruth Leonard, Doris Bullard, Anna Moore, Mary Culver and Evelyn Heath have been taking a course this summer in Schenectady preparatory to going into the General Electric Works there.

Doris Drummer Rea is at Fort Oglethorpe, Georgia, where her husband is stationed.

All items of Class or Association news for the next issue of the *QUARTERLY* should be sent, typewritten, to Miss Agnes Naumburg, 21 West 83d Street, New York, before January 1.

Publication dates of the *QUARTERLY* are the 1st of November, February, and May. The mid-summer issue will appear some time in July, the date being dependent on the date of Commencement.

To our subscribers:

Please advise the business manager promptly of all changes of address. It will avoid inconvenience for all concerned.

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Address all business communications to Miss Annie L. Green, Box 495, Poughkeepsie, N. Y.

In Active Service

READERS of the QUARTERLY may have noticed the announcement in the July issue that Julia Stimson (1901) has gone to France as Head Nurse of the St. Louis Hospital Unit. We are now able to tell something of her experiences though unfortunately we are not at liberty to publish entire her stirring letters, which though never glossing over the sad and hard realities, would make the slackest slacker long to be up and doing. One who has had the privilege of reading these letters gives us the following sketchy account of her doings:

The St. Louis Unit travelled to England with the Philadelphia Unit, neither knowing their ultimate destination, whether France, England, Russia or Saloniki. They had drills with the life-boats and the life-belts every day so that each one knew exactly which boat she should go to in case of accident, and through the danger zone all slept in their clothes with their life-belts beside them. Miss Stimson asked for a daily military drill for the nurses so that "when they had to march they would know how to right about face without getting in each others' way." During the whole voyage, even when facing the greatest danger, every one showed the best sort of spirit and good cheer.

When they arrived in London they were told they were to go to Rouen to take over a big English hospital of which Miss Stimson was to be the "matron,"—to use the English term. The whole London population seemed to constitute itself an entertainment committee for the American nurses. They were not only met and cared for officially with the greatest courtesy, escorted from hospital to musical comedy and over all the sights of London but they were stopped on the street by people who recognized the American nurses' uniform and who invited them into

their houses for tea or asked if they would not allow them to send them tickets for something, or arrange for special sight-seeing trips. And over and over again they were told by these people how grateful England was to them for coming.

They crossed the Channel on a hospital ship, escorted by destroyers and aeroplanes, "sometimes as many as ten or twelve being in sight." The destroyer preceding them met and rammed a submarine and was slightly hurt itself, but "otherwise the trip was uneventful."

The hospital at Rouen had been established in an old race-course. The patients are mostly in tents. The "Matron's" office is the jockey room in the grand-stand. She has for her personal use two rooms at the end of a hut which holds 16 nurses in a ward, a bedroom 6 feet wide, and a sitting room 9 feet wide, with only the barest necessities in the way of furniture. Water is very scarce and all the hot water for bathing, laundry, cooking, sterilizing of instruments, etc, has to be boiled on a few little oil stoves.

The kitchen is in one of the old stalls and the problem of even ordinary cleanliness is a terrific one for, strange to say, the servant question is just as difficult there as here. The newly engaged cooks and cleaners come out and see the hard conditions and lack of conveniences and prefer to go where life is easier.

The spirit and courage of the wounded men is beyond description. Miss Stimson wrote that when she was first escorted through the hospital she could scarcely restrain her tears, their heroism was so overwhelming. One man who had lost both legs and one arm and part of the other hand asked her to take the cigarette out of his mouth and put it out. As the cigarette was not half

smoked she said, "Are you sure you want me to stamp this out now?" "Oh yes," he said in the simplest, most matter-of-fact way, "One soon gets tired of smoking when one cannot put the cigarette in nor take it out oneself."

Sometimes when asked if they are suffering very much they will say, "Well not too much," which is the nearest they ever come to an admission of their pain.

Miss Stimson begs for jig-saw puzzles for these men for whom they help to pass many a hard hour; and also for sweaters for her nurses who she says are "already (this was in June) wearing their heavy underwear and capes on night duty so I don't know what they will do when the real cold weather comes." The tents are not to be "huted in," the buildings are of the lightest construction, and heated only by an occasional oil stove, "and everyone says the cold in northern France is terrible—but the English have stood it for two winters and I guess we can."

It is interesting to hear that the Vassar custom of self-government has descended directly to this far-away hospital through its Vassar "matron." Miss Stimson had introduced the Vassar system of self-government in the St. Louis hospital some years ago, which was a great innovation in hospital life where an iron military discipline had always prevailed. When they had been established a short while in Rouen she was asked what rules she had made about the nurses walking alone with officers, and smoking and taking wine. She replied that the nurses had made their own rules and kept to them; she had called them together and put the case before them and they had decided only to go out with officers in parties of three or more, and never to smoke or take wine. The latter rule is hard to keep where water is so scarce and wine is so plentiful, but they are already becoming proud of the fine reputation and the respect that the American nurses are winning.

In case anyone should wish to send puzzles or games to the wounded sol-

diers or sweaters for these fine soldierly girls of whom we may all be proud, we give here the correct mailing address:

Miss Julia C. Stimson,

Army Post Office,

London, England.

Base Hospital Unit 21 A. E. F.

General Hospital No. 12 B. E. F.

MARY BORDEN TURNER, 1907, received the Legion of Honor from the French Government on August 24. Under her direction the Red Cross withdrew four hundred children from a bombarded district to concentration points in the safety zone, without the loss of a life. Mrs. Borden-Turner organized her portable hospital in Belgium in the early days of the war. It is a first line hospital composed of eighteen comfortable huts which can be moved at a few hours' notice. The hospital has often been under fire; in a recent bombardment the barracks were damaged and a nurse and several orderlies were injured. The first hospital organized by Mrs. Borden-Turner was at Dunkirk. Later she helped to organize a large hospital of three thousand beds on the Somme and then a third hospital between Soissons and Rheims. It is said that there is perhaps no woman in France, and certainly no American woman, who has seen so much of the war and has had so many thrilling and at the same time appalling experiences.

THE following letter was received by Mrs. Bush (Ruth Gentry Bush, '07) by the driver of the Vassar ambulance:
July 19, 1917.

Dear Mrs. Bush:-

I am indeed proud to hear from an alumna of Vassar and I take pleasure in replying immediately.

We have seen two months of action at the front, but at present we are resting with our division in a little French village of a hundred inhabitants, more or less. Not that we need the rest, but since we are attached to the division we go where they go, and they have been for a long time in the trenches. Poor

fellows, they are glad enough to be here, but it is very dull for us.

We have seen a number of our soldiers, who are in the training camps not far from us. As a whole, they are a cheerful bunch, and want to get at the *Bosches* as soon as possible.

The Ambulance is very likely to be taken over very soon by the U. S. government, which will very likely place things on a military basis, and pay the fellows something regularly, for which many will be quite glad, for although it's very nice to volunteer to come over and all that, it costs quite a great deal to stay over and all those coming now are in for the duration of the war. It will be a very good thing, I am sure.

As for myself, I have made application and have been accepted by the Franco-American Flying Corps, and I shall very probably quit the Ambulance this week, to enter the school of aviation. I trust none of my *V. C. marraignes* will blame me for answering the call of *our* country and that I may still call myself their devoted *filleul*. And so I shall have to ask you to wish me good luck in staying up until I can come down safely within *our* lines.

Please excuse the brevity of this note, but time is limited, even *en repos*. If I may have the pleasure of hearing from you my address will necessarily be with the B. C. M. until further notice.

Thanking you again for your kind word from *home*.

Very sincerely,
Robert Eoff.

DR. MACCRACKEN as Chief of the Instruction Division of the New York State Council of Defense has been very active in a number of patriotic educational campaigns. He was a member of the committee which organized a Speakers' Training Camp at Chautauqua; he has furthered the work of the war libraries; he worked with the committee in charge of the program of lectures and entertainments at the training camps under the Y. M. C. A. War Board. The text book which was pre-

pared at Dr. MacCracken's suggestion, from an outline furnished by him, has been adopted by the National Liberty Loan Committee as its official source book. The Red Cross has accepted Dr. MacCracken's plan for Junior Membership and School Activities, and he is now National Director of its Junior Department. According to his plan two million school children will have the opportunity of becoming active workers for the Red Cross during school hours. They can make and rejuvenate clothes for refugee children, knit comforters, and make scrap-books for the hospitals; in their manual training work they will be taught to make such things as boxes for shipping, splints, crutches and soap molds. Any school, public, private or parochial, that raises a supply fund which is the equivalent of twenty-five cents apiece for every child, may become a Junior Auxiliary.

EVENTS are so conclusively proving that the struggle on which we have entered is being fought out far behind the battle-lines that no apology is needed for claiming as war-service the effort of a group of Poughkeepsians to protect the children of Dutchess County as fully as possible from the avoidable hardships and handicaps of war-time. We were moved to concerted action toward this end by the legislation affecting the work of children, proposed and, in part, passed last spring at Albany:— legislation less significant as an attempt to meet a temporary emergency than as an indication of tendencies certain, if not checked, to destroy the gains won by years of struggle. This danger we felt to be the greater because the right of children to the freedom from labor necessary for the fullest development of their powers has so recently been recognized in our national policy, and is an idea so novel even to many of our intelligent citizens, that the issues at stake are easily forgotten in the perplexity of adapting to a new and difficult situation: it was not only the unscrupulous canner or manufacturer wh

last spring defended the exploitation of children on the plea of patriotism; hard-driven housekeepers urged that little girls do the work of older sisters taking the place of men in office or mill, and even reformers were known shortsightedly to insist that children, undernourished because of war prices be enabled to earn the much-needed milk and eggs and fruit by the reestablishment of the slowly banished home industries.

The Child Labor Committee of Dutchess County, a branch of the state and national organizations of the same name, is trying to protect our children by arousing an intelligent public interest in matters that concern their welfare and to secure an administration of the laws relating to them no less effective than that of normal times. In order to reach these ends we are trying to inform ourselves as to the local needs for the work of children and the conditions in which that work, where necessary, is carried on: to cooperate in every possible way with the agencies responsible for the enforcement of existing laws, and to promote to the best of our ability all movements that look toward the bettering of the living or educational opportunities of our children. At present, for instance, we are doing what we can to secure the establishment by the city of a dental clinic and the restoration of a lost ungraded school. Though in the midst of the many demands on time and thought it is unlikely that our efforts may have great immediate results, yet we believe that by preserving for the children of our community at least the training and opportunity already assured them, we are preparing them, in the years of reconstruction that must follow the war, to do their part toward making the better new world that can alone in any degree compensate for the unthinkable sacrifices of the present.

Though I have spoken of this work as belonging distinctively to Poughkeepsie, the college has born a leading part in it. Not only has Professor Mills been a moving spirit in its inauguration, but without the invaluable aid

of Olive Lancaster Smith 1912, Marion W. Sedgwick, '08, and Esther Jones, '16, secretaries, the work would have been impossible.

Laura J. Wylie.

"LOYALTY WEEK" in New York State was suggested by President MacCracken, while Director of Education on the State Mobilization Bureau. As one who assisted in assembling and directing speakers it was my good fortune to contribute in small measure toward the success of the plan. The majority of the people in New York, in common with those of many other states, seemed to lack intelligent understanding of many of the issues of this war. Country newspapers were lacking in thoughtful editorials; stimulating and able speakers were not heard in the counties distant from New York City. "Loyalty Week" provided for an intensive campaign of education to remedy this condition. More than forty of the best available speakers in the country were secured, their traveling expenses being paid by various patriotic organizations—notably the National Security League, the American Red Cross, and the League to Enforce Peace. The speakers' services in every case were freely given. Divided into groups of four, and each group assigned to six counties, these speakers visited the sixty counties of the State, addressing at least one mass-meeting each day for the six days.

In place of any further word of mine I shall append here a letter just received from Dr. Van Dyke, typical of other letters that are coming in.

"My dear Sir:-

As the invitation to take part in the 'Wake-Up' campaign in New York State last week came through you, I send you the following report for submission to the proper authority.

"We began our part at Binghamton on Sept. 17. Present, and ready for duty, Talcott Williams, Theodore Marburg, and myself. These three continued through the six days campaign.

"Mr. Laflamme joined us on the 18th and 19th. Mr. S. T. Dutton served with us on the 20th and 21st. Rev. George Adam served on the 22d. Our order of march was as follows: Binghamton, Sept. 17th, Owego, the 18th, Cortland, the 19th, Auburn, the 20th, Oswego, the 21st, Syracuse, the 22d. In each of these cities the largest available auditorium was engaged for us by the local committee. In every case the hall or theater or armoury was packed;—it was more than 'standing room only'—there was not even standing room.

"The audiences were from 1500 to 3000 strong. They were intensely attentive and vigorously responsive. I called repeatedly for any contradiction to our claims that the Imperial German Government had made this war and forced it on America, and that our consciences bound us to fight it through beside the Allies until a real peace is won and 'democracy made safe' all over the world. There was no contradiction except from one man at the back of the crowd at Syracuse, who shouted 'no' by mistake, and promptly explained that he meant 'Yes!'.

"The audience remained awake, attentive, and enthusiastic from 8 to 11 P. M.

"The group of which I had the honor to be a member is unanimously of the opinion that central New York does not need to be 'waked up.' But it is ready and eager to be enlightened and confirmed in the conviction that the United States has a vital interest in this war, and fights in a cause which is righteous, and will be victorious if we stick to it.

"There should be a similar campaign in every State of the Union.

Yours truly,
Henry Van Dyke."

Across his letter Dr. Van Dyke has written: "You are at liberty to use this in any way that will further the cause."

There is one incidental summer-time activity I am glad to record here because it calls attention to the faithful fulfillment of a troublesome obligation by a group of undergraduates.

Last spring, when the demand for preparedness courses first arose, my English B classes set to work on a newspaper column of paragraphs suggesting various forms of household economy. The title they selected for this column was "Cheese-Parings and Candle-Ends." We found a ready demand for it through the State Mobilization Bureau, and it was used weekly in many New York State country newspapers.

In order that the column should not die with the close of college, a group of students volunteered to continue the work throughout the summer. This they did, many of them with the greatest faithfulness, and their recipes for corn-meal dishes and hints for household saving pursued me throughout the summer months. Four of these students had found opportunities for service in publicity work for their own State Defense Bureaus, and this writing was of use to them there.

Early in the summer the Household Economics Department of the National Food Administration asked whether these student editors would not contribute a similar column to the Hoover Bureau for certain special purposes. There was material enough and to spare, so that a second column, credited to the National Food Administration, is now appearing weekly under the caption, "Serve by Saving," in Strauss theatre programs which are used by theatres in every part of the United States.

I have now released from this obligation those seniors of last year who have supplied paragraphs so faithfully; just how the obligation to continue the work shall be borne, without making it an object of class-room effort I am not sure, but it seems desirable that Vassar students should continue it, so long as it is of use to anyone.

Burges Johnson.

ASSISTANT Professor Emmeline Moore pursued investigations at the government laboratories, Bureau of Fisheries, Fairport, Iowa, where she

was engaged from June 18, to September 1, on problems related to the plant food of fish fry. The fish culture experiment work of these laboratories bears so directly upon the immediate problems of food supply that the activities of the station were considerably expanded this season. Investigators from the various Universities and Colleges were engaged in the scientific inquiry of topics relating to the biological and physiological conditions of fish life in enclosed waters, more particularly such topics as: parasites affecting fish culture in ponds; plant food of fish fry; pond culture of fish; animal food of fish, etc. Other investigations also provided for were: experiments in curing fishes; the utilization of various kinds of roe in caviar; the propagation of fresh water mussels, etc.; the last named form an important contribution to the pearl button industry.

I WENT this summer to France and spent six weeks in Paris. I had begun in the summer of 1916 a study of different kinds of relief work in France, more especially of *L'Oeuvre du Soldat dans la Tranchée*, *L'Ouvroir Paul Déroutède*, the reëducation of maimed soldiers and the homes for convalescent soldiers. I visited several of the hospitals, schools and homes in and around Paris, Lyons, Marseilles. This summer I combined the same study, devoting more of my time to the work done to fight against tuberculosis. I was also very much interested in *L'Oeuvre des Jardins* which gives for an insignificant rent—about \$1.00 a year—small gardens to working families. These families then can raise vegetables for their own consumption and are in this way compelled often to leave the city and spend at least some of their time in the open air.

Besides this, I was very much interested in the work done for the war orphans, especially by the *Comité Girondin* which has charge of over seven thousand war orphans for the region of Bordeaux alone, of whom not more than

three hundred have been provided with godmothers or godfathers.

I had no time this year to visit, as I planned, the homes rebuilt by the *Bon Gîte* in the devastated regions.

Mathilde Schindler.

DURING the summer Professor Furness spent two months working for the Red Cross. She was sent out from the headquarters of the Atlantic Division in New York to act as a "Friendly Visitor" to workrooms desiring her services in the five states composing the division: Connecticut, New York, New Jersey, Pennsylvania, and Delaware. She was to give advice in matters of organization, methods of arranging workrooms, handling of surgical dressings, hospital garments, etc. In some cases she visited the workroom and conferred with the committee in charge. Sometimes she addressed public meetings. During the time of service she visited about thirty chapters and spoke on the workroom problem eight times. As this work was pioneer in its character, a formal report at the end was made which showed its value and the importance of continuing it.

DURING the week of September 17 to 22 Professor Mills took part in the speaking campaign arranged throughout New York State by President MacCracken as Chief of the Bureau of Instruction of the New York Council of Defense. He spoke at six meetings at the following places: Geneseo, Warsaw, Batavia, LeRoy, Albion, Niagara Falls. His general subject was the need of economy as a patriotic obligation and as a means of providing the funds by which government bonds may be sold. The other members of the team in which he spoke were, for the first two meetings, President Hibben of Princeton University, Captain A. Radclyffe Dugmore of the British army and Cass Gilbert, architect of the Woolworth building. At the other meetings the places of President Hibben and Mr. Gilbert were taken by Mr. Job Hedges and Professor

Harry E. Fosdick of Union Theological Seminary.

On Flag Day, June 14, Professor Mills spoke at a meeting held in Poughkeepsie under the auspices of the County Home Defense Committee. His subject was Patriotic Economy.

To the Editor of the QUARTERLY:

IT is very kind of you to make enquiries about the war work I have been doing and if you think it will be of any interest to the alumnae I will gladly give you a brief account of it. It is necessary to introduce it with a bit of back history, for after graduating at College I took two years work at Columbia getting my Master's degree and at the same time acquiring a diploma to teach Household Economics at Teachers College, and then taught for two years at Simmons College in Boston. Then I was married and we settled in Brookline. They have called on me once in a while from Simmons for substitute work and when in March they had a request from the Red Cross for somebody to teach the courses in Dietetics, the authorities at Simmons asked me if I would consider it. Of course, I was delighted to do what I could and we started in at once. I registered with the Red Cross at Washington as a Dietician. We had eight classes altogether up to the first of August, each one having fifteen lessons of two hours each, and then taking the examination for the Red Cross certificate. While that work was in progress, I was asked to come down to the State House for the Bureau of University Extension of the Department of Education, and help them out there getting work in Dietetics started for both class work and correspondence. I prepared the course for them and held one evening class at the State House but was too busy to take more. Then in July I held two courses, at the Woman's City Club, one afternoon, and one evening course, three times a week, covering very much the same ground as the course at the Red Cross but popularized, and lectures only.

At present I am having a vacation

but expect the work will begin again early in September. What I try to give is a scientific idea of the composition of foods, taking up one class at a time, then some idea of digestion and the body requirements, and finally the proper selection of foods and their combination to meet the needs of the body, with emphasis on the points Mr. Hoover wishes as to the ways of avoiding waste, and the use of fish, cheese, etc.

There has been a good deal of demand for this kind of thing, and I have spoken several times before women's clubs and church organizations, but I do not know how much of it was fad and how much was really desire for knowledge. It will be interesting to see how much longer it keeps up.

Sincerely yours,

Lucille Stimson Harvey.

MY work is in the office of the Atlantic Division of the American Red Cross, 44 East 23rd St., where the organizing of all Red Cross Chapters in New York, New Jersey and Connecticut is carried on. Chapters in turn organize Branches and Auxiliaries, so that Red Cross activities spread over nearly the entire territory. There is still much to be done, however, and the initiative and training of college girls can be used to excellent advantage in extending and systematizing local efforts. Many people do not yet comprehend the varied scope of the Red Cross work, nursing and bandage making being their idea of it. While the Nursing Service and the Woman's Bureau, which directs the making of surgical dressings, hospital garments and knitting are important parts of our office, we also have the Department of Military Relief which looks after questions relating to camps, canteen service, etc., the Department of Civilian Relief, which takes up all questions relating to dependent families of our soldiers and sailors, and the Junior Department, which, under President MacCracken, is mobilizing the school children of the country to share in Red Cross service.

Margaret Lambie.

AGNES NICHOLSON, 1916, has been working for a year in the American Ambulance Hospital, Paris, now taken over by the Red Cross. Following are extracts from her recent letters sent by her mother at the QUARTERLY'S request.

Aug. 28. "Another train-load of wounded came in from Verdun last night, so every bed in our ward is full. As my nurse has also charge of another ward of fourteen beds she is often in there in the busiest part of the morning, so that I have to chase around with the doctor at dressings, and do everything.

But none of the cases they have sent to Paris lately are very bad,—no one with more than one or two wounds, and very few bad fractures. My new men are as healthy specimens as you could wish to see, except for one little red-headed fellow that has a piece of shell in his lung. Most of the older patients are up and around playing games, leaving their chairs every which way and dropping cigarette ashes on the floor, until I feel like a lecturing school teacher of fifty, instead of a nurse for the dying."

Sept. 2. "The biggest piece of news that I have to pop on you about myself, dear long suffering family, is that I have formally signed up with the Red Cross for the duration of the war! You see as Mrs. Munroe is the head of volunteer workers in France, I can make personal arrangements with her in regard to going and coming, and of course in case of sickness, or other reasons, I would not have to come back at all. But this signing on is the way to insure a passport back here either for "Friends Reconstruction Work," or a front Hospital.

Sept. 6. "The most interesting news since I last wrote is that I'm going to make a little tour of the war zone before returning home, to see the Reconstruction Work at the different centers. I would be gone ten days or two weeks, so do not look for me at home before the first of November. It will be very interesting to see what is being done, and I can carry home more accurate accounts of the work. An English woman, who has charge of the refugee work at a certain center, is thrilled with it, especially setting people up again in their small businesses. She urged the need of more workers and especially of those who could speak French, for in all the visiting it is so essential."

GLADYS SPENCER, 1914, and her family are more than "doing their bit" for Uncle Sam. Gladys is an auxiliary in Dr. Blake's Hospital in Paris. Her brother Winfield is in charge of the U. S. Aviation School in Squantum. Her brother Egbert has received his commission as First Lieutenant at Fort Sheridan. Her brother Frederick, seventeen years old, as a member of one of the base hospital units in France, drives an ambulance and has received the "Croix de Guerre" for his work in the fighting along the *Chemin de Dames*. And her youngest brother is a member of the *Escadrille LaFayette* and has already earned national applause.

MARY ROSS GANNETT, 1915, and her husband sailed for France September 2, on the *Rochambeau*. They are enrolled with the War Relief of the American Friends, allied with the Red Cross, for the duration of the war and one year after.

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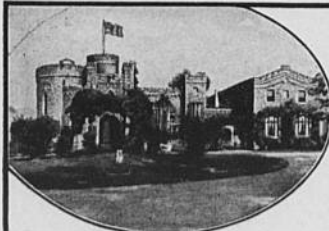
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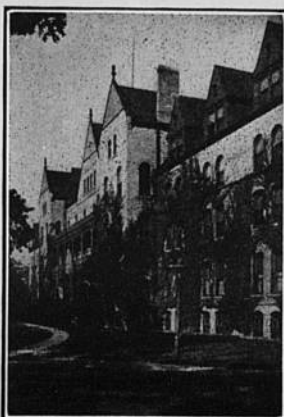
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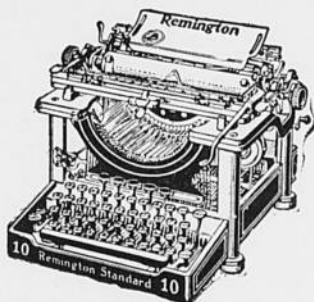
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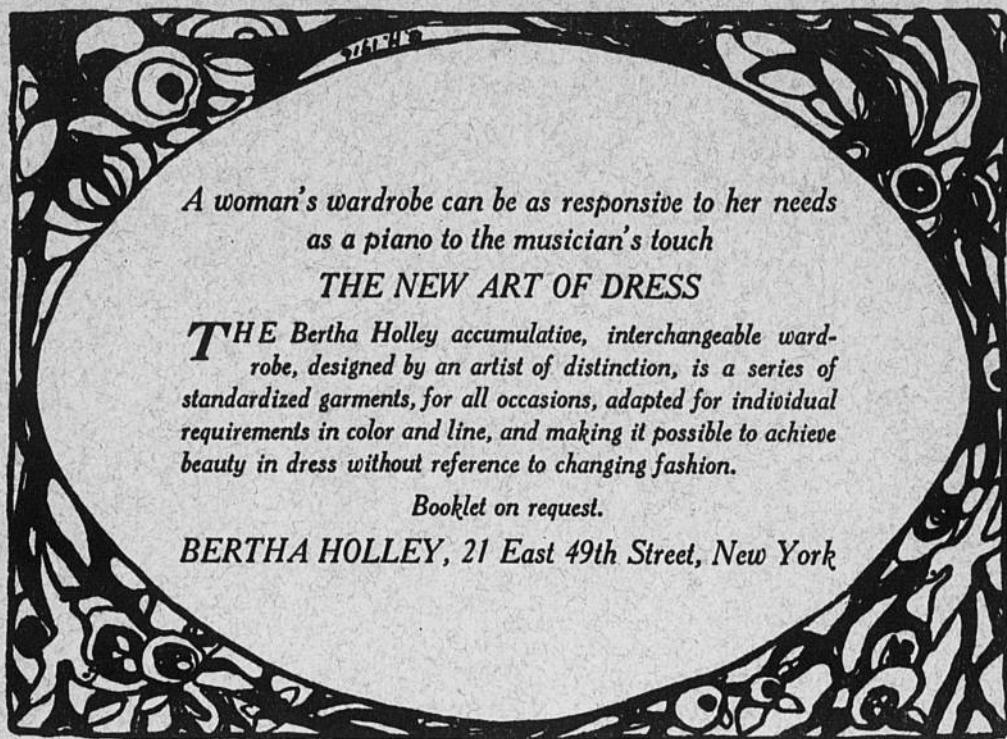


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