









# THE LEGENDA

WELLESLEY COLLEGE

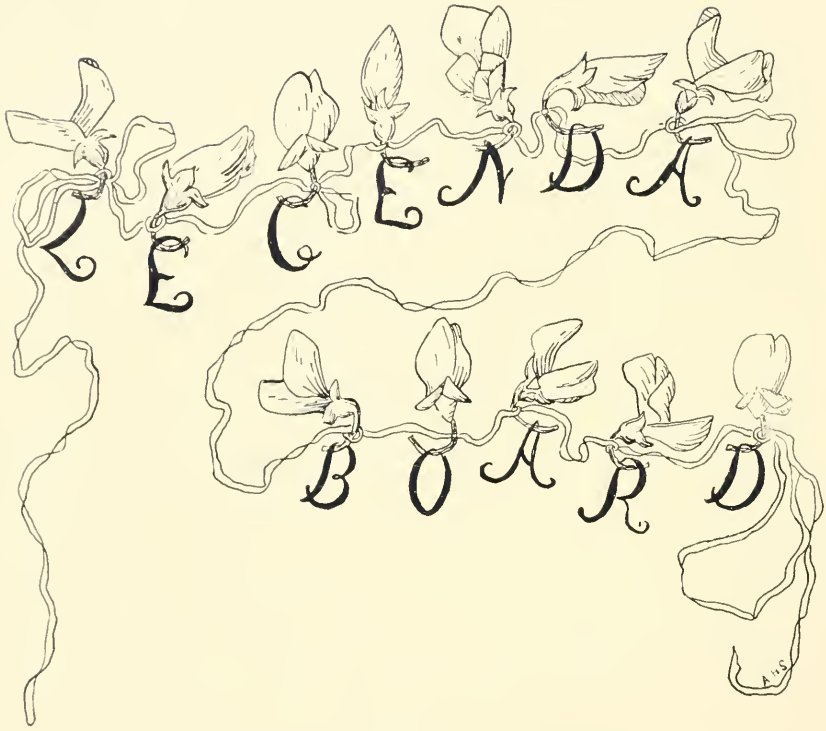


PUBLISHED BY THE SENIOR CLASS

1895

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352 WASHINGTON STREET, BOSTON, MASS.

Gratefully Dedicated  
to  
Ourselves



“Yes, yes, we know that we can jest;  
We know, we know that we can smile.”



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WELLESLEY COLLEGE.



CALENDAR.

UNABRIDGED.



1895.

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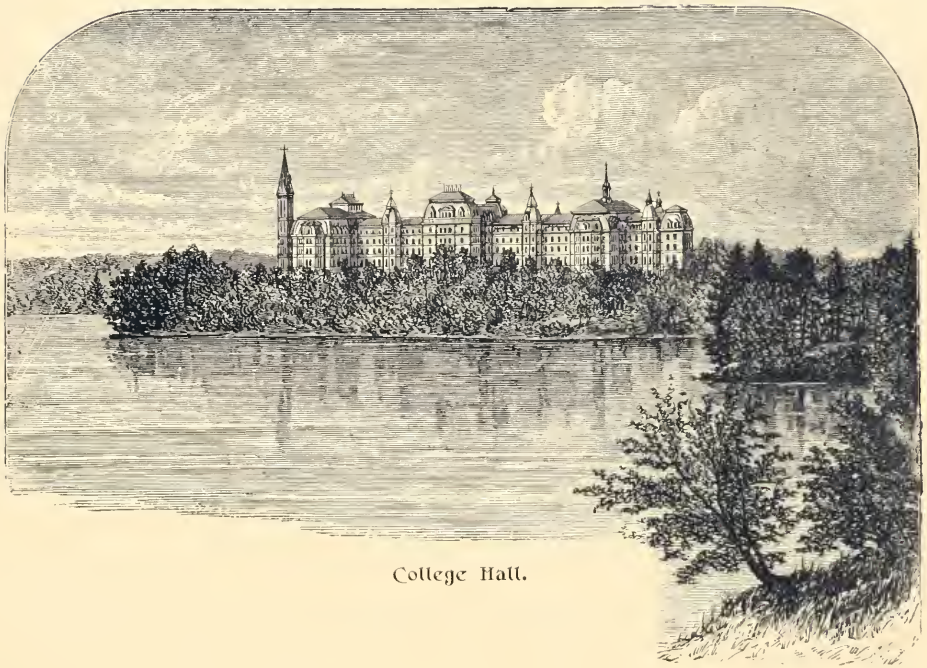
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# CALENDAR OF WELLESLEY COLLEGE.

UNABRIDGED.



College Hall.

1895.



BOSTON :

FRANK WOOD, PRINTER, 352 WASHINGTON STREET.

1895.

## CALENDAR . . .

“I speak truth; not so much as  
I would, but so much as I dare.”



3. Term opens.

We dare to continue the Calendar of '94; to take up the work which our illustrious sister has left unfinished; to follow meekly and obediently in the path which she marked out for us.

4. Ninety-Four's photographer finishes his work.

"A flattering painter, who made it his care  
To draw men as they ought to be, not as they are."

6. The following phrase is quoted from the special topic of a magazine editor: "Universally to everybody."

14. Lecture by Colonel Higginson.

15. Dr. Wood preaches in the Chapel.

16. Glee Club Concert.

Reception by Tau Zeta Epsilon.

17. Student, before class: "I am unprepared to-day."

Instructor: "I'm sorry. I wanted to call on you."

Student: "Need that make any difference? I shall be at home this evening."

Professor Thayer, of Harvard, lectures on "Modern Italy."

18. Junior Class receives the Sophomores. "A Lion among Ladies," is presented.

19. Election of Freshmen officers.

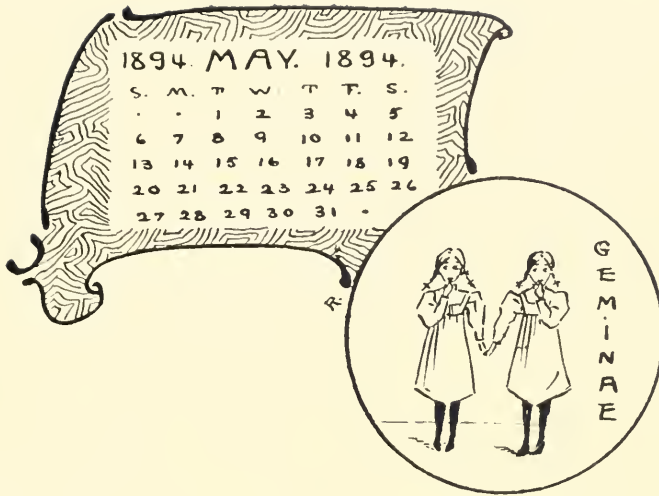
Ninety-Six, in its own inimitable, moderate way, entertains the presidents at an informal tea.

20. Announcement in Chapel: "Those interested in card playing are referred to the *music* bulletin."
23. Fairy cotillion in the gymnasium.  
Lecture by Hamilton W. Mabie.
24. Interpretation by a philosophy student: "One swallow does not make a spring." One swallow—one mouthful—does not make a spring of water.
25. Girl at Wellesley station on being told that four tickets to Natick were thirty-two cents, inquires the price of one.
26. Tramp inquires at the Main Building for shoes to fit him. Our fame has gone abroad!
27. A Physics student is heard chanting the following ditty:—

"Alcestis, dying, mournfully  
 Did say farewell to Light.  
 Had she been taught,  
 As we are now,  
 To measure wave-lengths,  
 Then, I vow,  
 Without a sigh or sign of woe,  
 She would have been right glad to go  
 To Hades' realms and all below,  
 Where reigns eternal night."

28. Presentation of "The Princess" by the elocution department.  
Lecture on Bimetallism by President Walker, of the Boston Institute of Technology.



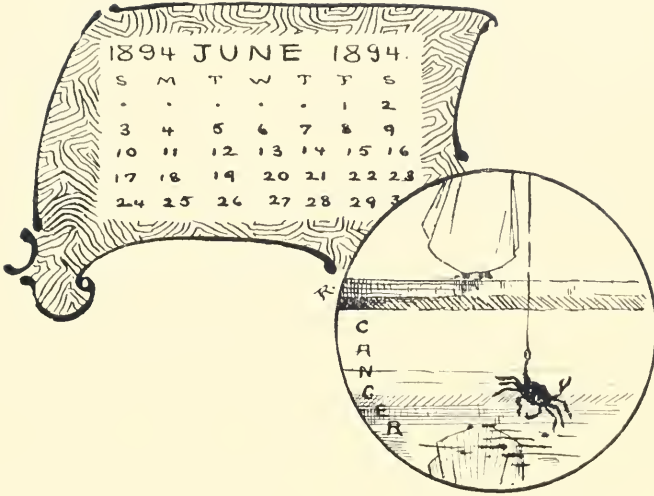


3. It is rumored that a few copies of '93's LEGENDA can still be obtained.
5. Harvard Glee and Banjo Club Concert in the village.  
Reception to the clubs at Freeman.
7. Senior Reception to Juniors.  
Better a year late, than never.
8. Rooms chosen for the next year.  
Appropriate hymn sung in Chapel:—
 

“ Without a murmur I dismiss  
My former hopes of earthly bliss.”
9. Election of '95's LEGENDA Board.  

“ Oh, my prophetic soul!”
13. Ninety-Five elects her Senior president.  
Class meetings grow less frequent.
15. Professor (calling roll) : “ Miss ——”  
Athletic student : “ Play.”
18. A Psychology Discussion :—  
First Student : “ You can imagine color without extent, and so you can prove that color is all in your eye.”  
Second Student : “ But you can imagine matter so thin that it hasn't any density, and you might say that the density was all in your head.”

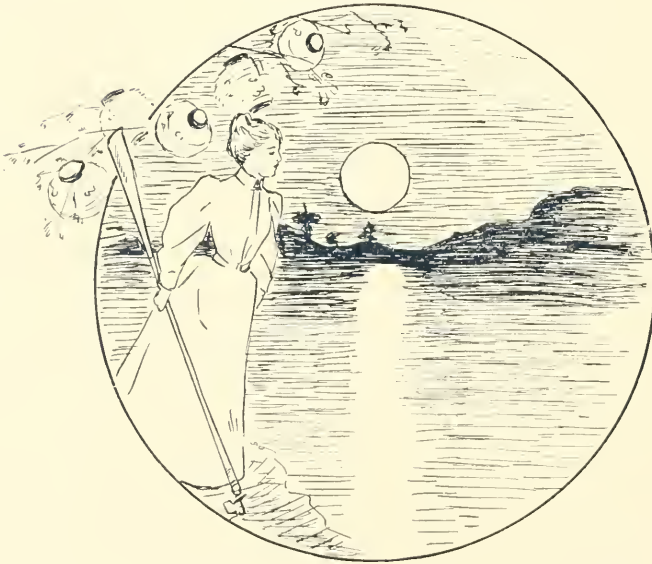
19. Reception to the Harvard Debating Union and Wendell Phillips Club.  
The following proportion was "too easy":—  
1: 5:: Harvard man: Wellesley girl.
21. Concert by Beethoven Society, assisted by Mr. Heinrich Schenker, of Boston Symphony Orchestra.  
She fulfilled all expectations:—  
Friend from Boston: "Are there any Greek letter societies here?"  
Freshman: "No; but there's Shakespeare,—that's nice; and the Agora,—that's literary. You know we aren't supposed to know much about societies till Sophomore year."
27. Dr. E. H. Hughes preaches.
28. Annual reproduction of the Junior Temperance Debate. Note: Two of the speakers were Juniors.  
Reception at the Art Building by Tau Zeta Epsilon. Ninety-Seven was represented.
29. Schedule of recitations for 1894-95 posted.  
The Juniors appear much pleased.
30. Agora open meeting.  
State concisely the purpose and results of society open meetings.
31. The old lady who brought a basket of eggs to the general office to sell to the President, was surprised to find that the steward attended to all such matters.



1. Tree Day.  
Cremation of '95's forensics.
2. Presentation of "As You Like It," by the Shakespeare Society. It rained.
3. The Rev. Alexander McKenzie preaches.
4. Well-informed student (on hearing the Keeley Institute spoken of): "That is co-educational, isn't it?"
5. Exams. begin.  
"The one worm i' the bud."
9. Float.  
First sale of '94's LEGENDA.  
Question of the hour: "What is a personality?"
11. Students' concert.  
The audience is reminded that it is poor form to leave before the end of a concert.
15. Close of finals.  
Special topics given out for summer vacation.
- 15 and 16. Ninety-Four's class supper.  
A peculiarly characteristic toast: "Sufficient unto ourselves."

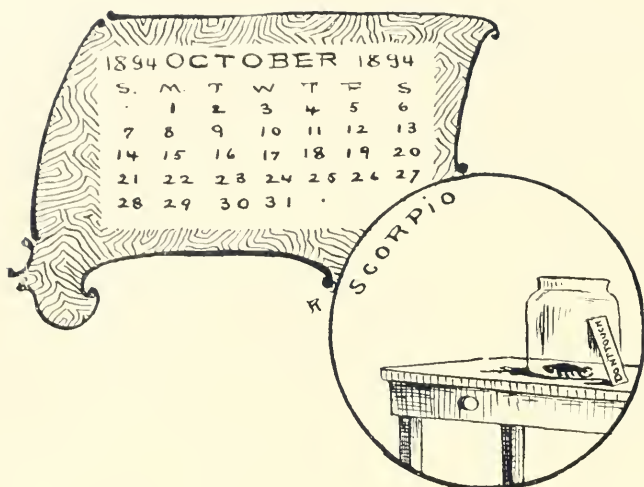


16. President's reception to Seniors and Alumnae.
17. Baccalaureate Sunday.  
Dr. Barrows, of Chicago University, preaches.
18. Concert in the afternoon by Glee and Banjo Clubs; in the evening by  
Beethoven Club of Boston, assisted by Mrs. Humphrey Allen.
19. Commencement.  
The race of "verdant Freshmen" has given way to the ever-increasing  
tribe of "wise alumnae."  
Alumnae serenaded by Seniors.
20. Alumnae Day.  
Disappearance of the Class of '94; and "the place thereof shall know  
them no more."





20. College opens: the wheels begin to turn.  
The Freshmen number two hundred and fifty strong.
21. Overheard in bookstore: "Are the Freshmen schedules on sale yet?"  
Fond parent to the office girl: "Madam, have I the honor of addressing the President of the College?"
22. Christian Association reception.  
To go? A "sleeveless errand."
23. Flower Sunday. D. L. Moody preaches in the Chapel.
24. Seniors spend the evening before the glass.
25. Seniors appear in cap and gown. College given until 10.30 A. M. to admire them.  
Memorandum on college expense book: "For oil burned by schedule committee, \$.75."  
Sophomores serenade the Freshmen—"And waste their music on the savage race."
26. A Freshman appears in cap and gown (a sweeping cap and gown).
28. Excuse blanks are abolished, but excuses had better be there.  
Freshman being asked her class rank gives her application number, 208.



2. Student in Laundry: "Does the College supply us with aprons?"
3. The LEGENDA Board loses its head. Deficiency supplied by an election.
6. Sophomores receive their baby sisters.

"And thou hast pleasures, too, to share  
With those who come to thee."

8. Organ recital by Mr. Henry M. Dunham.
10. Index bulletin boards appear. Fall in the scale of popularity of Chapel seats.
15. Dr. Arbuthnot, of Stratford-on-Avon, lectures on "Shakespeare's Home."  
Opportunity afforded for new kind of domestic work: "Arise and Shine."
16. Ninety-Six elects its class historians.  
Possible forensic subject: "Is it desirable to have candidates for class offices members of the organization?"
20. Reading of the Junior Class history.
21. Rev. J. V. Garton preaches.
22. Co-eds introduced by '95. Having previously written for calendars, they appear at once in cap and gown.  
Freshman: "I've been here three weeks and haven't heard any slang."  
Has she associated with her classmates only?  
Voice, piano, and clarinet concert in Chapel.

23. Editor in Chief of the LEGENDA Board has just found a point to one of '94's LEGENDA jokes.
25. Free Press article urges the students to study Roberts' Rules of Order. Would it not be better if '97 first mastered the College regulations, since she seems to be obliged to send for them for class elections?
27. Mrs. Margaret Deland reads in the Chapel.
28. Rev. C. H. Richards, of Philadelphia, preaches.
29. A Junior-History Student, standing before the Elliot oak, observes that she is so glad to see the Old Charter Oak.
30. A Senior remarks to the Class President: "I think you were right not to cast the decisive vote, because the class was so evenly divided."
31. All Halloween.  
Celebrated in Main building by a mum supper. (All praise be given to its originator.)  
Anti-slang society formed next day at a certain table. Query: "Will all their meals be 'mum?'"  
Venus de Milo wears an apron, Harriet Martineau takes to rouging, and the alligator and turtle in the fifth floor center chase each other downstairs.



1. Appearance of society invitations. Subdued murmurs of excitement.  
 "They tell me she had four."  
 Section books come out.
2. Noticeably large attendance at Chapel.
3. Professor Coman lectures on the "Land of the Czars."
4. Rev. Wm. P. Merrill preaches in the Chapel.
5. Piano recital by Carl Faelten.
7. A Freshman asks for a can of "incandescent milk."
10. Reading in Chapel by Kate Douglas Wiggin. Cheer given worse than usual,—if possible.  
 Sophomore class social.  
 Ninety-Seven has the pleasure of "A Thousand and One Nights" in one evening.
15. A LEGENDA literary editor inquires the joke connected with "After us, the deluge."
17. Miss Knox lectures on "Japan," in the Chapel.
18. Rev. Mr. Hamilton, of Roxbury, preaches.
19. Concert of chamber music by the Kuntz String Quartette.
20. Shady's shadow is seen no more, but "Kentucky" we always have with us.



21.

The editor sat in her study chair,  
And thoughtfully chewed her pen;  
She knew that once she had made a joke,  
And she tried to remember when.

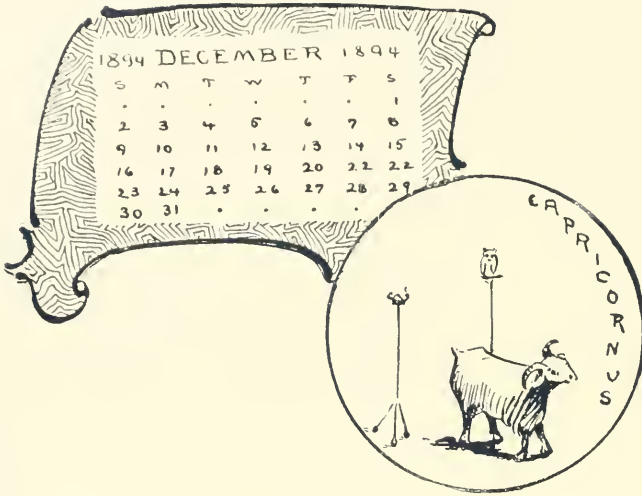
And as she sat and dozed away,  
And fell into sleep profound,  
She thought the LEGENDA was already out,  
And pleased the country round.

And then she dreamed that with laurel crowned  
She passed from this earth away,  
While little jokes, like cherubs sweet,  
Around her brow did play.

. . . . .  
She awoke with a start, and rubbed her eyes:  
She looked around with a stare;  
She found she sat, with the little jokes flown,  
Alone in her study chair.

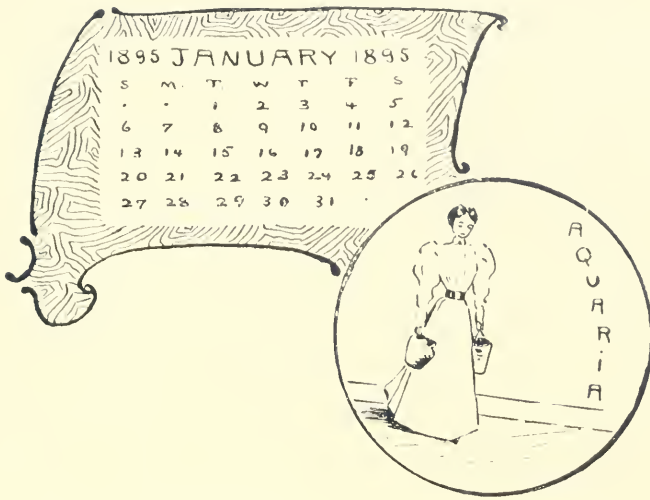
—*Wellesley Rhymes.*

- 22. Senior (at sale of art photographs) : "Are there any madonnas here?"  
Sophomore : "O yes; Venus de Milo, and all the others."
- 24. "No," says a good society member, as a certain candidate for membership is being discussed. "I cannot recommend her; her moral character is weak,—she sews on Sunday."
- 26. Lecture by Rev. George Knox on the war between Japan and China.
- 28. Thanksgiving vacation begins at 12.30—not before.
- 29. Visitor in front of library door: "I didn't know you had a billiard room."
- 30. Game called at 1.30.  
"Did you miss your train?"



1. The Sophomores are outlining "Milton's Essay on Macaulay," so they say.
3. Violin recital by Miss Eleanor B. Hooper.
7. So relieved to know that "Karl has not forgotten." (Stated on the authority of Yale, '97.)
9. Rev. Henry A. Stimson preaches.
10. Lecture in Chapel by Professor Stoddard. An enthusiastic audience.
13. We are told to carry umbrellas during vacation, and thus avoid contagious diseases.
14. The Apparition.  
"A good story well told."
15. First forensic due.  
"Does '96 abide by the eight-hour system?"
16. Dean Hodges preaches.
17. Song recital by Mr. Eliot Hubbard.
18. An example from real life:—  
Quotation from lecture: "For instance, you may have something offered to you at the table and not know what it is."
19. Ninety-Five enters upon her last Christmas vacation.





10. In spite of "exposure to contagious diseases," we are all (?) back on time.
11. Elevator bulletin: "Lost—a small heart. Finder please return to —, College Hall."
12. Senior reception to Faculty.
15. "Unprepared," replies a weary hostess to her sometime guest.
19. Examinations begin.

"THE WINTER'S TALE."

Cram,  
Exam,  
Flunk,  
Trunk.

20. Rev. C. S. Goodell preaches.
21. Concert by the Beethoven Club.
22. Overheard in bookstore: "Have you a copy of Prometheus Unbound?"  
"No." "Well, a bound copy will do just as well, then."
23. Marriage of Miss Caroline Miles to Mr. William Hill, of Chicago University.
24. Earnest Freshman, looking at college bulletin: "Can you tell me if this is the Board of Advisors?"
25. Inquiring student reading notice on elevator bulletin: "W. C. T. U. Wellesley College what?"

26. A practical joke is perpetrated on Lit. VII. "Please explain the following expression: 'Numidian Seps.'"

Answers received:—

1. A tin drinking cup.
2. A range of mountains.
3. An arid plain.
4. A beast of prey.

Correct answer.

A poisonous snake.

28. Society member to Freshman friend: "Do you know many nice Freshmen?"

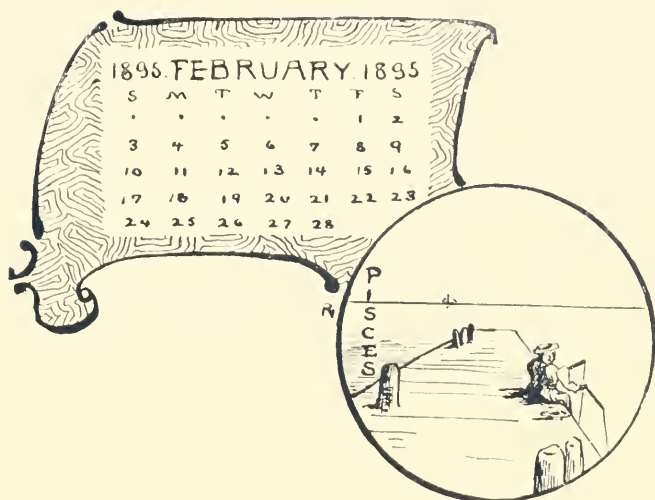
F. F.: "No; I'm not looking for nice Freshmen."

30. Examinations close.

After exams. are over,  
After the cram is done,  
After the Freshman exit,  
After the grind's begun,  
Many a heart is aching,  
If we could see through shams:  
Many conditions are given,  
After exams.

Opportunity here for presentation of "consolation prizes."

31. Day of Prayer for Colleges.



1. Recitations resumed.
3. Dr. A. E. Dunning, of Boston, preaches.
4. Lecture by Dr. John Fiske.
5. Copy of a slip handed to instructor at close of lecture, after request to leave names and class rank: " — — —, '97 (with conditions)."
6. "Have you read the 'Prisoner of Legenda?'" asked a Senior of a member of the Board. "No," was the artful answer; "but I am one."
8. Senior speaks of getting into the Freshman artillery charge at the Chapel door, but corrects herself to say infantry.
11. Lecture on the "Art of Writing," by Hamilton W. Mabie.
12. Seniors must keep the rules at any cost.  
Senior, at 8 p. m.: "I want some one to go to the Art Building with me. Are you going over?"  
Obliging Sophomore: "No. I wasn't; but I'll escort you over and come right back."
13. Ninety-Six having last fall entreated '95 to give up the publication of a LEGENDA, is now keeping possession of a present editor's private notebooks, with an eye to future needs.
14. St. Valentine celebrates his birthday in the usual manner. We wonder if his thoughts are not something like this:—

ST. VALENTINE'S PLEA.

O listen to me, ye fair ones,  
While I make my pathetic complaint,  
And comfort me with the assurance  
That I'm really a much-abused saint.

I've been toasted, and fêted, and flattered,  
 And adored by the rich and the gay,  
 But their poems are driving me crazy,  
 And their sentiments turn my hair grey.

I've been fed on ambrosia and nectar  
 Till I'm haggard, and pale, and so worn,  
 And I've listened for so many ages  
 To the vows that lovers have sworn.

I can't live on smiles or on kisses;  
 I can't rest on a "violet bed":  
 I've lived so long in the moonlight  
 That I'd like to try sunshine instead.

They say that in spring the youth's fancy  
 Toward love is directed away;  
 They'll find they've their pains for their trouble,  
 For that sort of thing will not pay.

O, please let me live now in quiet,  
 Or die in comfort and peace:  
 For I'm weary of life and its burdens,  
 And would that my breath now might cease.



15. Notice on elevator bulletin: "All Freshmen important." So glad to know it!

16. Parliament.

Student asks Professor to act as Irish-Party whip.

Professor: "What should I have to do?"

Student: "Just go and look disreputable, and make as much noise as possible."

Professor: "I suppose I could go and make a noise."

Student: "Oh! you needn't wear anything except your ordinary clothes."

18. Students' Concert.

19. Corner on fountain pens.

Wanted—a corner for safety ink-wells.

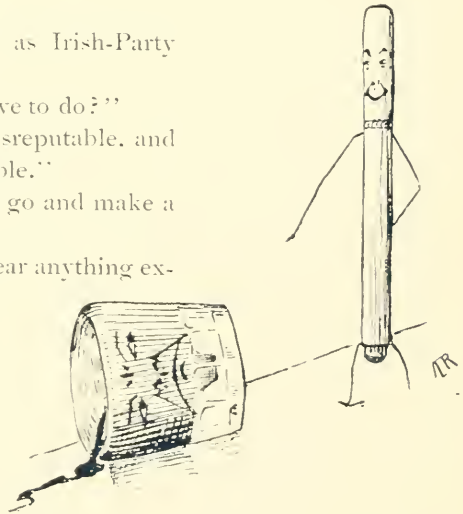
21. Senior Class History (Ancient).

"Tales of a Wayside Inn."

22. The Main Building grows patriotic.

Glee Club Concert.

"Number of guests, one thousand. Line formed for purchase of tickets at 1 A. M."—*Boston Daily Globe*.



23. Girl in Chapel wonders if that dripping down her neck comes from the ceiling; but discovers it is only her fountain pen put upside down in her hair.
24. Professor Lyons, of Cambridge, preaches.
25. Lecture by Professor Cross on Sound and Music.
26. Member of '96 (much to the edification of the domestic girl) hands in at close of recitation, in place of her name, a friendly note intended to go elsewhere.
27. A well-known Senior reaches a recitation on time.





2. Glee Club concert in the village.
4. "There," says a *LEGENDA* editor, as she heaves a sigh of relief, "that article isn't *supposed* to be funny."
5. And now the '96 *Magazine* Board want to publish some of the *LEGENDA* manuscript.
6. Student of Lit. VI. to her friend: "Have you 'Sartor Resartus' in your room?" "Yes," said the girl, "if you mean the patent medicine my roommate is taking."
7. The girl who in her Freshman year cleaned her gown with Honey and Almond Cream, now discovers that whiskey is an excellent remedy for chapped lips. How applied?
8. Student, waking up from her revel of the night before, in answer to the roll call, "Pass."
9. Item from *Boston Herald*: Last matinee of the Grand Opera.  
2.30 p. m. Instructor, looking up suddenly: "By the way, where is the class?"
10. Mr. Moore, of Providence, preaches in the Chapel.
11. The Main Building sits up to watch the eclipse.  
Junior reception to the Freshmen.
12. Freshman Elections.  
Don't feel insulted, '97. The reason the Freshmen refused your gavel was because they feared it was a toy suited to their age.
16. Freeman Seniors "At Home."



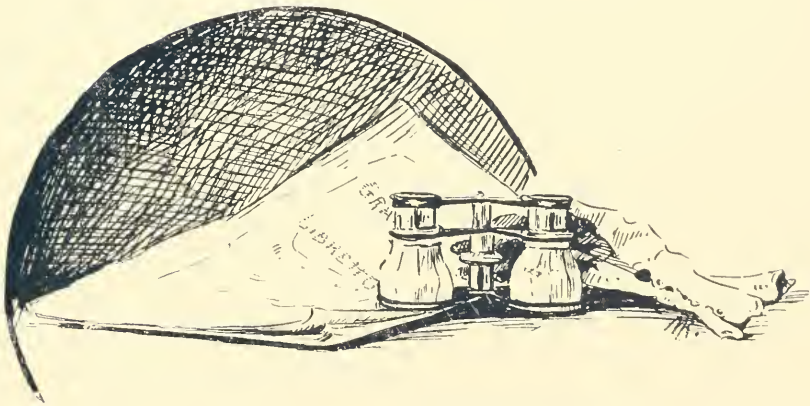
20. LEGENDA goes to print.

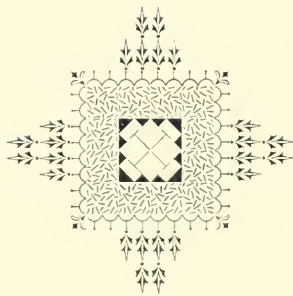
The Editors spend an occasional night in sleep.

22. Group of Zoölogy students discussing the question, "What animals besides birds have beaks?" One student: "I know; elephants!" Laughter ensues. She explains, apologetically: "Oh, I was thinking of his horns!"

27. Term closes.

Study of History and Literature will give way to the perusal of fashion plates; the cap and gown, to the latest thing in Easter hats and wraps; the customary lectures of the professors, to weighty discussions with the dressmaker.





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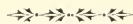
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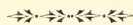
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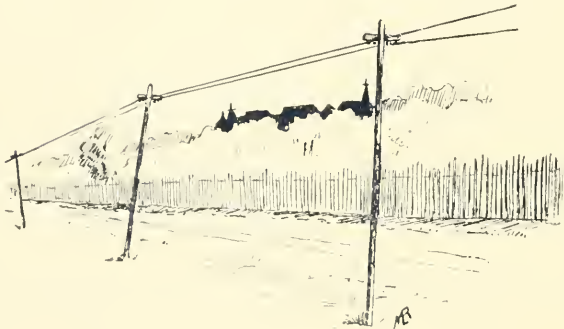
# WELLESLEY COLLEGE,

WELLESLEY, MASS.



ONCE the Spirit of Investigation set out to journey through a beautiful country. Although still young, he had of late been much abroad. It is his habit, perhaps you know, to find out all things and to tell his discoveries to mankind; and sometimes the things he discloses in this way are very welcome, and sometimes they are most unpleasant, but he never conceals anything. As he journeyed on, now through a grassy meadow, now by the irregular margin of an island-dotted lake, and again through a beautiful wood, he came at length to a sandy road which stretched on toward the east, and on one side ran four lines of glittering steel rails; on the other a long, weather-beaten fence, very high, with queer scallops at the top.

The Spirit of Investigation was so absorbed in watching a procession of passing bicyclists, that he might never have seen the stained old fence had not the sun, which had begun to sink, shot its rays intermittently



between its slats, playing a most rhythmical and restless tattoo on the eyeballs of the poor Spirit. As he turned to discover the cause of his annoyance, a mortal, passing along the sandy road which stretched toward the east, said to his companion, "What's that fence for?" "That,"

said the man; "O, that's to keep the girls in that goes to the great school over there." He had never known the Spirit of Investigation.

But the Spirit did not believe what the mortal said; and that instinct which always forced him to find out anything he did not understand, determined him to find out this also. What *was* the fence for?\*

\*The Spirit of Investigation related this to me point by point, as suggested by the order of his experience, in a rambling manner, with no attention to coherence or climax. With a change of person only, I reproduce it as nearly as possible in his own words, fearing to lose in an improved style some of his many excellent points and naïve criticisms.

knew of another school which had a fence, and that fence was used to sit on; but then, that was a very different kind of a fence. What sort of a school was it anyway? And it was in the effort to answer these questions that the Spirit entered upon an investigation, the results of which are now for the first time made public.

The Spirit continued along the sandy road that stretched toward the east, and just at nightfall passed into a village that mortals had builded; and in every house were many lights, as if the inhabitants were on the eve of a great celebration. Just then some children came by, and the Spirit, joining them, inquired what was the celebration betokened by the brilliantly lighted houses. And the children smiled as they answered: "Oh, you are a stranger here! There is a great school over there, and these houses are for some of the children to live in. There is a rule about always keeping their lights burning till ten o'clock; that is why you see so many."

So the Spirit followed the two children, and soon came to a house larger than the others, and with a piazza like a balcony across the front; and this house, too, was lighted like the rest. Just then a great barge drew up before the door, and there were many more children inside it. These children all wore a very queer badge, which the Spirit thought, in the dim light, was a skull with an arrow shot through one of its eyes. Then all the children in the barge sent forth a loud shout together, and this is what they said:—

"Mask and Quill! Mask and Quill!  
Shakespeare, Shakespeare, Shakespeare still!"



Now it chanced there lived in the house a Doctor, and a little girl who loved the Doctor very much; and when she heard the deafening shout the little girl mistook it for a crowd of boys shouting:—

"Nasty pill! Nasty pill!  
Take 'em! take 'em! take 'em still!"

And her face glowed with indignation as she thought of the little Doctor. But all the other children laughed at her, and said they would put it in the column of children's sayings in the legends of the school. However, the little girl felt so badly they did not do it. But the Spirit of Investigation conceals nothing.

Then the Spirit curled himself inside a leaf of a great elm tree,—for he never does his work in the dark,—and as he was dropping into a quiet sleep, he wondered if the children who wore the queer badges ever took any elective course in elocution.

The next morning the Spirit awoke late, and as he looked down from his airy perch he saw a great many children passing by, some of them carry-

ing heavy bags, which seemed to contain books, and some who did not carry so many books, but wore a long black gown and a black cap. As the Spirit slid down from the tree and walked on beside the children, he noticed that the faces of those who carried the bags looked worried and strained, and at first he thought they had been studying the books too much; but he soon discovered that the only cause for their anxiety was the fear that they might not get to chapel on time. As they passed him, he thought the black gowns looked very graceful as they floated in the breeze behind their hurrying wearers. But he afterwards learned that they were not worn for ornament,

but were signs of mourning, because the children who wore them were soon to leave the school forever.

And then he came to two great stone posts, and one of them had on it hinges, as if for a gate, but there was no gate there; and near the posts was a stone house, which looked very small beside them. Some of the

children told the Spirit of Investigation that beyond the posts lay the great school which he had come to see. Then he thought of what the two men had said about the fence and the school, and he was sure now that they had not told the truth, for there was no gate on the hinges, as I have said. The man who lived in the stone house, that looked small beside the posts, could not then be a gate-keeper, and the Spirit set about to find out his occupation. Just then a glossy rabbit peeped out from behind a neighboring tree. "Ah," thought the Spirit, "he keeps rabbits." But a little short-tailed, straight-haired dog, that had been demurely following his mistress, saw the little rabbit, and in spite of her protestations drove him far up the hill and into the wood.

So the Spirit turned to follow the children again; but they had walked very fast, and he saw no more of them. As he looked about, however, for



some sign of the direction they had taken, he saw a great many curious yellow papers scattered on the ground; and he

thought perhaps the children had dropped them to mark the way for strangers, for the path was very intricate. So he set out to follow these guides; but as he passed on they became ever more abundant, until there were so many he could never have found a way through them had not a favorable breeze sprung up and scattered them from his path.

As he went on, he saw on one side a place which had a wire fence about it, and inside grew a great many queer flowers and even weeds, all arranged with the most careless effect imaginable. And a strange emotion arose in the heart of the Spirit as he looked on what he thought the surrounding tokens of some old family estate, still fostered and cherished by some lover of the old-fashioned quaintness of the spot. And the Spirit of Investigation loved all that was old (though people sometimes thought he cared only for what was new), and he hummed softly to himself, for he was quite a poet withal:—

“O sweet, sad nook with mem’ries fraught,  
Where heartsease springs and violets blow,  
And clematis winds, by fair hands taught  
In the days of long ago.”

“There lilacs bend their purple bloom,  
And larkspur —”

Just then one of the wicked children, overhearing his strain, peeped over the Spirit’s shoulder, and said: “So you like our Botanical Gardens?” And the Spirit sadly turned away, and the song was never finished.

A little farther on, as he emerged from a thick evergreen shrubbery, there met his view a scene most thoroughly domestic: a large, old-fashioned barn, with its doors open, disclosed mows well filled with hay, while in front were ranged carts and vehicles of many sorts, most of them painted a beautiful blue, which the children told him was the chosen color of the great school. He afterwards found, however, that there was some dispute whether the two were of the same shade. At first the Spirit supposed that the barn and the implements about it betokened an agricultural department connected with the school. He later discovered that their only purpose was the cultivation of an aesthetic sense in the children.

As he continued along the path, still guided by the peculiar yellow papers which had so nearly checked his progress at the beginning of his journey, a scene of great beauty opened before him. About him stretched a grassy field, bright with daisies and buttercups; while on the right a quick slope was crowned by a large brick edifice, built in the French Renaissance style of architecture. Here lived many of the children who belonged to the great school; but the Spirit of Investigation had heard that the building, beautiful though it was on the outside, was full of long, narrow passages which were very dark, and he, being a lover of the light, as I have said, entered not therein.

But the children say it is very pleasant there, except that the smaller ones among them, who cannot reach to feel the raised numbers on the doors, sometimes have great difficulty in finding the room they wish. However, it is whispered that the children of '97 have promised to start a fund for providing phosphorescent numbers just as soon as they have collected the twelve hundred and fifty dollars they so generously pledged for an athletic field. It is expected, therefore, that this one inconvenience will soon be removed.

Away on the left of the Spirit, beyond the daisy-bedecked field, lay a beautiful lake, which sparkled pleasantly in the morning sun; while from the alders and willows around its margin came the clear note of the robin, sounding against the ceaseless twitter of bluebirds and countless sparrows. Nearer at hand, from beneath a spreading bush, sounded every now and then the industrious scratching of the chewink; from the path a saucy grey squirrel looked up at him with audacious little winks, now and then casting side glances at his mate, who was peeping around a neighboring tree. Over the Spirit's head the trees rustled quietly, and lulled the Spirit into a reverie, in which he thought he saw a group of Indians encamped on the grass, and John Eliot was there in the midst of them. They were teaching the Spirit the name of the beautiful land, and it was



Then the Indians rose together and sang a song the prophet had taught them. And the Spirit thought their voices were very harsh indeed. The loud, discordant sounds roused him from his reverie, and he found himself near a huge something which he at first mistook for a great organ; but as he rubbed his eyes open, he found it was only the place where the children of the great school come to sing, and play on all kinds of instruments.

But as the Spirit hastened away he came suddenly upon a beautiful little lakelet, in which were reflected all the trees on the banks around. It was a charming scene, and the Spirit gazed in rapt admiration, till his eye chanced to fall on a certain tree at one end of the little lakelet. Then all the joy went out of his face, for the tree was dead and the few nasturtium vines that had sought to support their feeble length upon it were already dropping their yellow leaves. So he asked one of the children who chanced to pass, what was the meaning of the dead tree in the midst of so much life and verdure. And the child answered him thus: "Know, O thou Spirit of Investigation, there once dwelt among us many children, who are no longer here, and they were called the children of '94. It was their hands that

cared for and tended yonder withering tree, and for a time it flourished and the nasturtiums twined lovingly about it. But when the children of '94 were about to leave the great school they felt very sad indeed. So they put on, each one, her black mourning robes with her black cap, and they went out and stood around the tree they had planted; and some of them could not restrain their tears. Then they bade farewell to their beloved tree and went their way; but ever since that day the tree has been seen to droop more and more, till it is as you see it now." "But why did it die? Tell me that, child," said the Spirit. "Oh!" replied the child, as she turned away, "its death is said to be caused by the salt which every rain has carried deeper about its roots since that day when the children of '94 bade it their last tearful farewell, and the little lakelet has become so salt that it never freezes in the middle now. But," said the child, noting the unwonted sadness that had seized the Spirit at this painful tale, "come here and I will show you a more cheerful sight." So she led the way through the trees to the edge of a grassy lawn where a fine young tree towered above them, spreading its thick, glossy leaves to the sun. "This is the tree that the children of '95 planted," said she. And the Spirit of Investigation looked upon it with pleasure undisguised; and it was indeed a pleasant sight, for the whole tree seemed teeming with life and vigor. "And what did the children of '95 do for their tree that it has grown thus large and strong, while yonder tree has wilted and died?" asked the Spirit. "Oh!" said the child, "the children of '95 were wise in their day and generation, and they knew that ashes was a most valuable food for plants; so while yonder tree was being watered by the salt tears of its admirers, the children of '95 hastened back and forth and collected a great many compositions they had written, and they burned them in a great iron kettle. And when they were all burned, the children took the ashes and scattered them about the roots of their tree, making for it a rich, deep soil. The children of '94, when they heard of this, curled their lips scornfully, and said the tree would never live in so dry a soil. But the children of '95 did not mind what they said, for the next spring the tree bore its first fruit; and all the children had a taste of the first fruit, so that they felt more than paid for all the taunts they had endured."

As he stood by the tree the Spirit looked about him. Off to the right were several houses where, the little girl said, some of the children lived; and another building filled with pictures, where some of the children learned to paint with their little paint boxes; but the children did not paint all the pictures there, so one of them told the Spirit.

But even as the child was relating all this to the Spirit, his eyes had been wandering to another building which stood on a hill apart from the others. This was the great school he had come to see, but he realized he

had gained as yet only a very narrow view of the subject of his investigations. So he hastened on across the green field till he came to some wooden stairs, and by these the Spirit of Investigation found an easy entrance into the great school; for the stairs were just fitted to his small stature, whereas he noticed that they were not, on this account, the less convenient for the children, who were much taller than he; for the smaller ones, by taking two steps at a time, and the larger ones three, found them perfectly adjusted to their needs.

The Spirit had noticed many times that the children always went about in twos, and as he followed them he discovered that this was due not only to the social nature so characteristic of childhood, but to another and more practical cause; for he observed it was only by using their combined force that the children were able to move the great door which led into the school. As the door swung together behind two of them, the Spirit slipped inside.

He found that he had entered a luxuriously carpeted hall. Far down on his right he beheld a short, descending flight of stairs. There were many children sitting on the steps, but the Spirit was very small, and soon succeeded in threading his way through the group, all of whom were busily absorbed in reading great books.

On reaching the floor below, the Spirit found himself surrounded by a most magnificent collection of books. Shelves reaching from floor to ceiling were filled to overflowing; queer little winding stairs, which served to reach the upper shelves, creaked ominously as the children passed up and down. But what most attracted the Spirit's attention were the gilded wire cages he found set along the floor at intervals. The purpose of these he was at first at some loss to explain, but on a careful examination he concluded they had been placed there to protect the children's dresses from the dust which found its way beneath them, and was thus beyond the reach of the conscientious child whose duty it was to sweep this room.

When the Spirit finally made his way out again into the open hall he came upon a smaller room, where, the children told him, could be found all sorts of books for Bible study, college magazines, and other serious reading. But he passed on quickly to something that seemed to have riveted his attention. It proved to be a large and beautiful room, adorned on every side with statues and pictures, its walls emblazoned with pure gold, shaming the sunlight that fell upon them. Scattered about were luxurious couches, and richest draperies hung at the windows. The splendor of it all tempted him on. But the children, when they perceived it, cried out in great terror, for no one might enter there save those whose work it was to care for the children of the great school. But the Spirit minded them not, and only went straight on. And since that time, the children say, he may



often be found there of an evening, and perchance you may find many of those who have the care of the children gathered there to partake with him of most excellent chocolate and wafers.

As the Spirit passed through the long hall he came upon a scene of the most exquisite beauty. At what seemed the centre of the great building were growing, in almost tropical luxuriance, all kinds of palms and beautiful ferns, while from above was shed the softest and brightest light imaginable. He asked one of the children if any noted person were buried there; the child shook her head and said it was, on the contrary, the very centre of life. As the Spirit gazed with admiration on the waving palms, the child (she was one of those who wore the black gowns) remarked sadly as she turned away, "When I first came to the school I thought them very pretty too, for then the palms were very tall, but now they are scarce higher than my own head."

As the Spirit of Investigation passed through the many halls and up and down the wide staircases he saw a great many beautiful pictures, and many statues too. And he asked the names of the statues, but the children could give him no answer, but that one which stood in a corner near the palm trees was called Ruth and Naomi. For the most part the children hurried by the beautiful pictures about them, but a few he saw stand long before some of them, as if unable to satisfy with one glance their souls' longing. Yet, as one of the children said, that was not to be wondered at, for they were members of a class in æsthetics.

And the Spirit saw that day many new and curious things, for the children had just returned from a vacation; they do not sew at the great school. As he wandered over the great building he saw many other things, curious indeed, but not new; beautiful and rare stones, and many animals, the like of which do not exist upon the earth. But ever and anon he was startled by the clanging of many bells, sometimes afar off, reverberating from wall to wall, sometimes so near, he seemed for the moment to lose every faculty of speech or motion. And he asked one of the children about them, and the little girl said she knew a poem about the bells, for with all their harshness the children loved them. And here is the poem the child taught to the Spirit, as he repeated it to me:—

“Those Wellesley bells, those Wellesley bells,  
How many a tale their music tells  
Of six o'clock, and that dread hour  
When first we feel their rousing power.

“The breakfast bell comes next, and soon  
That joyous gong which welcomes noon.  
The bell for study hour foretells  
A host of lesser Wellesley bells.

“ And so 'twill be when we are dead;  
Those warning bells will ring to bed  
The generation next which dwells  
Under your power, ye Wellesley bells.”

After the Spirit had heard the child's poem he too liked the bells for the sake of all they had done and all they would do for the rising generations.

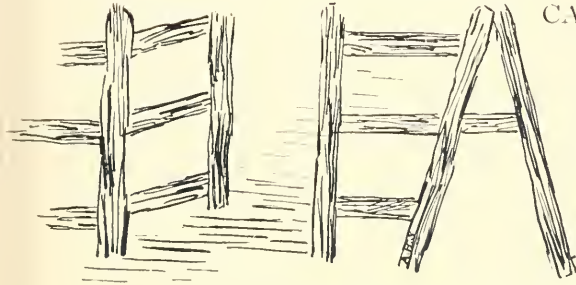


When the day was done the Spirit was well pleased, for it seemed to him he had seen that day everything that could be of use or pleasure or profit to the children, and if he missed anything he found it later in the cata-cloak room. And having accomplished his purpose and seen the great school, the Spirit of Investigation would have gone his way again, but the children gathered about him and said that he should never again leave them. And those who have the care of the children were pleased that they should find so harmless a companion, and withal everyone found him so useful and so hard to relinquish that he was then and there adopted as one

of the spirits of the institution—for it has many, and not one, as some seem to suppose. And since he came they have built a temple in his honor,—not beautiful nor garnished without, but well fitted within; and there shall gather in the years that come all those who love the Spirit of Investigation, and the innermost essence of all things shall declare itself to them.

But one thing the Spirit has never found out and wonders still,—why the men on the sandy road spoke as they did of the weather-beaten fence with the queer scallops.

## REQUIREMENTS FOR ADMISSION.



CANDIDATE for admission must be at least sixteen years of age, and not more than forty (exceptions to this latter limit are occasionally made), and must present satisfactory evidence of good moral character, willingness and ability to keep the rules, and health enough to last until the mid-years. A thorough appreciation of the responsibilities of life, as well as an

ever-present realization of the work to be accomplished, is essential, in order that the proper degree of worry may be reached, and no student should undertake the course who does not feel that she will be a great addition to the college.

Candidates for the Freshman Class of 1895 or 1896 must be prepared in the following subjects:—

### I. GRAMMAR.

Ability to speak fluently (correctly is preferred) on all subjects at all times. Especial emphasis is laid on the art of criticising whatever is brought to notice, and skill in spreading and developing rumors is valuable.

Ability to use correctly words of five and six syllables, whether meaning be understood or not; to construct such sentences as shall give the instructor in Rhetoric ample opportunity for using red ink; to clothe in the popular idioms of the day the choicest sentiments and profoundest truths. It will be of great value to the student if she be able to write by the light of her intellect alone, as lamps are forbidden after ten o'clock.

### II. LITERATURE.

The following books must be read before entrance:—

- Butler's "Key to the Abode of the Blest."
- Ransom's "Wherewithal."
- Paul's "Certificate of Scholarship."
- Morgan's "Admissions."
- Burrell's "Programme of a Happy Life."
- Case's "Work for Idle Hands."
- Torrey's "Use and Abuse of Pins."
- Whitmore's "Homeward Bound," *or*
- A. Council's "Guide to Higher Spheres."

### III. GEOGRAPHY.

#### 1. Topography of Wellesley and vicinity.

(a) Thorough knowledge of the paths of the College grounds, their directions and terminations. Text-book for this course, the sign-boards.

#### (b) Ability

1. To trace the course of the canal which the barge traverses in its passage from the station to the College, or
  2. To bound the Athletic Field, and describe the verdure peculiar to that tract.
2. Familiarity with the cloud-lands is essential, as students find it needful to soar to unknown spheres, especially when the point under discussion is in a nebulous condition.
3. Knowledge of the underground regions is also helpful in descending to unheard-of depths found in various sections of the Land of Learning, especially in Baker's grounds.

### IV. HISTORY.

A brief history of the Class of '95, including the cause and result of the '95-96 Snowball Fight (which never occurred); the adoption of the New Curriculum; the Shell Compromise of June, 1893; the Presidential Campaign for the Senior year; and a brief summary of the steps toward liberty taken during the reign of this class.

### V. MATHEMATICS.

#### ARITHMETIC.

*Fundamental Rules* in the *Profit and Loss* of lending and borrowing money.

*Fractions* of time which may be spent in recreation.

*Compound Numbers* of lessons to be prepared.

*Proportion* of time to be spent on each lesson.

*Percentage* of time and strength to be devoted to Domestic Work.

*Square and Cube Roots* of all evils (to be extracted by grinding).

The Hill-Wood *System of Weights and Measures*.

#### ALGEBRA.

*Involution* of any given Freshman to the degree B.A.

*Evolution* of class quorums.

*Radical* characteristics of persons who are *exponents* of degrees of strong-mindedness or *Co-efficients* of higher powers.

*Quadratics*, in which a Harvard or other youth completes the equation by doing the square thing.

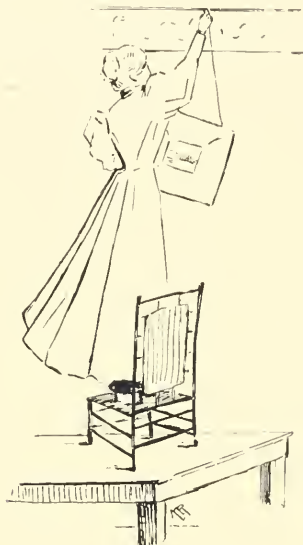
*Ratio* of a Freshman compared to the world at large: first, in September; second, after the mid-years.

*Proportion* between Freshmen who flunk and those who do not.

*Progressions* from Freshmen to Seniors.

#### PLANE GEOMETRY.

As found in the arrangement of a student's room.



Propositions similar to the following must be solved:—

Theorem: If a girl five feet tall wishes to place a picture hook on the moulding twelve feet from the floor, she will do it.

Let *A* be the girl, and *B* the spot on the moulding where the picture hook is to be placed.

Drop a  $\perp$  from *B* to the floor, and draw the table to that point.

Superpose a chair and stool upon the table, and prolong it by the addition of four feet of girl and two and one-half feet of arm.

Then, by construction, the picture hook will coincide with the moulding.—*Q. E. D.*

#### VI. LATIN.

Grammar, emphasis on the synopsis of *amo* and *amor* (useful after college).

*Jones' exercises* are necessary, as out-of-door exercises are difficult to obtain.

*Cæsar's Class (ic) Wars.* Four Books.

Bellum Freshmanorum.

Bellum Sophomorum.

Bellum Juniorum.

Bellum Seniorum.

*Cicero's Seven Orations on the Seven Deadly Sins.*

- I. Abstraction of an inexhaustible supply of oranges.
- II. Feeble-mindedness in running lock boxes.
- III. Buying flowers.
- IV. Walking slowly up the Chapel aisle.
- V. Borrowing books from the library.
- VI. A too diligent study of the section book during prayers.
- VII. Having the other six found out.

*Ovid's Metamorphoses* of Valedictorians to Freshmen may be substituted for *Virgil's* "Siege of the Academorum Councilorum" and the "Establishment of Presidents in Unfamiliar Precincts."

## VII. GREEK.

Grammar and composition.

*Xenophon's* latest novel, "Anna Basis."

*Homer's* "Conquering of Numbers" or "III I Add."

"Hallucinations," or "Odd I See," will be found helpful.

## TIMES AND PLACES OF EXAMINATIONS.

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THE time is to be appointed at the discretion of the instructor who gives the examination. It will probably not be before the candidate reaches Wellesley station for the first time, although the candidate must be prepared to have preliminary examinations at any time after she starts from her home. The examination time usually ends at the close of the Freshman year, although a candidate who is especially youthful in appearance is liable to be given unexpected examinations even to the close of the Senior year.

The place is to be appointed according to the wishes of the instructor, without regard to the feelings of the candidate. During the first busy days it has generally been found most convenient to give the examinations in the General Office and at the First Floor Centre. Later in the year, the corridors, the dining room, and even private rooms are used. During warm weather instructors occasionally have open-air appointments.

For the benefit of candidates who have not been trained in preparatory schools especially adapted to Wellesley, the following sample examination paper is submitted:—

### EXAMINATION.

Of the following questions, answer V. first, then answer II., III., and VIII., and as many of the others as time allows.

- I. How old are you?
- II. Where is your home?
- III. Do you live in the Main Building?
- IV. Do you like your roommate?
- V. Have you been homesick?
- VI. What studies do you take?
- VII. Have you been out on the lake?
- VIII. Don't you think that Wellesley is beautiful?
- IX. Shall you join the Beethoven Society?
- X. Have you been to the village?

# ADMISSION ON CERTIFICATE.

## RIGHT OF THE STUDENT TO CERTIFY TO HER OWN GOOD QUALITIES.

As a substitute for the examinations mentioned on another page, the student may offer certificates of scholarship, health, and moral character. Whichever course be pursued, it is customary for the student to offer for consideration additional verbal certificates as to her qualifications. Such certifications are generally considered as supplementary to those on moral character. In offering these certificates students will observe the following regulations:—

(1) Application for attention to her claims must be made by the student from the preparatory school, for proper effect, not later than the first week of her stay in Wellesley, before she is too well known.

The dinner table is recommended as an appropriate place for entering all applications.

(2) The application should always be accompanied by full information with regard to "Our High School" and its courses of study. At this juncture the Wellesley Sophomore provides a far-away expression, which betokens her growing interest, and this should be gratified by further details as to "our class," its motto and colors.

(3) If the first attempt or attempts prove successful, the process of certification should be continued for three months, or until January of the first year.

(4) All certifications should be made to show distinctly that every position of honor in the gift of "our class" has been filled by the student.

Whenever any variation has been made in the usual order, if, for instance, the student has been president of the debating club and orator of her class, in place of the more regular Senior president and valedictorian, a special apology should be offered for acceptance or refusal.

Salutatorians and vice presidents are sometimes admitted.

(5) Special advancement along particular lines, as politics, classic lore, art, Greek letters, or the drama, should be distinctly brought out by the student; such information is absolutely essential for the future adjustment of society.

(6) Any student whose certification is deficient on September 20th of the year following her entrance to college, in more than two of the preliminary subjects (mentioned under 4), or in more than three of the finals (mentioned under 5), may be refused admission. In any case students are received on probation only, and on satisfactorily establishing the statements of their certificates are received to full membership.



## ADMISSION TO ADVANCED STANDING.

CANDIDATES for advanced standing must fulfil the requirements for admission to the athletic class, and must also be prepared to meet special requirements for the position to which they aspire.

Students from other colleges may present their anthropometric tables for the consideration of the Faculty, in connection with their examinations.

### ADVANCED STANDING.

(*a*) In Attendance on Chapel.\*

Course I. (Required of all students) : Propædæutic to Courses II. and III.

At twenty minutes past eight students must show a remarkable celerity in reaching the Chapel before the doors are closed. This course has five appointments per week.

Course II. (Elective) : Open to those students who have successfully completed Course I.

This course requires a sufficient amount of physical strength to oppose the energy of those who are trying to close the doors, combined with enough strength of will to force a way through a narrow aisle, crowded with fellow-students, to the advanced position desired.

Course III. Open to students who have completed Courses I. and II.

The aim of this course is to secure the first place in the outgoing procession at the close of Chapel services. The endeavor has been made to render the course comparatively easy, since the courses preceding it are exceedingly difficult. The only obstacle to perfect success is the fact that all students are equally eager to obtain the most advanced standing in this course. All that is necessary is to take the end seat in the row assigned to the student, and persistently and firmly to refuse to move in toward the center, notwithstanding any criticism that may be passed. Having succeeded so far, it is an easy matter to secure advanced standing in the course by stepping into the aisle as soon as the organ begins to play. This course has been so successful in the past that we can heartily recommend it to all students.

(*b*) In the Elevation of the Masses.

The principal requirement for advanced standing in this course is a faculty for total abstraction. Students should have the power of concentrating their attention upon the object directly in front of them, whatever it may be (notices on the elevator bulletin board being especially recommended

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\* Courses I., II., and III. are supplemented by lectures from time to time throughout the year. These lectures are open to all members of the College, but are especially adapted to the interests of students doing advanced work in one of the above courses.

as attractive and interesting), so that they can pass into the elevator completely oblivious to other applicants. This will enable them to elevate themselves, and in so doing they will make way for the elevation of the masses in the future.

*(c) In the Sta(i)ring Course.*

This course consists in holding one's position on the staircase opposite the Chapel on Sunday mornings after church. Since there is but one appointment a week, the course heretofore has been overcrowded, and it has become necessary to limit the number of students electing it. Students are advised, therefore, to consult the schedule committee as promptly as possible. Students taking this course should be incapable of losing their temper, as they are obliged to withstand a multitude of large sleeves and wide-brimmed hats, belonging to inconsiderate persons who persist in passing up the staircase, to the great disturbance of those earnestly engaged in the work of the course.



*(d) In the Post Office: a course in Boxing.*

Students are advised not to try for advanced standing in this course unless they have unusually good certificates in regard to their health and character, as strength and infinite patience are absolutely required.

At least thirty minutes before the hour appointed for the boxing, the student must seek out a position in the Post Office where she will inconvenience as many people as possible, and, fixing her eyes on the glass case where the boxers are kept (to preserve them for future generations), must await the full "Let-ter box," which delights the heart of the aspirant, and makes the blood dance in her veins. Throughout the entire performance she must remain immovable, allowing no exclamation of impatience or disgust to pass her lips when she is jostled or crowded by people who desire merely to come and go. Any one having completed this course may feel well equipped for whatever contests later life may present.



## SPECIAL STUDENTS.

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THE presence of Special students is eagerly desired and encouraged. In fact, those who are not specially students are earnestly advised not to enter their names upon the college register. All courses in the curriculum are open to them, and especial attention is paid them by the teachers. It is advised that they pursue some one line of work with great thoroughness.

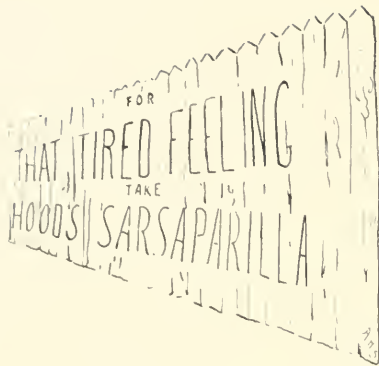
Special Grinds are often very successful, and are most cordially welcomed by instructors. It is often advantageous to continue this work all four years, for though it renders most of the degrees unattainable, certificates of work accomplished will be cheerfully granted. Unusual health must be guaranteed before entering this course.

Special Bores and Special Grumblers have sometimes been admitted, and worked with great satisfaction to themselves. These courses are often combined with advantage.

Special Geniuses in any line will find ample opportunities for the exercise of their intellects. They may be sure of finding a great many pleasant companions in all the courses.

For the first two years special accommodations will be provided for Special Students.

There was a Special student bright,  
A young but brilliant satellite,  
Who often heard, with rapt delight,  
A little bird which sang by night.  
The other students laughed with glee,  
But she, alas! no joke could see.  
Until they gayly did decree  
Her little bird a frog must be.



## E XAMINATIONS.

“TEMPORÆ ET MORES.”

THE following suggestions, while of value to all students, are intended especially for the guidance of that small but ambitious band who come each spring to take their preliminary examinations. It is believed that a careful study of the following rules will save this too-long neglected class of students from many of the hardships their excessive modesty has hitherto brought upon them.

1. Pay no attention to the clamorous and authoritative “This way for the College,” which salutes your ear as you alight from the train. A quiet walk in the mellow June sunshine will add much to the vividness of your first impressions of Wellesley, upon which the success of your Freshman work in English will so largely depend.

2. Inquire of some policeman in the village for direction to the College. Follow his directions carefully and you cannot miss the way. Proceed till you come to a sign, “No One is Allowed to Enter these Grounds on Sunday;” turning in there, follow the path until you come to a flight of steps, being careful not to mistake Stone Hall for College Hall. Note, however, (1) The sign has lately been removed. (2) Stone Hall is not built of stone, and thus closely resembles the description given you of College Hall. Do not, however, mistake it for that building.

3. On reaching College Hall, pass around to the north door and ring the bell. Send your card to the President, and request that she conduct you to the room appointed for your examination. Beware at all times of seeking information from any but authoritative sources.

4. Do not provide yourself with paper, but haughtily inform the person in charge that you had supposed Wellesley College furnished paper for her own examinations. This will show judgment and independence.

5. You will now be under the necessity of visiting the bookstore. Never feel any hesitation in asking any one you meet to escort you there and back

to the P. L. R. The College requires an hour's daily exercise from each student.

6. Always take the elevator in going to an examination on any floor other than the first. Otherwise you might arrive on time, thus calling attention to yourself, which is at all times undesirable.

7. Make a hasty survey of the questions. Should there chance to be any among them which you are prepared to answer with facts, note them briefly. Such answers are unique, and are sometimes accepted, but are always lacking in interest and originality.

8. In general, therefore, no such questions appearing, write at considerable length on some subject of your own selection, taking care only that it be not too unmistakably suggested by anything in the question. The training thus gained is exceedingly valuable in developing the important powers of imagination and invention, while you will at the same time furnish the instructor with a varied and helpful course of reading.

9. Be careful to write your name on the first sheet only. In assorting the papers the eye of the instructor will thus become trained to distinguish minute differences of chirography,—a practice which may prove invaluable to her.

10. Be very careful not to strain the mind too continuously. Sharpen your pencil frequently throughout the hour. This distracts the attention of other students, and is believed to be a powerful factor in the prevention of nervous diseases arising from too great concentration.

11. Always place on the floor all pencil shavings, waste paper, etc. This provides work for the unemployed domestic girl, and tends to stimulate in her a "genuine sympathy with all workers."

12. Above all, be sure that your mind is completely vacant after each examination; carefully dislodge any particles of knowledge that may still persist. This principle of relaxation has long been known and practiced in some departments of the College; its importance cannot be overestimated.

NOTE.—To the effect that the foregoing recommendation be the better carried out, it is advised that the student get her skates sharpened at the approach of the examination season. This, however, is useless in June.

## DEGREES.

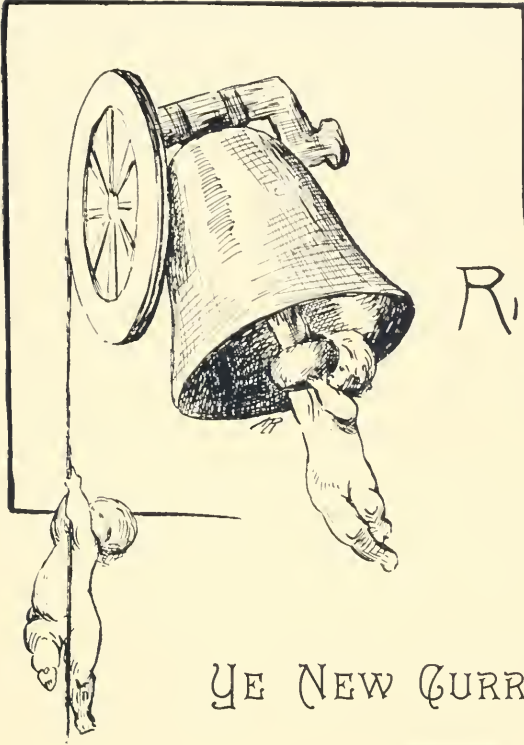
THE following degrees are conferred upon members of the College with the consent of the Trustees.

1. B.A., a degree of Brain Activity. The whole college course is especially adapted to aid the student in acquiring this. As the degree required is very small, it is usually obtained.
2. B.M.—The College offers great inducements to the attaining of a degree of Brawny Muscle. These are a fully equipped gymnasium and well-organized out-of-door sports. An hour a day for four years is reserved for the work required to obtain his degree. It is to be regretted that so few students take honors in this course.
3. M.A.—Only those having taken the degree of B.A. can hope to attain any degree of Mental Acuteness.

To encourage the student, the poorest attempts will be crowned with a Degree of Worry early in the course. Besides these usual degrees, there are others offered for especial courses.  $180^{\circ}$  in posture is sometimes attained by a thorough course in gymnastics; while if this be supplemented by a full course in elocution, the student may attain nearly  $360^{\circ}$  in the same subject, with a good Degree of Grace.

The numerous societies offer especial attractions for obtaining a Degree of Popularity early in the course. This is the only degree conferred by the students.

The full Degree of Conceit has been withdrawn since the Class of 1894 graduated.



Ring out the old,  
Ring in the new

## YE NEW CURRICULUM.

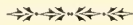
As in old time in divers places when that a custom or law became obsolete, ye people met together for to consider ye cause thereof and how that it might be remedied; so did ye Class of '95, after such days as they were Sophomores, join together to see if that they might be able to assume ye New Curriculum which had been given to their sister '96, and whereby henceforth she was to regulate her college course. And as it ever fareth with those who go straightway to accomplish a thing, so did it fare even with ye Class of '95.

It came to pass after divers and many meetings, wherein many and divers opinions were testified, both of like and mislike, that a petition was drawn up to ye end that ye Academic Council grant to '95 ye New Curriculum, henceforth with ye degree B.A. Then did each member of ye Class make careful study and investigation of ye work whereof she was accomplished, and even so of ye work yet to be done, until that every girl might readily fulfil all ye requirements with such substitutions as were enumerated in ye petition and submitted to ye approval of ye Academic Council.

I wot not well how that so great a piece of undertaking be done, but, ye signatures of each and every student being obtained, forthwith was ye petition sent to ye Council to be thereon enacted.

Certes it is not dainty to be so much in suspense, but when that time was ripe, ye petition, by ye most courteous grace of ye Academic Council, was granted. Then was ye Class of '95 no more severed into two bodies, ye bachelors of science and ye bachelors of arts, but moreover in sooth was one united whole, to bear henceforth ye blessed degree of B.A.

Long live ye New Curriculum. In health and prosperity long may it live, and may it wax even to a ripe old age, like as did its ancestor, ye Old Curriculum.



## GRADUATE INSTRUCTION.

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GRADUATES of Wellesley and other female institutions of equal rank may pursue at the College any course in which it is possible to obtain a sitting, provided only they bring with them the proofs of former sittings. They are held in great respect by the younger members of the community, and are given the kindest personal attention by the Faculty. They are amenable to such terms of the usual contract as may be ascribed for them by the photographic council. If the work is done in non-residence, the finished proofs will not be delivered earlier than two years after the sitting. Only graduates of Wellesley may take the entire work in studios other than the main one, but in that case they must employ branch studios. It is well for them to order all finished proofs at one time, though two years may be spent in sittings.



COURSES OF . . .

INSTRUCTION.

# THE DEAD LANGUAGES.

WORN OUT BY CONSTANT USE.

GREEK . . .

EPITAPH.

Beneath this cold and earthy sod  
There lies, enwrapped in dust and clod,  
My Greek.

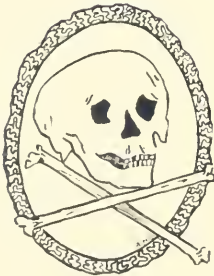
Step lightly, stranger; do not wake  
From slumbers sound, by chance mistake.  
My Greek;

Lest, walking with me night and day,  
A ghost should haunt me on my way,—  
My Greek.

O thou whose sleep I'll not disturb,  
Tho' oft my thoughts thou didst perturb,  
My Greek,

May blessings be upon thy head,  
While lying lowly in thy bed,  
My Greek,

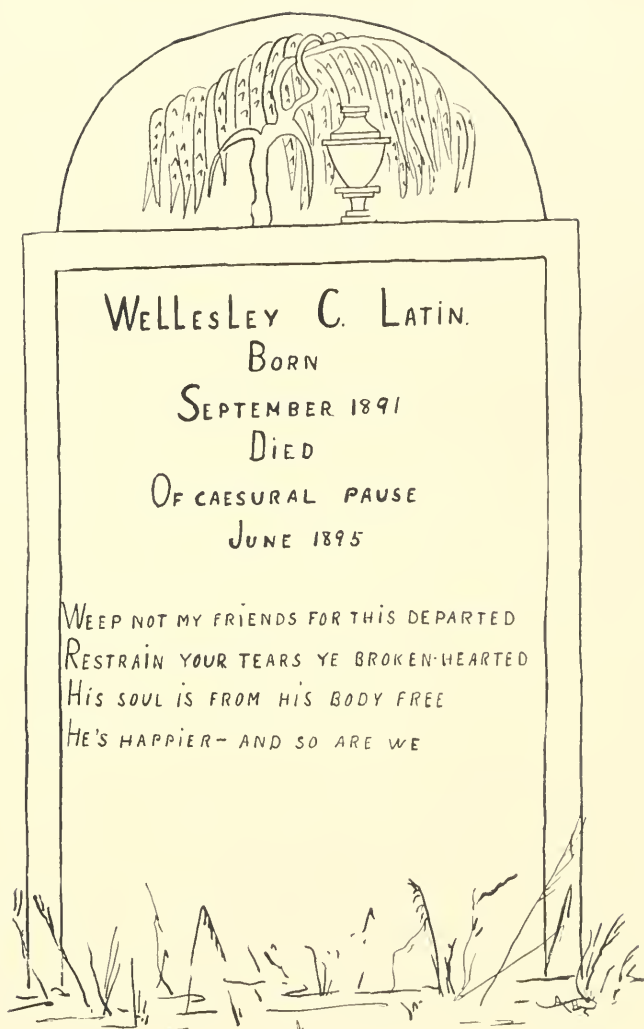
Thy tomb serene so shelter thee  
That thou canst never trouble me,  
My Greek.



BITUARY . . .

“ Silence is golden.”

LATIN . . .



IN MEMORIAM.

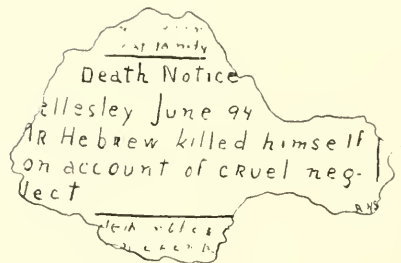
Bury him deep, bury him deep,  
There's no one to mourn him, there's no one to weep.  
In the midst of Room D's busy whirl and confusion,  
To think that there's time for regret is delusion.  
Bury him deep, bury him deep,  
He's gone to a land where he'll evermore sleep.

Under the snow, under the snow,  
When he lies in his coffin, and winter winds blow,  
Past his grave will the feet of the gay students patter,  
But to them will his death be a trifling matter.  
Under the snow, under the snow,  
Unheeded he'll be as they pass to and fro.

Under the grass, under the grass,  
When the summer rains beat o'er his mouldering mass,  
And when Nature is robed in her garments of satin,  
Not one bitter tear will be shed for poor Latin.  
Under the grass, under the grass,  
He'll slumber in quiet while summer months pass.



## HEBREW . . .



As a LEGENDA reporter was passing Music Hall, her attention was attracted by a faint odor of smoke. Proceeding in the direction whence the odor arose, the reporter soon came upon a scene unparalleled in history or literature. In a sequestered nook stood a little old man, whose name, as the reporter afterwards learned, was Mr. Hebrew. His face was small and wizened; his hair was in disorder; his eyes were wild. Floating from his hat and from his garments were long strips of paper with strange hieroglyphics upon them. The reporter could see only a part of the English letters which headed the sheets of paper, "—animations, June, 1894." As the reporter watched, the old man suddenly opened a long wooden box that was on the ground, stepped in, and closed the cover. Click! The

lock had sprung. The reporter now ran forward, and shook the lock, endeavoring to release the old man from his suffocating prison; but in vain! While she was trying to force the lock, she heard a crackling noise behind her. She turned about and discovered that she was standing on a fuse. She sprang aside, extinguished a fire smouldering on her skirt, and then turned to set her foot on the creeping sparks. Too late! They had already reached the box containing the old man, and in a moment all was over. As the body of the deceased was exceptionally dry it was consumed quickly. The long strips of paper, however, were found unburned among the ashes. It seems that there was something in the nature of the paper that rendered it indestructible.

The result of the investigation of the sad case, made by the indefatigable LEGENDA reporter, is the revelation of the fact that Mr. Hebrew had been in affluent circumstances, but that of late years he had fallen into disfavor; had lost not only his wealth, but also his friends. Such disheartening events, combined with his own barren nature, led him to seek relief in death, the only relief possible.

The LEGENDA reporter gathered the ashes of the deceased with the greatest care and reverence. They are to be interred at midnight, with appropriate ceremonies, under the slab upon which rests the model of Jerusalem, Fourth Floor Centre, College Hall. The following verses are to be carved upon the slab:—

Stranger, in this neglected spot is laid  
A man of pedigree, though little known,  
His few chance friends no progress with him made,  
And left him soon without a tear or groan.

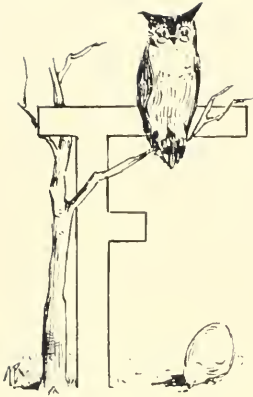
Full many a maid with merry heart and eye  
Refused to pass him in her daily course.  
Full many a man is born, like him, to die  
A victim to election's dreadful force.

## GERMAN.

---

MANY years ago lived there then, in the midst of a great forest of know-everything trees, a little maiden. In this forest, moreover, lived there also an animal of the genus Examinationis Bugbearius. Feared very much the little maiden this great growling monster; and from him, all the times that she was able, ran she away. Once as walked she among the trees, forth came he to her and said, "Where go you, little maiden mine?" Moreover, in fact, since she his language knew not, to talk to him very difficult was, but she said, "To a German, Examinationis, go I." "And what expect you there, mine little maidchen?" "To tanzen und singen there, in sooth, expect I." "May I have the favor of accompanying you, little maid?" "With the greatest of pleasure," said she. Then off to a big square cave led her, this bad Bugbearius, and her shut therein. But instead of dancing und singing put he to her many awful questions, which forthwith to answer was she obliged before again she could go out. "Give me," said he, "a proverb." "Know I none but only, 'Work is worse than the pestilence,'" said she, and to cry began. "Oh dear, oh dear, I wish I were dead!" she cried; but growled he thereupon at her, and more and more frightened her. At last, when found he that she to answer any more questions had not been able, let he her go away; and ran she, and ran she, and ran she away off into another country, where no Examinationis there was. When at last felt she safe, threw she herself upon a soft and pleasant mossbank, und sighed, "If that is what people a German call, no more I of them desire." Therefore all the rest of her days lived happily the little maiden, and heard she of the Examinationis Bugbearius never again.

## ROMANCE LANGUAGES.



RENCH . . .

### THE OWL AND THE CHICKEN:

A FABLE THAT LA FONTAINE MIGHT HAVE WRITTEN.

An owl waked up ere the sun went down,  
And wrinkled his brows in a knowing frown,  
Not to be scared by the sun's bright light,

With many a wink,

And many a blink,

He gazed at the objects within his sight.  
Below him a little chick pecked at the ground,  
Rejoicing in each juicy worm that he found;  
The chicken was lazy, kept taking a nap,  
Because he was thinking that life was a "snap."

"O ho!" quote the owl, "young chicken, I see  
You deem life too easy. Now listen to me,  
And take my advice, which is good and quite free.  
If you keep on scratching as slowly as that  
All the rest of your life, you'll be poor as a rat,  
And no fortune have for a chance rainy day.  
Last night as I sat in a drizzling rain,  
I watched a man bury a measure of grain;  
He buried it deep and then fled away.

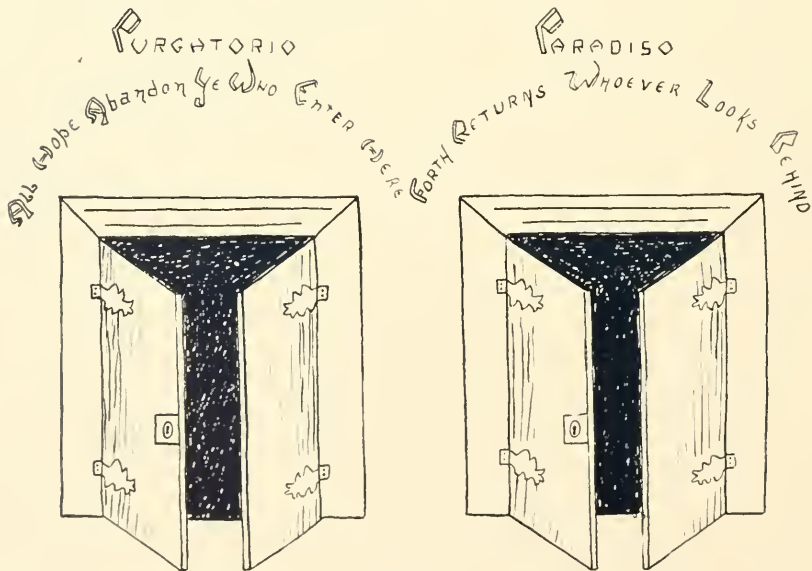
"Now, chicken, I'm old, and my wants are few,  
I don't eat grain, but I know you do;  
So if you are thrifty and dig away fast,  
And don't get discouraged, you'll find it at last;  
And then you'll be wealthy, the envy of all,  
Can live at your ease,  
As proud as you please,  
And never need do any work at all."

The chicken fell to and scratched up the ground,  
 Now backwards, now forwards, now round and around.  
 He found many worms and grew fat and proud,  
 Till he was the best-looking fowl in the crowd.  
 Though he never discovered a bit of the grain,  
 He learned that the words of the owl were true,  
 And told them to me as I tell them to you:  
 Work was the treasure and thrift the gain.



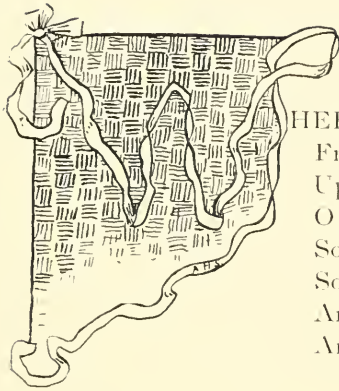
ITALIAN . . .

WE know of some brave ones who have dared the  
 perilous portals, but we know not where they are, since,  
 in either case, they might never return.





SPANISH . . .



HERE are the students fled?  
Frozen, and mayhap dead  
Upon some other bleak but learnèd shore?  
O quest'ning soul,  
Some other goal,  
Some other path allures their feet,  
And French or German seems more meet;  
And Spanish sounds within these halls no more.

Why are no students here,  
Within the sacred sphere  
Of Spanish Don Quixote's magic spell?  
O quest'ning soul  
Perhaps some goal  
In other lands is held more high,  
And Spain is left to droop and die,  
Where are the students? Who, O who can tell?



## RHETORIC, ENGLISH COMPOSITION.

### I. GENERAL SURVEY.

It is the aim of this course to so weave a complete knowledge of rhetorical principles into the very heart of the student, that they may be at her disposal through her whole college course. Each student is expected to contribute one careful paper embodying her first impressions of Wellesley. These papers are of great value to send as testimonials to young women contemplating a college course.

The work of the course is a training in description, narration, and criticism. Instruction in the minor points of paragraphing, capitalization, and punctuation is found unnecessary, having been thoroughly mastered in preparatory schools.

The following paper was written after only two weeks' instruction:—

Main building.

Wellesley college.

Oct 3, 1894.

My Dearest Sister Cynthia;

I promised to write you all about Wellesley, but where shall I begin to tell you about this place, more wonderful than tongue or pen can tell. I will begin where all of us begin our College career—i. e. at the Chapel. When I first saw the girls surging and pressing in at the Chapel door, I made up my mind that there must be something very attractive inside. They say that sometime there will be a new Chapel with doors as wide again, so as to avoid the ruffling of temper and of dresses. The first thing that attracted my attention in Chapel was the Seniors. They wear long black Mother Hubbard cloaks and the queerest stiffest arrangement on their heads. They call them caps, but its a missnoma for they are really hats flattened out with a square black board and tassel. I asked my roommate if she supposed that they were in mourning for anybody or anything or whether they were preparing to enter the Holy Orders

but she did not know and hadn't dared to ask. The Faculty sit on the Freshman side in the gallery so that their learning may have the highest possible relief one of the sophomores told me, but I don't believe a word of it.

When I first went to Chapel I expected to forget for a little my wretched homesickness, but neither the opening hymn,

"Work for the night is coming"

nor the second

I'm but a stranger here  
Heaven is my home

tended to dissipate the lump in my throat. But the thing that makes me most homesick is not Chapel, it is Shady, the feline member of the Institution. I never see him without a rush of blood to the heart and of tears to the eyes for he does look so much like our dear old Cinders. He is everywhere—during dinner he patrols the dining room. I was somewhat shocked to see him allowed such free use of the library, but they say that he is very busy during the year getting out the Wellesley Catalogue and that his evenings are largely spent in holding Ratification meetings in the Faculty parlor. I must not forget to tell you about the strange statues strewn up and down these classic halls. In the Browning Room there is a statue called the Reading Girl, but she looks to me more as if she were placed there as a warning to all students who attempt to dress after the ten minute bell. Will you believe me when I tell you what Cousin Ned said the night he came out from Harvard? He didn't seem a bit shocked, but just chucked her under the chin, saying; "Good morning. Have you used Pear's soap?"

The Backwoodsman is the is the most respectable honest looking statue here, he is properly clothed and in his right mind and yet the girls laugh and wonder whether he employed a custom taylor and whether his shoes (foot-wear the girls say) are hand-sewed. I can understand their fun about his shoes for they do look very much like the worsted slippers the girls wear here.

There is also a very interesting statue at the first floor centre in the shadow of the staircase. It was quite a puzzle to me, until one of the girls explained it. It represents Nydia protecting a shipwrecked and half drowned girl from the pirates who are in hot pursuit. I must take a course in History of Art, so as not to be ignorant about the classic masterpieces. I have not given you much more than quarter of my impressions, but the ten o'clock bell rang five minutes ago so I must close.

From

A. X. Y.

## II. EXPOSITION AND CRITICISM.

One of the most valuable features of this course lies in the training of the imagination. This is secured by requiring from each student one or more specimens of original verse. Sophomores, whose poetic talent is latent, are advised to repair to the room of some Senior of known literary ability and write from dictation.\*

The following is given as an illustration of the excellent quality of the work sometimes secured in this course.

### TO THE GONG.

O thou who every morn with threatening tone  
Dost call me from my well-belovèd sleep,  
To look upon a pile of books, a heap  
Whose very covers even make me groan.  
O thou who comest by thy power alone,  
When mighty thoughts are taking leap on leap,  
And in my lessons I've begun to steep,  
And makest me go to bed where all have flown,  
I call thee now a very fickle elf,  
Who never lets a mortal rest in peace  
While she on Wellesley's waves is borne along;  
But even now, to please thy wicked self,  
Dost call to work or from it give release,  
Thou inconsistent, horrid, noisy gong.

## III. ARGUMENTATIVE COMPOSITION.

To adapt the course to the needs of the present Junior class, the work has been considerably lightened by dropping the previously required debates. The Annual Junior Temperance Debate is believed to furnish other classes with sufficient training in this line.

The following piece of argumentation will show the great value of the course in aiding the student to form clear and well-founded opinions on burning questions of the day.

### SHOULD THE TREE NOW CLAIMED BY THE CLASS OF '95 AS ITS CLASS TREE, BE ALLOWED TO REMAIN ITS EMBLEM?

Trees have been known from the very earliest history. Indeed, they had grown to gigantic size, and their habits were carefully studied, before the step of man e'er echoed through the silent forests, for man as yet was not.† The home of the first man was in a forest, where was a good sample of every kind of tree; and imagination paints a most attractive scene of

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\* If two unemployed Seniors can be found, much time will be saved. Verse produced in this way has been known to receive such favorable comments as "easy," "graceful in form," "coherent," "good."

† See Le Comtes' Geology, page 55.

the first couple sporting beneath the shade of a tall sycamore tree, while the graceful palm bends its stately head to whisper secrets to the apple tree next it, and polar bears frisk up and down the trunks of the sturdy maples yonder.\*

At the time of the flood, doubtless, fine sawed planks came from the sycamore and maple for the ark, and their companions waved their giant arms in fond farewell as the ark sailed away; and the spattering of the ever-increasing, relentless water caused by such motion, ere the trees were buried from sight 'neath the raging gulf, might be likened to tears, proving them to be trees of a sympathetic nature. So in all history these trees have had their share; and had they but recorded it, we should have had one more history reference book to struggle for in the library. Ah,

“Of all sad words of tongue or pen,  
The saddest are these, ‘It might have been!’” †

Having thus shown that the sycamore-maple is a tree of noble pedigree, let us consider the particular tree in question. On the extreme eastern border of the campus of Wellesley College, about halfway between the avenue and the board walk leading from the Main Building to Stone Hall, stands a tree planted with all the skill of the one hundred and twenty-five girls, more or less, known, in May, 1893, as Sophomores. With all their sensations and with all their perceptions they perceived it was a goodly tree, and they thought it was of the order Plantanceæ, genus *Platinus Occidentalis*. But, alas! their occipital lobes and the gardener deceived them, and the botanical department, by focalizing upon it the searching light of its combined faculties, discovered that it was but a *Pseudo Platinus*!

The question before us is, then, shall this *Pseudo Platinus* remain '95's emblem?

An emblem is “an object whose predominant quality symbolizes something else.” ‡

In the first place, then, we believe that the present tree should remain, because we believe it fulfills its duty as an emblem, for its predominant qualities do symbolize something else. Surely, the length of its trunk may fitly symbolize the Soangetaha. There may be other resemblances, also, between the two, but we will not press the comparison further. To others, its general slenderness may suggest the chronic state of '95's purse. The class treasurer of any year will cheerfully furnish proofs for this point. Lastly, the sigh of the wind through its mighty crown of leaves is but an echo of the low dirges once sung on Waban's bank. Thus we have shown

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\* No exact reference for this point can be given, but to prove that it might have been so, read *Swiss Family Robinson*.

† See any volume of *Whittier*, page 421.

‡ *Century Dictionary*.

that our sycamore-maple is a fitting emblem for the Class of '95 because its predominant qualities symbolize something else.

Next, we think we should keep this tree because '94 thought we had better. This she announced to the world as her final decision after deliberate consideration by saying that "'95 is sick o'more trees.'" In proof of this, any member of '94 will tell you that she has heard them say it hundreds of times, which is further proved by the fact that it may be found in the '94 LEGENDA.\*

Thirdly, the Pseudo Platinus has an advantage in name over the Platinus Occidentalis; an advantage which should make it dear to every loyal '95—for has it not more sweet P's?

It may be objected that it is unconstitutional to keep this tree, since our class annals record a different choice, and it would be easier to change the tree than change the constitution. But we hold that it is not unconstitutional to retain the present tree, on the following grounds; it is known to have been whispered about the College that '95 always gets what it wants, and wants a good deal,—a whisper of which the authorities have heartily approved.† Now, if reference be made to the afore-mentioned annals, it will be found that the class voted to have as its emblem the sycamore tree; and this she has! But, if she has been bright enough to get not only a sycamore, but a maple besides, all in one, let no cry from the envious classes who cannot even keep their own trees alive, trouble our valiant spirits.

One more argument I have to present. This tree was planted for '95's benefit only. Between the Platinus Occidentalis and Pseudo Platinus there is but a slight difference in the shape of the leaf, and one shape is just as "good form" as the other; moreover, we had just as "leaf" have one shape as the other. So we are satisfied with the tree, and it would "bore us horribly" to change it. What! change the tree that has grown up with us,—beneath whose spreading arms we have had so many happy hours after our Junior teas, in whose shade so many of us have dreamed love's long dreams! Away the thought, base traitor! It must, it shall be right to keep our tree. Every loyal '95 will join hands about thee, will scream herself hoarse in calling thy praises, will protect thee to her heart's last beat!

Having thus proved on grounds of Century Dictionary, friendship, economy, and emotion that the present tree should remain '95's emblem, we beg leave to say that we have concluded that the tree now claimed by the Class of '95 as its class tree, should be allowed to remain its emblem.

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\* Page 209.

† See New Curriculum and Senior privileges.

#### IV. NEWSPAPER WORK.

This course has commonly been classed under the head of domestic work, and is now for the first time put on a proper footing with other English courses. Its aim is to develop in the student the power of rapid and wise selection. For this purpose students electing the course are required to extract all important items from a morning paper between two successive strokes of the Chapel bell. Selected daily themes are then written on the library bulletin board.

Graduates of this course are eligible as reporters or editors on the staff of the *Review of Reviews*.

#### V. DEBATING COURSE.

That this course be given, it is necessary that it be elected by at least four students, as the instructor cannot be expected to act as second for either side.

#### VI. DAILY THEMES.

This course allows a very wide scope for literary work. There is no subject which may not be treated; on the contrary "no subject" is often treated with great success.

The following will serve to give some idea of the character and quality of the work expected:—

##### "AND THE COCK CREW."

"L-e-y-Ellesley!" It sounded faintly on my sleepy ears "'Ellesley!" And I dreamed that the red rose was warring the white, and bands of gypsies with dancing steps urged on the fray. Light-winged Psyches and black-robed figs— "L-e-y-Wellesley!" It grew louder, and the vision vanished,— "'Ellesley!" And I dreamed that strange faces thronged the water's edge, and as the reveille sounded many boats came gliding over the water,— "L-e-s-l-e-y-Wellesley"; and all the people shouted. But the familiar words seemed unfamiliar as the strange voices took up the call. "L-e-s-l-e-y-Wellesley." Louder and more strange it sounded on my waking ears, "'Ellesley." I awoke, and all was still save the cocks were crowing shrilly, and the horn of a distant boatman was mingling with their cries.

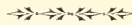
##### CHASING AN IDEA.

I found a little idea just a minute ago in a far-off corner of my brain: it was a pretty little idea, but very shy. I approached him politely and cautiously, but he ran away as soon as he saw me. Then I ran after him, not wishing to lose him, and for a while succeeded in keeping him in

sight; but, spite of all efforts, I could get no nearer. At last I had almost reached him; I was just putting out my hand to grasp him, when with a most provoking little laugh he whisked around a corner and was gone,—utterly gone. I could not find a trace of him anywhere, though I looked, and looked, and looked. I was sorry, for I did not want to lose him; he was bright, and fresh, and cheery. But he ran quite away, and I have not seen him since. Has anybody else seen anything of my little idea?

#### SENTIMENTALITY.

Sentimentality is a brain affection, which seizes the maiden mind between the ages of sixteen and twenty. It is extremely contagious, and one of its chief indications is the strenuous maintaining on the part of the victim that she is entirely free from the peculiar affection. Other symptoms may be seen in the inordinate desire to purchase flowers to lay at the shrine of the beloved, and in the great difficulty of pursuing intellectual work. The objects of adoration change rapidly, and the frequency and severity of the attacks usually indicate the length of time that the infection will remain in the system. On account of its contagious and injurious character, every caution should be used to keep it out of a community. As soon as the least symptom appears the victim should be quarantined until all danger be passed, when she should be thoroughly disinfected and returned to her companions.



#### ENGLISH LITERATURE.

THERE is no better way to show the excellence of the Literature Department than by publishing specimens of the work done in the different courses. Before any of these scholarly productions are written, the student has a thorough drill in the History of English Literature, and while studying this is so imbued with the spirit of the great poets, and inspired with enthusiasm, that frequently masterpieces are found among the many admirable papers. The following ballad and Chaucerian specimen show how completely the student is transported to other days, and how appropriately she can fit that old-time spirit to this *fin de siècle* age, somewhat as that renowned magnate made the punishment fit the crime.



THE COLLEGE GHOST.

Where hae ye been, my bonny lass,  
In milk-white dress so fair?  
Your cheek is pale, your eye is bright,  
Unkamed your yellow hair.

Where hae ye been, wha hae ye seen  
That makes ye look so fell?  
"O waly, waly, wae is me,  
This night o' which I tell.

"It fell about the Martinmas  
That all alone went I;  
The wind did blaw, fast came the snaw,  
All as I passèd by.

"The hall was dark, the hall was dim,  
The lights were burning low;  
All full of gruesome noise it was,—  
A mirk, mirk night, I trow.

"Then up did start a demon form,  
O mickle did I dree:  
In circles three it waved its arms,  
And beckoned unto me.

"Now ye maun go wid me,' it said,  
'To be my bonny bride.'

"I will not leave this hall,' I said:  
'But I shall here abide'

"Awa! What do ye want wid me,  
Or what hae I wid you?  
I will na go, but here I'll stay  
For aught that ye can do.'

"Methought he took me in his arms  
And louted down the stair;  
And sware by the moon and the stars aboon  
I was his sweetheart fair.

"He had na gone a step, a step,  
A step but barely ane,  
When he let me fall fra his twa arms,  
And left me free again.

"He had not gone a step when he met  
A man wid a lanthorn bright;  
He let me fall there in the hall,  
And fled into the night.

"This demon lover fled awa  
In the twinkling of an eye:  
And naething more I ever saw  
But the murky clouds go by."

“A PROLOGUE? WELL, OF COURSE THE LADIES KNOW:  
I HAVE MY DOUBTS.”

Whan that Septembre, with his dayës hote,  
Is peynting all the trees in every spote,  
And deynte flourës say the sonne good-by,  
And smallë foulës southerward do fly,  
Then wenden many maidës to Wellesley Town;  
And all the day they passë up and down,  
And maken greetings, every one the same,  
But all they wot nat what's th' other's name.  
These maidës longen for to study bookës,  
And eke full learnëd are these maidës lookës;  
They study night and day, nor any stente  
On learning wholly are their mindës bente.  
And whan four yearës quickly are agone,  
Certes, a bright “B.A.” each maide hath wonne.  
Unto the worldë wide she goes ageyn  
To teachen school,—this is the short and pleyn.  
And to this fairë college bids farewell  
And all her mates: there is no more to telle.

The following sonnet will reveal how completely the spirit of Milton dominated the mind of the student, and how exquisitely her pen found expression for the modern spirit of quiet resignation:—

#### INSPIRATION.

When I consider how my life is spent  
In grinding on within this mighty hall,  
And those few talents which I fain would call  
To solve my Math. (for which I have no bent),  
Prove only useless, and do not prevent  
An awful flunk, in wild despair I cry,  
“Wherefore unto this spot came wretched I?  
I have no brains, and never was I meant  
To grind and worry thus my life away.”  
But soon a bright idea has filled my mind,  
And of this bliss a deep draught have I drunk.  
With happy heart I work from day to day,  
And in this thought great solace do I find:  
They sometimes pass who only seem to flunk.

# PHILOLOGY.

## COURSE I.

A study of local dialect forms, tracing their development from the English language, now universally admitted by the best linguists to have been the original tongue from which Wellesley dialect has developed. This includes :—

1. A study of the peculiarities of Wellesley dialect.
  - (a) Richness of the language in interjectional elements. See 3 (*d*).
  - (b) Large proportion of adjectives, as fine, beautiful, sweet, dear, "juicy," horrid, mean. 3 (*d*).
  - (c) The general use of the dual number, as illustrated by a student in the mathematics class: "We couldn't get this result; perhaps we made some algebraical error." See 3 (*e*).

The prevalence of the dual number is believed by some recent philologists to have arisen from the constitution of society in the community, according to which most of the Wellesleianæ are divided into pairs, one domicile being assigned to each pair.

- (d) Almost total disappearance of the masculine gender in nouns.
  - (e) Monosyllabic character of the language as illustrated in such words as the following :—

gym. = English, gymnasium.  
chem. = English, chemistry.  
Shakes. = English, Shakespeare.  
town = English, Boston.

2. Translation into English of idiomatic phrases, as

Cut 'cution and gym.  
Grind math.  
Cram for exams.  
Flunk dead.

3. Study of such phonetic laws as seem to throw light on the origin and development of the dialect. These laws are, in brief :—

- (a) Language tends to change rapidly in uncivilized communities.
  - (b) A change once introduced tends to communicate itself to all members of a community.
  - (c) Communities cut off from the rest of the world tend to develop a peculiar language.
  - (d) Language adapts itself to the temperament of the people.
  - (e) Language is influenced by habits of life.
  - (f) If what is denoted by a word becomes eliminated or extinct, the word tends to be dropped from the language. See 1 (*d*).

- (g) There is a constant tendency among a busy people to drop all unnecessary letters and syllables.
4. Critical study of grounds for believing Wellesley dialect to be related to the English language.
- (a) A common alphabet.
- (b) A few similar prepositions and conjunctions.
- (c) The persistence of traces of masculine forms in certain words and phrases, as
- |                 |              |
|-----------------|--------------|
| Man-dible.      | Free-man.    |
| Man-dolin.      | Fresh-man.   |
| Man-ikin.       | A-men        |
| Mist 'er train. | Long-fellow. |
- “Mister-y of mister-ies.” “Fellow of the opposite side.”
- (d) Wellesleianæ easily acquire the English language, and some, after leaving the colony, have been known to adopt it in place of their own tongue.

It is objected by some believers in the antiquity of monosyllabic languages that the Wellesley dialect is the parent form, and the English language has developed from it. However, the phonetic law, quoted under 3 (g), seems to point to the opposite relation.

It should be said in this connection that this course offers abundant field for original investigation, as the subject has not yet been exhaustively treated; indeed, it is hardly touched upon in the works of such eminent philologists as Brughmann, Paul, or Whitney.

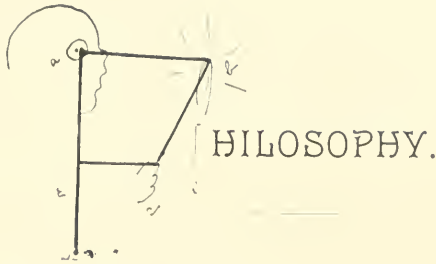
## COURSE II.

A comparison of the written with the spoken language. Students will be required to purchase notebooks of students in History III. and Mathematics VIII. Reference will be made to other notebooks.

This dialect offers an unusually good example of the extent to which the written language may come to differ from the language of conversation. The almost complete monosyllabic nature of the written language is thought by some to be an evidence that the dialect is related to the Chinese rather than to the English; while other linguists, arguing from the omission of vowels, hold that we must trace it rather to a Hebrew origin.

Students are required from time to time to translate at sight from the written to the spoken language passages of average difficulty, as the following: “R’s’n th f’sh d’sn’t h’v m’re k’nds of v’r’rbræ. Th f’sh d’sn’t w’nt to s’t d’wn on acc’t of its tail.”—[Notebook of member of class in Zoo.]

This course is invaluable to students intending at any time to write forensics on phonetic spelling. Such students are advised to take the course during their Sophomore year.



## I. AESTHETICS.

Hegel's theory regarding beauty, with application of principles of aesthetics to objects of local and familiar interest.

The following brief application of the theory of beauty to a single case will serve to show something of the aims and methods of the course:—

### FUNDAMENTAL PRINCIPLES OF BEAUTY.

Anything is beautiful in so far as it fulfills its ideal.

Anything fulfills its ideal when it perfectly expresses in its measure the absolute ideal.

The absolute ideal is characterized by being self-originating, self-directing, self-limiting, self-reproducing, and self-revealing.

### THE BOATHOUSE CONSIDERED AS A TYPE OF BEAUTY.

No one can doubt that it has always been Wellesley's ideal to have a boathouse. We have a boathouse, and this alone is sufficient to show that it fulfills its ideal. Further, we all remember the beautiful water-color sketch displayed some two years ago as the absolute ideal of a boathouse; and when we look on the graceful outlines, stately colonnades, spacious halls, broad verandas, and lofty towers of the boathouse, we cannot doubt that it perfectly expresses in its measure that absolute ideal. 'Tis true we had hoped for a somewhat larger measure. Yet this does not alter the fact that it does express, in its measure, the absolute ideal. However, to apply the principles of beauty more closely, we see that it is

1. Self-originating; for no one has been found who claims to have originated it. Further, nothing can be originated except by something like itself; but there is nothing like the boathouse; hence we are forced to conclude that it is self-originating.
2. Self-directing; for it is an established fact that after its erection it directed its course toward the bottom of the lake at such a rate as to require immediate attention. Furthermore, it was especially self-directing in that no one was found last fall with authority to direct it.

3. Self-limiting: for it limits itself to the accommodation of crew boats and private boats, refusing to admit the stately Portia or the sprightly Prydwin, who from their long and faithful service surely deserve rest and retirement.

4. Self-reproducing, for it has reproduced its self-originating, in the original criticism it has called forth;

Its self-directing, in the builders, who at once directed new and strong piles to be inserted beneath it, that it might not altogether disappear beneath the waves;

Its self-limiting, in the limited funds available for its maintenance.

5. Self-revealing: its real character is rapidly being revealed as the greenness of youth doth peel from off its sides.

Since, then, the boathouse gives expression, in its measure, to all the characteristics of the absolute ideal, it is found deserving of the adjective "beautiful."

*Open to criticism.*

*Given for the first time in 1894.*

## II. APPLIED LOGIC.

The practical application of the rules of Logic to the determination of right conduct.

The following will serve as a type of the problems constantly presented to the class. Explain the principles of logic underlying the following incident:—

Time, 9.30 P. M. Student, who has been playing banjo vigorously, at a knock opens the door and encounters Professor, who mildly remonstrates.

Student.—"I knew there was a rule against playing in study hours, so I thought it was all right to play in Silent Time."

Professor retires.

## III. TYPES OF ETHICAL THEORY.

Psychological investigation of the laws of the scholastic mind to account for and justify ethical methods. These types are divided into two classes.

*a.* Faculty type. This appears in two forms, only one of which is printed below. The reciprocal forms may be easily deduced according to the principles of inference.

1. One school holds that lessons should be such as may be learned within a period of one hour and a half.
2. One school holds that classes should be dismissed promptly at the close of the period.
3. One school holds that rules found necessary for the peace and quiet of the community are binding alike on all members of the community.

b. Student Type. The following is in outline the type usually held by the student:—

1. Senior caps should not be worn during class appointments; this indicates lack of respect for the instructor in charge, and is never practiced in men's colleges.
  - (1) Some students question the exact parallelism here.
  2. Soap, bluing, and other washing material found in the laundry should receive the consideration usually accorded private property, and should never be borrowed except by written permission of the owner.
  3. Members of the Faculty should be allowed to draw books and magazines from the library at their convenience. Any student desiring to consult such books may easily discover their absence by consulting the card on which said members of the Faculty have neglected to charge the volumes.
  4. Members of the Faculty should be allowed free use of drapery curtains. There is no danger of their setting fire to them.
  5. To each member of the Faculty should be assigned a table in the library where she may keep her books, papers, and fountain pen undisturbed. If the present supply of tables is insufficient for this purpose more should be secured.
- Students may procure slates at the bookstore which may be held in the lap, and require no table for their support.
6. No manner of work may be done on Sunday, except domestic work: sweeping should be done religiously at least once a week.

#### IV. PSYCHOLOGY AS PROPÆDEUTIC TO PHILOSOPHY.

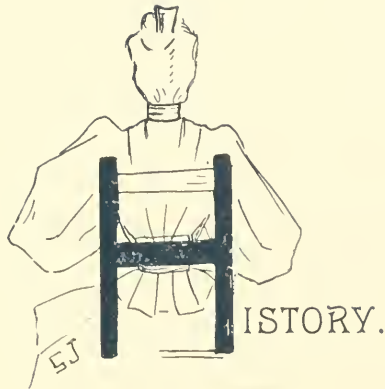
Text-book: Dewey's Psychology, revised by member of Class of '95.  
The principal points of difference are:—

1. The concept is of the particular, not of the general, for "experience shows us that in the concept 'man' we always think one particular man."
2. It is not true that low degrees of sensation are painful; "for instance, moonlight."
3. Some illustrations cited by Mr. Dewey have been slightly altered for the sake of greater vividness, as in the example of the different psychological effect of a fine picture on a cultivated man and on a boor. Altered to read, "on a cultivated man and on a wild beast."

During the second semester the students' grasp of the principles of psychology is tested by simple problems, such as:—

- a.* Give the probable psychological explanation of the following :—
1. The academic council unanimously opposed a suggestion that a committee from their number be appointed to have entire charge of the publication of the *LEGENDA*.
  2. After the first few meetings, *LEGENDA* editors no longer absent themselves when their own manuscript is to be read before the board.
- b.* In the following cases show whether or not the psychological results of the action are likely to be desirable :—
1. The writing up of experiments in laboratory notebooks.
  2. The voting by some organizations to keep rules which they are already bound to obey.





O HISTORY, noble History, at once the despair and delight of our souls, permit us for one moment to sing thy praises unrestrained! Thou art at once the torment and blessing of our race. On thee we waste our freshest strength and maiden energy, our nightly vigils and untiring zeal (not to mention oil and candles), and on thee we squander our last cent for private reference books and slip sheet paper. Each day we offer up to thee a prayer for health and strength.

“Our hearts, our hopes, our prayers, our tears,  
Our faith triumphant o'er our fears,  
Are all with thee, are all with thee.”

Forgive us if we sometimes seem to falter in thy service, if the fire upon thy altar has sometimes burned a little low, and the flowers upon thy shrine have grown a little faded. Even the sturdiest faith will falter, and the truest love grow cold.

Is it strange that on a bright May morning the world outside appears more interesting than the divisions on the map of Europe in 1812?

Do you think we enjoy that morning hour when, mayhap, just out from Boston on the seven-thirty train, we sit like prisoners awaiting trial, vainly hoping it is not our turn to recite; listening anxiously for the sound of that welcome bell, while strains from Faust or Lohengrin, or, perchance, the Bowery Girl, ring idly in our ears? We hear a name, a familiar one,—alas, it is our own,—and blushing to the verge of conflagration, with a courage born of despair, we rise to make it unpleasantly evident that we are “not prepared!” Or, again, we may have spent the evening previous in rushing madly about the library, unable to secure a book, or if successful, may have read three solid hours only to find in class that we have not touched upon the point discussed.

At such times, O goddess, we are prone to feel too much thy blessing, and to cry from out the fullness of our grief:—

“O Love! be moderate; allay thy ecstasy.  
In measure rain thy joy; scant this excess,  
For fear I surfeit.”

And now, O Deity of our creating, forgive us each and all our manifold wrongdoings and low marks; grant us each day a portion of thy blessing and protection, and give, oh give us each, in June, a card!

Below we give a short *résumé* of sample courses in this department.

#### COURSES V. AND VI. CONSTITUTIONAL HISTORY.

*a.* Special attractions.

1. Annual presentation of amateur theatricals in the gymnasium by members of the class.
2. Dress suit parade.
3. Opportunities for midday siestas.
  - a.* Only one member of class required to keep awake at one time. Necessities of the case demand this, as some one must listen for the bell.

#### COURSE VIII. HISTORY OF EUROPEAN CIVILIZATION.

*a.* Best references.

The books we cannot find.

*b.* Advantages.

1. Direct.
  - a.* June examination replaced by informal tea with professor, at which the conversation turns on civilization as a force for good or evil.
  - b.* Skill in use of maps.
2. Indirect.
  - a.* Steady nerve and presence of mind gained in emergencies.

#### COURSE IX. ORIENTAL CIVILIZATION.

Social and literary club composed of a select and privileged few who meet three times a week for purposes of informal discussion.

## POLITICAL ECONOMY.

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It will be found that the courses offered in this department bear directly on many of the problems of student life. Their advantages, therefore, are easily deduced.

First, in studying the industrial history of a nation, many facts are to be learned which throw light on the questions connected with the laboring classes of Wellesley; *i. e.*, those members of the College who, as employees of the Faculty, are training themselves for future domestic life, or for the position of amanuenses. Such problems of the hour as the following are discussed:—

1. Shall all employers be allowed to treat with their employees privately?

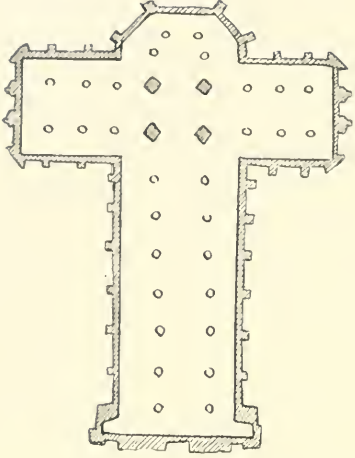
2. May not a sympathetic strike be arranged between different working circles demanding wages other than food and lodging?

3. Is it just that in this supposedly well-organized "Working Girls' Home," one employee should be able to complete her labors for the day by walking down stairs in the morning trailing her skirts after her, while the coinhabitant of her room spends one and one-half hours in the library?

The "Statistical Study of Economic Problems" and the "Historical Development of Socialism" are especially recommended to loyal Society members. Not only are ways and means devised for attracting to the prominent Societies of the day the wandering young souls of the lower classes of the community, but statistics are given as to the good work already done by the various rescue missions in the different parts of the College. It is to be regretted that the creeds of these missions vary so widely that one must choose between them once for all, and "forever after hold her peace." It will be seen, then, that followers of this course are never lacking, and some of the best strength and energy in the College are put into its work.

# HISTORY OF ART.

## ART DREAMING.

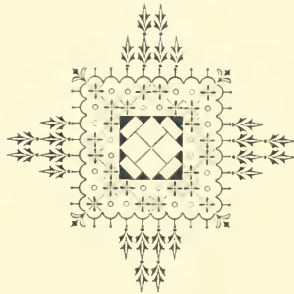


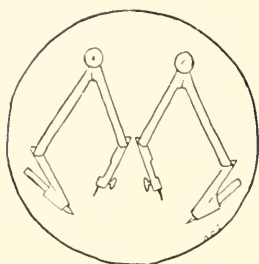
THE day was cold, and dark, and dreary." I was standing in one of the little chambers of the catacombs gazing at Michael Angelo's Last Judgment. I was thinking how the "paths of glory lead but to the grave," when I happened to turn my head and saw the Winged Victory of Apteris coming toward me — *sans* mouth, *sans* eyes, *sans* head. She smiled sweetly, and taking me by the hand she led me through Ghiberti's bronze doors, and we ascended to the nave of Westminster Abbey. Far above my head rose the majestic domes of St. Sophia, while the chimes in the northern tower played "Douce Maria." The

Sante Croce pillars rose in striped contrast to the painted vaulting of Ely Cathedral which lined the domes. At the end of the nave was the beautiful rose window of Notre Dame, and at the sides, each window was one of the panels of the Sistine ceiling. Behind the marble pulpit of Pisa rose, as a sounding board, the Sistine Madonna in a frame of Fra Angelico's Angels. From the north transept I went into the Alhambra, and found the Pre-Raphaelite School in session. They were listening to a lecture on "The Beautiful and its Function in Art," by George Du Maurier. I returned to the Abbey and walked through the southern transept, which was full of statues from Milan Cathedral and mummies from the Pyramids. A secret door opened and I found myself in the Vatican, with Pope Leo X. for a guide. He showed me the plan of his tomb, which the architect of the Chicago Auditorium had drawn up, and told me that the Emperor Constantine was going to erect it for him on the present site of Tammany Hall.

Leo X. led me into a great room, where I heard sweet music and saw the Apollo Belvedere in a dress suit dancing with Venus, who wore an evening gown trimmed with jewels from Thomas à Becket's shrine. Michael Angelo's Day and Night, and Twilight and Dawn were dancing together, as were Donatello's St. George and St. Cecilia, Diana of the Louvre, and Lorenzo de Medici. Leo X. told me these receptions were held every Monday night in the Galilee Chapel, and that only those belonging to the seven hundred were allowed to be present. I passed into the state dining room of Versailles, where cathedrals and statues of ice cream greeted my

eye. The tables were set around an open square, in the center of which were beautiful palms. I was thinking how natural they looked, when David came up to Leo X. and doffed his hat most gracefully. Leo said, "It is 6.15,—time to go to bed; that is all." David disappeared, and in a second the deep notes of a bronze bell broke the stillness; the company dispersed, while Leo X. left me to see that the lights were all out promptly.





## MATHEMATICS.

THE department of Mathematics is open to all students except Freshmen. For them the course is closed, but they are on the inside of this door to knowledge.

All courses of this department offer solutions of practical problems, which are presented day and night to the uninitiated student. Great opportunities are thus given for original work.

COURSE I. Required of all students (much to their sorrow).

### FIRST TERM. — SOLID GEOMETRY.

The entering Freshman cannot realize her good fortune in having this course of training; but the following problems will, we trust, convince her of the necessity of it.

Problem I. Given a door 3 ft. wide and a trunk 3 ft. 2 in. by 4 ft. 8 in. and 4 ft. high. How can the trunk be taken into the room? A similar problem is suggested by the amount of floor space inside the room.

NOTE. The answer generally offered to this problem is, "Leave the trunk in the corridor." We hope sometime to receive a more scientific solution.

Problem II. Given a room 7 ft. by 10 ft. with two beds, 3 ft. by 6 ft., two bureaus  $2\frac{1}{2}$  ft. by 5 ft., a wardrobe 2 ft. by 5 ft., and a stand  $1\frac{1}{2}$  ft. by 4 ft., and four chairs. Required to find the number of layers of furniture and the amount of floor space left for one's feet.

Students who are ambitious might calculate the maximum size of feet that could possibly be accommodated and the probability of being able to turn around.

Problem III. Given two girls passing on a board walk  $3\frac{1}{2}$  ft. wide. If the girls are each  $1\frac{1}{2}$  ft. in breadth and their sleeves extend out 2 ft., how many more boards 6 in. wide, 1 in. apart, are needed to make the board walk wide enough?

NOTE. Previous experience has shown that students are not inclined to seek the right solution of this problem, and avoid it by turning sideways when they pass.

The original work in this course has been extraordinary. Two new axioms, marvelous in the extent of their application, have been propounded.

Axiom I. If two angles of a triangle are right angles, the third is a right angle.

Axiom II. If two planes are not perpendicular, they must be parallel.

SECOND TERM.—INTRODUCTION TO HIGHER ALGEBRA.

As this introduction is rather long, students are requested not to be discouraged. They are sure to meet Mr. Sturm at last, if they do not fall by the way.

Question. Are Mr. Sturm and Higher Algebra synonymous terms?

THIRD TERM.—TRIGONOMETRY: PLANE AND SPHERICAL.

This is an important branch of mathematics, whose value was fully appreciated by the ancients; for "Jacob wrestled with an angle," and "Moses was hidden in an arc."

We offer in this work unusual advantages for the study of surveying; *e. g.*, a burning hot sun, a blinding light, an inability to see what you should, and one instrument. The work and the results in this course are always original; no class ever obtains the results of its predecessors.

Another great advantage of the course is the assistance it offers to a clear understanding of current literature; as the solution of the triangle (societies) mentioned in '94's LEGENDA.\*

COURSE II. Offered to all who survive Course I. ANALYTICAL GEOMETRY OR CONIC SECTIONS.

All fun-loving students are advised to take this course as it is almost comical; we feel forced to admit, however, that few who have tried it have succeeded in seeing the ludicrous side of it.

Illustrations and practical applications of the work are afforded throughout the College. Even the shadows are conical; for example, in the third turn of Domestic Hall the gaslight casts a parabolic shadow.

Problems offered by this course:—

I. Given a bed 5 ft. 4 in. long and a girl 6 ft. tall. Write the equation and plot the curve of the girl.

II. Find the focus of the points of contact of the girls in the bookstore after chapel. Put the curve into position, if possible.

III. Examine the curves, for conic sections, formed by the frantic efforts of embryo skaters on Lake Waban. Apply the same problem to those learning the outer edge.

COURSE III. CALCULUS: DIFFERENTIAL AND INTEGRAL. Open to all who have taken successfully Courses I. and II.

The advantages of this course lie in the ability gained in dealing with infinitely small quantities, such as the space in the elevator, the amount of

\* Page 212.

cream in the ice cream, the good done by the high duster, and the time to do what you please.

We have recently learned that it can be allied to physiology, for by its agency one student has learned that her brain is infinitely small, and is studying how it shall take an increment.

We offer but one problem under this course as illustrative of others. It is one of our most important daily calculations.

Problem. Compute the amount of space allowed to each girl in the chapel.

This might be solved under the Freshman course, but the result is so small, that it would be lost if it were not for the infinitesimal calculus.

#### COURSES IV. AND V.

Withdrawn, to absorb moisture.

#### COURSE VI. MECHANICS, CELESTIAL DYNAMICS, GEODYNAMICS.

“Who chooseth me must give and hazard all he hath.”

The chief accomplishment of those who enter this course is the power to state fluently what they are studying.

Problems in this course will be given to the ambitious student on application.

#### MATHEMATICS, XIII.

This course is commonly known as Logic, but that it falls naturally under the general branch, Mathematics, is shown by the following silly gism.\*

Logic is a thing that begins with “log.”

Logarithm is a thing that begins with “log.”

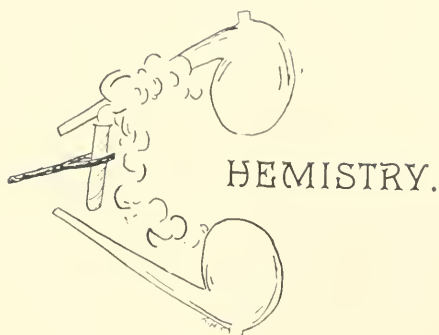
Therefore logic is a logarithm.

Therefore logic is mathematics.

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\*“Gism” is an old Anglo-Saxon word meaning joke.





## COURSE I. GENERAL CHEMISTRY.

As this course is offered to Freshmen, as well as other students, we insert the following fairy tale to attract the attention of the little ones.

### FATE OF KING CHEM.

Once upon a time on the great highway of a valley, under the brow of a mighty hill, a beautiful castle stood. Its architecture was neither Romanesque, nor Gothic, nor anything else, but it had an individual style, which was very impressive in its simple grandeur; indeed, there never was and never will be another such building. No Gothic structure, however, in its towering spires and slender turrets, had the inspiration which was expressed in the numberless tin chimneys which adorned the roof of this great dwelling; no Romanesque cathedral even suggested the strong massiveness which was stamped on the noble timbers of the castle thinly coated with yellow paint. No sky-line could be more æsthetic or artistic than that presented by this building. Hundreds of people climbed the hill daily to look down upon the mighty castle.

Here dwelt a great monarch who was called King Chem. As his real name was only a vague mystery, he was formally spoken of and addressed as Chem-mystery. He was a member of a large family whose name was Science; people commonly said that Chem-mystery was a branch of Science, but this was only their abbreviated and undignified way of referring to his genealogical tree. He was a powerful ruler, and held sway over a great class of beings who were called scientific students, and the individuals of this class were simple elements. Gossip said that Chem examined the elements, and investigated the laws governing their combinations; and gossip for once was right, for he had a Faculty for examining students, and for regulating their combinations in rooms, divisions, and classes.

In his marvelous kingdom wonders never ceased, for he was devoted to experiments under all conditions. Each year individuals came under his power, each an element free and simple, a molecule, the tiniest thing that can exist by itself, and he brought these elements together. Very often they combined, because the affinity of one student for another was strong; and then the individuals were no longer molecules, for they could not exist by themselves. Often a very strong flame with fierce heat was required for the experiment, and then, too, a reaction often set in. Even when these combinations were made the molecular, or combined weight, of the students was very small, for it was only twice the specific gravity; and even the scientific student is not over grave and serious.

Chem did not confine his experiments to fixed periods, although one of the laws of his kingdom was called the Periodic Law. Chem himself made observations all the time, and kept a mighty notebook. This the students seldom saw; but it might have been well if they had seen it, for it might have shown them the error of their ways.

One day he summoned all the people to hear some of his great observations. When the people were gathered together he opened his book and read:—

Night observations.

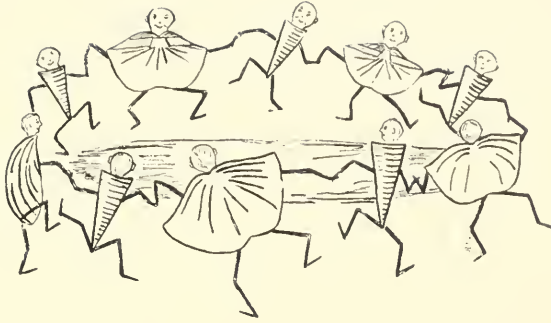
Night-traits.

1. The elements support combustion after ten o'clock.
2. The striking of a large piece of iron has no effect upon many combinations; on others it has anything but a composing effect.
3. A noise often takes place in the dark between the elements of a combination.

Night-rides.

1. Late trains—unattended—disastrous to elementary combinations.
2. Cold and snow increase activity of the elements.

Here a great shout rose from the people and drowned the voice of the sovereign. The indignant people cried: "Down with the observer! Confine him in the castle." With a sudden rush the elements overpowered King Chem, and carried out their threat. Ever since Chem has lived in confinement in the castle, it has been spoken of as the New Chemistry Building.



## GEOLOGY.

STUDENTS in this course are given an opportunity to win fame by writing and publishing a book called "Stones of Wellesley," to be used as a text-book here. To students undertaking this task we would suggest that the several chapters be devoted to the various remarkable and interesting stones found here; and in illustration we give the following, a few from many which might be mentioned:—

(1) Stone Hall.

A curious stone of great size, strange structure, and marvelous composition.

(2) Grave stone of '87's tree.

Question of interest: Why should a living tree have a grave stone?

(3) Stones found in a certain plum jam served frequently in College Hall.

Remarkable for the large number found in a small quantity of the jam.

(4) Stumbling blocks.

For these stones the student conducting the research is referred to the dark alcoves of the library. Great care is necessary in these observations.

(5) The grind stone.

There are two varieties of this stone. Interesting statistics of one variety can be obtained from every student member of the College. For the other variety the investigator is referred to Class Historians and LEGENDA editors as the best authorities.

## MINERALOGY.

For students electing this course we offer the following warning:—

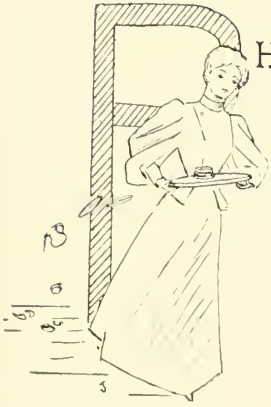
### THE MINERALOGY CHERUBS.

Through the fifth floor centre I chanced to stray,  
And a picture saw that artists might paint;  
Rows of cherubs who through the long day  
Blew tiny pipes to some hidden saint.

Their cheeks were fat with the effort of blowing,  
And they played away till the light grew faint,  
Yet no audible tune from their pipes was flowing  
To the strange, mysterious, hidden saint.

And no adoration the cherubs felt,  
On the virtues of no hidden saint were musing;  
Each cherub was blowing that she might melt  
A metal which never would yield to fusing.

## PHYSICS.



LADIES electing this course will find it of great practical value, as the following testimonial, furnished by a former student in the course, will prove:—

•• I have taken Course I. in Physics, and find the study of the laws of (my) nature very interesting and improving. Never before could I explain my desire to sleep late in the morning; but when in this course I learned that a 'body at rest would rest forever,' I had no more scruples in yielding to the temptation. Moreover, when, in rushing through the corridors, I came into collision with Faculty, I felt no embarrassment; for I had learned that a 'body in motion must move forever in the same direction unless acted upon by some force outside of itself.' In the first case, this force was in the rising bell; in the second, it was in the Faculty, and the Faculty is the greatest force with which a body contends.

•• The law of the indestructibility of matter was of great use in my dining room domestic work, for I no longer feared the overturning of a tray of pitchers, or the downfall of too high a pile of butter plates; no longer did anxiety for the handles of the cups oppress me, for the great law taught me that matter could not be destroyed. To be sure, these laboratory experiments often failed to give the results which were compatible with the law, but our instructor told us that we must not expect our experiments to give the proper results at the first trial; we must have patience; and I was willing to try the experiment often.

•• Another law which guided (my) nature was that 'every action has an opposite and equal reaction.' For days I would deliberately grind, for I knew a most delightfully lazy period must inevitably follow. This slight warning was sufficient to prevent me from being funny and amusing, for I learned that 'the melancholy days would come.' Poor LEGENDA girls! I would sigh; what a sandwich of grave and gay their life must be!

•• My text-book taught me that pressure was exerted equally on all sides of a body immersed in water. In my laboratory work, which is Course II., I found that this law had much wider extension; that the pressure was equal on all sides of a body trying to buy a ticket to the Glee and Banjo Club concert. I hope these discoveries of mine will be inserted in the revised edition of the text-books.

•• The law, however, which relieved me of the most anxiety was that concerning the conservation of energy. No matter how weary I was, I could

comfort myself with the thought that all my energy was still intact. I could worry to my heart's content; I could rush madly through the corridors, or hasten from one building to another, knowing that thus the complete sum of all my vital energy could not be in the least diminished.

“Looking over the grand results of this training, I would advise all my friends to take Physics.”

X. Y. Z. W.



## ASTRONOMY.

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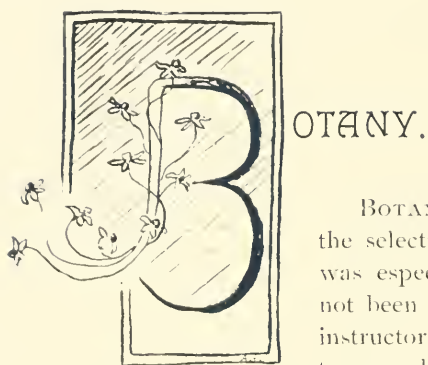
THIS course offers a study of the stars,—a study for which Wellesley affords excellent opportunities. All the ladies are advised to take it, as especial interest lies in the fact that in every course there is a star, and every star has her course. Each year new stars appear above the Wellesley horizon, and each year many familiar stars start on longer orbits. Besides the greater stars there are many lesser ones, so that intimate acquaintance with some one star is open to all. Moreover, each lady is encouraged to become a star. Stars from other horizons often stray into the Wellesley sky, generally on Monday evening, and may be observed through opera glasses.

Opportunity for original work is offered in this course in the study of the stars which shine on Boston; such as Julia Marlowe Taber, Irving and Terry, and the *prima donnas* of the Grand Opera. This work must, however, be entirely original, no consultation being held with the instructors previous to the observations; and the examinations and results must be strictly private.\*

This course is very popular, although few choose to take it seriously enough to matriculate.

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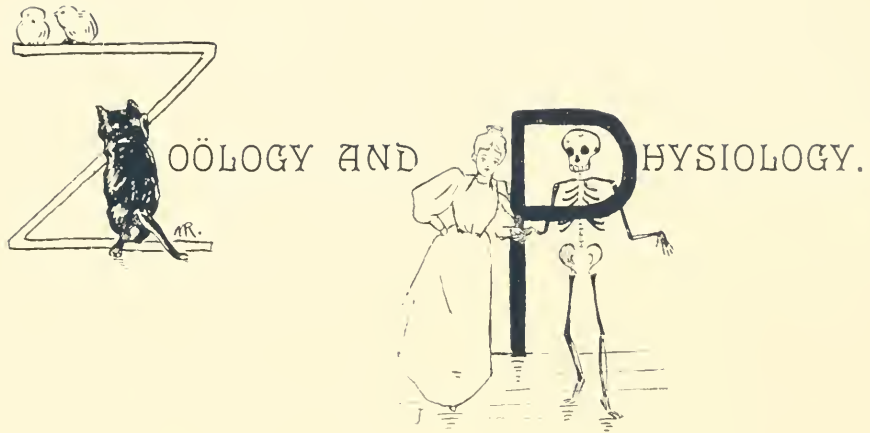
\*Since the above was printed, changes have been made in this course. It is no longer open to Freshmen and Sophomores. For their benefit, however, the results of the work done in this line by the upper classes will be made public.



BOTANY is chiefly valuable in assisting the classes in the selection and care of their flowers and trees. '95 was especially fortunate in this respect, for had it not been for the opportune suggestion of a Botany instructor, '95 might still have been doing reverence to a maple tree; but as it is, she has taken one step more in the direction of her ideal sycamore, and at present does homage to a sycamore-maple.

It is presumably by the advice of the Botany Department that the class trees are transplanted to the selected spot in May, and that this ceremony is done in the early morning, as quietly as possible (it may be that excitement is as bad for a young tree as for a young child). For the benefit of those students who will enter next fall, it may be wise to state just here, that the flowers found in the First Floor Centre every morning are not raised by the Botany Department for the comfort and cheer of homesick Freshmen. However, this department does have a garden and greenhouse, where all kinds of beautiful plants and flowers are raised; but these are not for sale, as the student discovered who tried to buy a pink rose for her senior — "friend."





This department aims to give the student a thorough knowledge of animal life from a morphological, physiological, anatomical, histological, embryological and evolutionary point of view.

### I. GENERAL BIOLOGY.

Each student is presented with a pet cray fish, which she usually succeeds in killing by too much care.

### II. GENERAL ZOOLOGY.

This seeks to propound and investigate questions of deep physiological interest, as:—

1. Where is the amœba's skeleton?
2. Why doesn't a fish drown?  
Because it can swim.
3. Why do birds have foliage?  
Because they belong to the Audubon Society, and do not believe it right to wear feathers.
4. Why does a quadruped have five legs?
5. Why does the rabbit have a tail?  
"There's a divinity that shapes our ends."

### III. ANATOMY OF THE CAT.

This course seeks to lessen the number of feline specimens in and around Wellesley, and furnishes rare brick-à-brack in the carefully preserved skeletons.

### IV. EMBRYOLOGY OF THE CHICK.

This course gives a practical knowledge of incubating, and those students living near the laboratory are expected to rise at midnight, if necessary, and feed the gaping mouths of the motherless chicks.

### VI. PHILOSOPHICAL ZOÖLOGY.

This (like the rest of Wellesley College) deals with the "survival of the fittest."

### VIII. ELEMENTARY PHYSIOLOGY AND HYGIENE.

Required of Sophomores. Two hours per week with "lab" periods which may be cut *ad infinitum* (with a certain condition).

### IX. GENERAL PHYSIOLOGY.

Of great advantage in bringing before the mind such useful facts as: that man is not radially symmetrical; that man is not a two-legged quadruped; that man breathes with lungs, not with the diaphragm, although those who have had Sophomore elocution might not suspect it; that the heart is a very complicated organ.



Fair Wellesley is a College  
 We all know very well  
 Where many sprightly maidens  
 In search of knowledge dwell  
 These maidens all have hobbies  
 Which they uphold full well  
 And in a worthy race they try  
 Each other to excell.



She for the crew is striving:  
 An enthusiast is she  
 Another gives attention  
 To the Art Society  
 And one is quite devoted  
 To bicycle no doubt.  
 But the latest hobby to be seen  
 Is the strangest hobby out.



A band of sprightly maidens  
 Start forth in hope and pride.  
 Yclad in mightie armour  
 With a bottle at the side,  
 And in their hands an instrument,  
 'Tis hardly like a spear,  
 Nor yet a tennis racquet.  
 I'll confess its very queer





This weapon has a handle  
 That's long and straight and thin,  
 And at one end there hangs a bag  
 To catch their booty in.  
 Its like the contribution bags  
 In church used long ago  
 The one was meant for money,  
 The other meant for—oh!



Oh! can you guess its purpose?  
 They wave it round and round,  
 First stretch it high above their heads,  
 Then drop it to the ground.  
 Geometric figures they describe,  
 A circle, arc, or plane,  
 But can these charming maids, you say,  
 Be rational or sane?



Ah, yes, they're sane as I am,  
 As rational as you.  
 They only seek Orthoptera  
 Because they study Zoo.  
 And if you do not comprehend  
 These words of Wellesley lore,  
 Allow me further to explain,  
 It's bugs they're looking for



## DOMESTIC SCIENCE.

This most instructive course was given up last year because there were so few members of '94 who seemed inclined to adopt a domestic life. However, in times past this department has done good work, and many valuable statistics have been obtained. For the benefit of those who contemplate adopting "domestic work" as a profession, the following scanty items have been gathered as a possible aid. If, for example, Wellesley College eats 10,304 potatoes in a week, experience will soon teach how many two people will eat.

Further helpful calculations are as follows:—

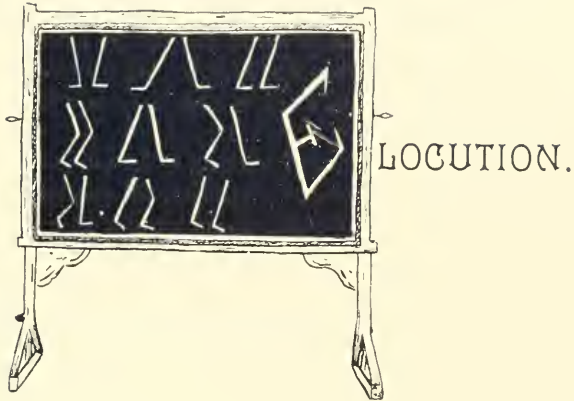
1. The College consumes 136 chickens a meal. If the 101,472 eggs which we use in a year\* were allowed to hatch, they would furnish us with a chicken dinner every day for three years.
2. We eat 10,304 potatoes in a week. These would line the avenue from the Main Building to the restaurant. The supply for a year would reach to Boston and back again.
3. The 127,008 quarts of milk used yearly would supply 31,752 poor families with a generous allowance of milk for a day; or would furnish milk enough for 21,121,280 cups of tea,—a supply which would last 10,156 maiden ladies with three cups apiece per day for a full year. The quantity of milk allowed is sufficient to weaken the tea to such an extent that it would not keep them awake at night.
4. The flour barrels for a year, if piled one on top of the other, would make a tower twenty-one times as high as the Main Building.
5. The 800 pounds of sugar and 765 pounds of table butter used in a week, would make sauce for 13,000 pounds of plum pudding.
6. We consume 340 pies a meal. If we had pies once a week for a college year, they would carpet a main corridor from one end of the building to the other, and enough pies would be left over for one lunch.
7. There are 10 bunches of bananas used a meal. This amounts to eating in a year three times as many bananas as there are volumes in the library.

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\* A college year is approximately 36 weeks.

8. If we use eight boxes of oranges a meal, it would supply one girl with domestic work during her whole college course to count the oranges used in a year in order to see that none were carried from table.
9. If ice cream invariably appeared after roast beef, it would take 132.480 quarts of milk to furnish cream for the ice cream. We should judge that one bottle of extract would be sufficient for flavoring.





THERE is no department in the College where the work has such a vital connection with other departments and with the daily life of the student as has Elocution. We see its influence everywhere,—in College Hall Dining Room, in the sweet and modulated voices of the girls; in the “harmonic poise” of a student as she hurries from the fifth floor of the Main Building to the third floor of Stone Hall in less than ten minutes; in the clear and strong voices heard in class recitations; in the soft and melodious whispers at the concerts on Monday nights. The students are so enthusiastic that they are wont to practice after ten o’clock, and one may often hear faint “lä, lä, le, lo, loo’s,” or the gentle murmur of Tennyson’s “Brook,” disturbing the midnight quiet. Just as to the ears of the scientist, the trees, rocks, animals, all repeat the strain, “Evolution, Evolution,” so to the ears of the Wellesley student the atmosphere is full of the sound of “Elocution, Elocution.”

## PEDAGOGICS.

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[THE following development lesson has been worked out with great care, following the models given by De Graffe and Smith, and is especially arranged for the use of the editor-in-chief of the '95 LEGENDA in her conference with the following LEGENDA board. By a little adaptation other officials having dealings with LEGENDA boards may find it suggestive.]

Review carefully all the tradition relating to LEGENDA publication. Be sure that the children understand and remember all legislation as previously developed before proceeding to the development of a new point.

Object :

To cultivate discrimination, literary judgment, and *caution*.

Point :

To develop the idea of and teach Grind.

Materials :

Thirteen '94 LEGENDAS, thirteen '95 LEGENDAS.

Statements :

We call jokes about people Personal Jokes.

A Personal Joke from which the name of the person may be directly inferred is called a Grind.

Method :

*Teacher*.—(After having members of the class read selections from '94's LEGENDA.) To what class of writing do these selections belong?

*Child*.—These selections are humorous. (The teacher must not expect mature criticism at this point.)

*Tr*.—What do we call such bits of humorous writing?

*Cz*.—We call such bits of humorous writing jokes. (If the previous work has been thoroughly done there will be no difficulty in securing this answer. If, however, the children cannot be led to give this term, the teacher should supply it and furnish the children a sufficient number of examples from the '95 LEGENDA to fix the term thoroughly in the children's minds. In this work the teacher should be careful to select her illustrations from the best sources only.)

*Tr*.—You may each of you open your '94 LEGENDAS and find a joke. (Teacher should have the class read the jokes they have found.) Now these are all jokes. What differences can you see in them?



*First Ch.*—Some of them are new ones and some are old ones.

*Second Ch.*—Some are funny and some are not. (Teacher here explains that all jokes are funny, and reviews definition of "joke.")

*Tr.*—Now you may open your '95 LEGENDAS. What do you notice about these jokes?

*Third Ch.*—Some of them are about people, and some are not.

*Tr.*—We call jokes about people personal jokes. (Teacher writes definition on board, and class repeat in concert.)

*Tr.*—What is the name of the person to whom your joke refers?

*Ch.*—I do not know. The name is not given.

*Tr.*—Would you like to know the person's name?

*Ch.*—No. The person might not like to have his name known. (The teacher may rest assured that he is making proper use of the development method if the first child called upon gives this answer.)

*Tr.*—Each child may read me a joke from the '94 LEGENDA. (Children, after diligent search, read.)

*Tr.*—What name do you give to these jokes?

*Ch.*—These are personal jokes.

*Tr.*—How do these differ from the personal jokes you read from the other book?

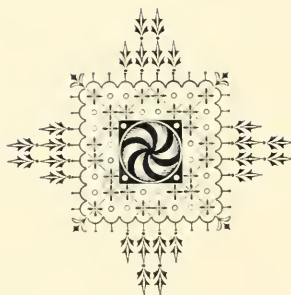
*Ch.*—I can tell the name of the person to whom these jokes refer. (Some child may say, "These jokes are funnier than others." If so, the teacher must carefully explain the child's mistake, as no further advance can be made until this impression is removed.)

*Tr.*—What is the name of a joke of this sort? (Some child may know the name, and if so will be gratified by this opportunity to suggest it. Otherwise the teacher will supply it.)

*Tr.*—What, then, is a grind?

*Class.*—A personal joke from which the name of the person may be directly inferred is called a grind. (Teacher writes definition on the board, and children copy on the title-page of their LEGENDA notebooks.)

For busy work the teacher may ask the children to find an example of a grind in '95's LEGENDA. This will keep the class profitably and pleasantly occupied for a limitless time, if care is taken to prevent discouragement at their failure to accomplish the task.



MUSIC . . .

# MEDLEY.

FROM "OPERETTA OF THE FOREST."

Words by  
HELEN LOUISE WILDER.  
FOREST LORD.

Music by  
MAY BELLE WILLIS.

Silent and still, si-lent and still, are the for-est glades. Oh,

The first system of the musical score is in 3/4 time with a key signature of one flat (B-flat). It features a vocal line in the upper staff and a piano accompaniment in the lower two staves. The lyrics are: "Silent and still, si-lent and still, are the for-est glades. Oh,"

where are the sprites who are wont to fill its friend - ly shades?

The second system continues the melody in 3/4 time. The lyrics are: "where are the sprites who are wont to fill its friend - ly shades?"

Who m-der the star-light's twinkling glance, Laugh and fro-lie in

The third system concludes the piece in 2/2 time. The lyrics are: "Who m-der the star-light's twinkling glance, Laugh and fro-lie in"

MEDLEY.

mer - ry dance, Waking the ech - oes with their song the whole

The first system of the medley consists of a vocal line and piano accompaniment. The vocal line is in G major, 2/4 time, and contains the lyrics "mer - ry dance, Waking the ech - oes with their song the whole". The piano accompaniment is in G major, 2/4 time, and features a simple harmonic accompaniment.

night long. List, list to the notes of our mas-ter dear, He

FULL CHORUS.

The second system of the medley consists of a vocal line and piano accompaniment. The vocal line is in G major, 2/4 time, and contains the lyrics "night long. List, list to the notes of our mas-ter dear, He". The piano accompaniment is in G major, 2/4 time, and features a simple harmonic accompaniment. The system is marked "FULL CHORUS." and includes a key signature change to D major for the final measure.

callth us while we slumber here, Wake nymph, wake dryad, wake spirit bright :

The third system of the medley consists of a vocal line and piano accompaniment. The vocal line is in D major, 2/4 time, and contains the lyrics "callth us while we slumber here, Wake nymph, wake dryad, wake spirit bright :". The piano accompaniment is in D major, 2/4 time, and features a simple harmonic accompaniment.

MEDLEY.

Quick-ly tripping, soft-ly slipping, From the land of shadows deep,

The first system of the medley consists of a vocal line and piano accompaniment. The vocal line is in G major, 2/4 time, and features a melody of eighth and sixteenth notes. The piano accompaniment is in the same key and time, with the right hand playing chords and the left hand playing a simple bass line.

Where the moonbeams sly-ly dipping, Catch the fai-ries fast asleep,

The second system continues the medley with a similar vocal melody and piano accompaniment. The piano accompaniment features a more active right hand with chords and a steady bass line in the left hand.

Midst slumb'ring shadows, slumbered we From its dreamy depths we have come to thee,

The third system concludes the medley. The vocal line has a more melodic and sustained quality. The piano accompaniment is more complex, with the right hand playing chords and the left hand playing a bass line with some rhythmic variation.

MEDLEY.

Tripping, tripping, light - ly skipping, Dancing light-ly fai - ry measures

Sly - ly dip-ping, swiftly skipping, dancing out our endless pleasures.

SWEET PEA.

A danc - ing blos - som fair am I, On dain - ty fair - y wings I

MEDLEY,

fly, From dream-y shad-ow-land to bring, A lov-ing wel-come

to my king. We children of the for-est sing, We

FULL CHORUS.

chil-dren of the for-est sing, A lov-ing wel-come to our king. A



MEDLEY.

lov-ing wel-come to our king, We children of the for-est sing. A

The first system of the medley consists of a vocal line and piano accompaniment. The vocal line is in a soprano clef with a key signature of one flat and a 2/4 time signature. The piano accompaniment is in a grand staff with a key signature of one flat and a 2/4 time signature. The lyrics are: "lov-ing wel-come to our king, We children of the for-est sing. A".

lov-ing welcome to our king. A loving welcome to our king.

The second system of the medley continues the vocal line and piano accompaniment. The vocal line ends with a double bar line and a repeat sign. The piano accompaniment also ends with a double bar line and a repeat sign. The lyrics are: "lov-ing welcome to our king. A loving welcome to our king."

FOREST LORD.

Chil-dren of the for-est all, An-swer to your mas-ter's call From the

The third system is titled "FOREST LORD." and features a vocal line and piano accompaniment. The vocal line is in a soprano clef with a key signature of one flat and a 2/4 time signature. The piano accompaniment is in a grand staff with a key signature of one flat and a 2/4 time signature. The lyrics are: "Chil-dren of the for-est all, An-swer to your mas-ter's call From the".

MEDLEY.

world so wide a dry - ad fair Has wan-dered to-night to our

The first system of the medley consists of a vocal line and piano accompaniment. The vocal line is written in a treble clef with a key signature of one flat (B-flat) and a time signature of 2/2. The piano accompaniment is written in a grand staff (treble and bass clefs) with the same key signature and time signature. The lyrics are: "world so wide a dry - ad fair Has wan-dered to-night to our".

for - est glade. From the world so wide with lov - ing care She

The second system of the medley continues the vocal line and piano accompaniment. The lyrics are: "for - est glade. From the world so wide with lov - ing care She".

lead - eth a ti - ny spir - it maid. This boon she asks of our

The third system of the medley concludes the vocal line and piano accompaniment. The lyrics are: "lead - eth a ti - ny spir - it maid. This boon she asks of our".

MEDLEY.

fai - ry band. A wel-come, wel - come, wel-come, wel-come,

wel-come glad to our shad-owy land. A ti-ny lit-tle bud am I, But

I shall blos-som by and by. I can-not tell what I shall be. You

MEDLEY.

must with patience wait and see, A name, you know, must suit me well. Tho'

The first system of music features a vocal line in the upper staff and piano accompaniment in the lower staff. The key signature has one flat (B-flat) and the time signature is 2/2. The vocal line begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The piano accompaniment consists of chords in the right hand and single notes in the left hand.

what I'll be no one can tell. Oh, who can tell what name will be A

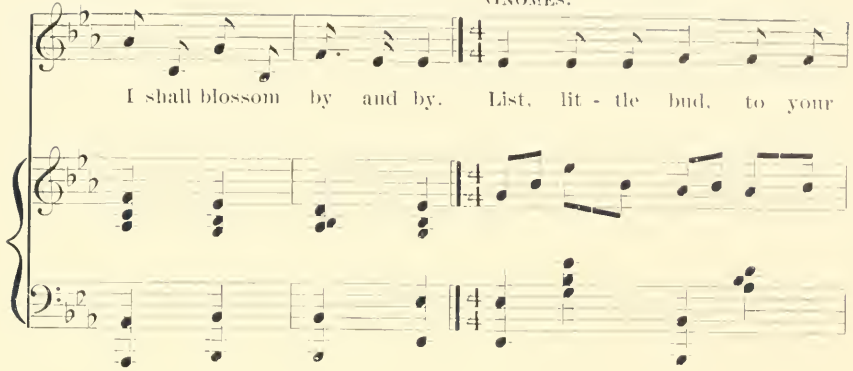
The second system continues the melody. The vocal line starts with a half note D5, followed by quarter notes C5, Bb4, and A4. The piano accompaniment continues with similar chordal and melodic patterns.

name that's suit-ed just to me. A ti - ny lit - tle bud am I. But

The third system concludes the phrase. The vocal line begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The piano accompaniment provides harmonic support throughout.

MEDLEY.

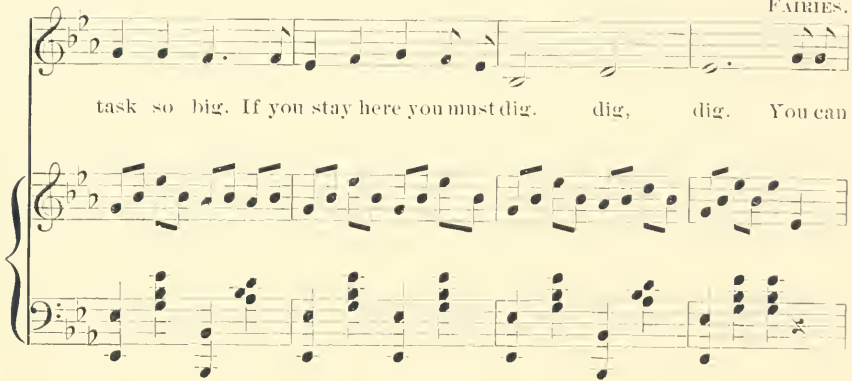
GNOMES.



I shall blossom by and by. List, lit - le bud, to your

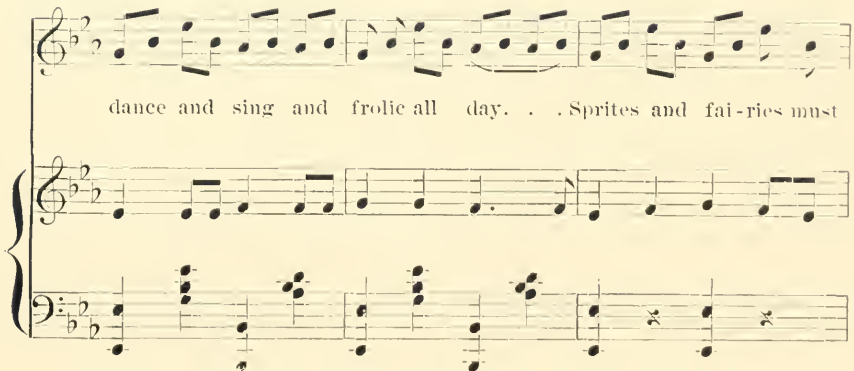
The musical score for 'GNOMES' features a vocal line and a piano accompaniment. The vocal line is in 2/2 time, with a key signature of one flat (B-flat). It begins with a treble clef and a 2/2 time signature. The lyrics are 'I shall blossom by and by. List, lit - le bud, to your'. The piano accompaniment consists of a right-hand part with a treble clef and a left-hand part with a bass clef, both in 2/2 time. The key signature is one flat. The piece concludes with a double bar line and a repeat sign.

FAIRIES.



task so big. If you stay here you must dig. dig, dig. You can

The musical score for 'FAIRIES' features a vocal line and a piano accompaniment. The vocal line is in 2/2 time, with a key signature of one flat (B-flat). It begins with a treble clef and a 2/2 time signature. The lyrics are 'task so big. If you stay here you must dig. dig, dig. You can'. The piano accompaniment consists of a right-hand part with a treble clef and a left-hand part with a bass clef, both in 2/2 time. The key signature is one flat. The piece concludes with a double bar line and a repeat sign.



dance and sing and frolic all day. . . Sprites and fai-ries must

The musical score for 'Sprites and Fairies' features a vocal line and a piano accompaniment. The vocal line is in 2/2 time, with a key signature of one flat (B-flat). It begins with a treble clef and a 2/2 time signature. The lyrics are 'dance and sing and frolic all day. . . Sprites and fai-ries must'. The piano accompaniment consists of a right-hand part with a treble clef and a left-hand part with a bass clef, both in 2/2 time. The key signature is one flat. The piece concludes with a double bar line and a repeat sign.

MEDLEY.

FULL CHORUS.

play, play, play, Come, sprites, attend us, Nas-tur-tium, de-fend us,

The first system of the musical score consists of a vocal line and a piano accompaniment. The vocal line is written in a treble clef with a key signature of one flat (B-flat) and a time signature of 2/2. It begins with a treble clef, a key signature change to one flat, and a time signature change to 2/2. The lyrics are: "play, play, play, Come, sprites, attend us, Nas-tur-tium, de-fend us,". The piano accompaniment is written in a grand staff (treble and bass clefs) with a key signature of one flat and a time signature of 2/2. It features a steady bass line and chords in the right hand.

Sweet Pea, befriend us, White Rose, aid lend us, Pan-sy, tho'ts send us,

The second system of the musical score continues the vocal line and piano accompaniment. The vocal line is in a treble clef with a key signature of one flat and a time signature of 2/2. The lyrics are: "Sweet Pea, befriend us, White Rose, aid lend us, Pan-sy, tho'ts send us,". The piano accompaniment is in a grand staff with a key signature of one flat and a time signature of 2/2, providing harmonic support for the vocal melody.

Wee Bud, attend us, As thro' the for-est we go, we go.

The third system of the musical score concludes the vocal line and piano accompaniment. The vocal line is in a treble clef with a key signature of one flat and a time signature of 2/2. The lyrics are: "Wee Bud, attend us, As thro' the for-est we go, we go." The piano accompaniment is in a grand staff with a key signature of one flat and a time signature of 2/2, ending with a double bar line.

# '95 CLASS SONG.

Words by HELEN LOUISE WILDER.

Music by SUE LUM.

1. The rip - ples of Wa - ban are dimp - ling with pleas - ure, The  
2. A - cross the blue heav - ens the swift birds are fly - ing, To

breez - es are ply - ing soft Lyd - i - an measure For maid - ens, re -  
ri - val our maid - ens in song they are try - ing; By our own cho - sen

joic - ing, not far from the shore Plant a tree, state - ly  
mot - to our lives we will guide; By the strength of "Ich -

'95 CLASS SONG.

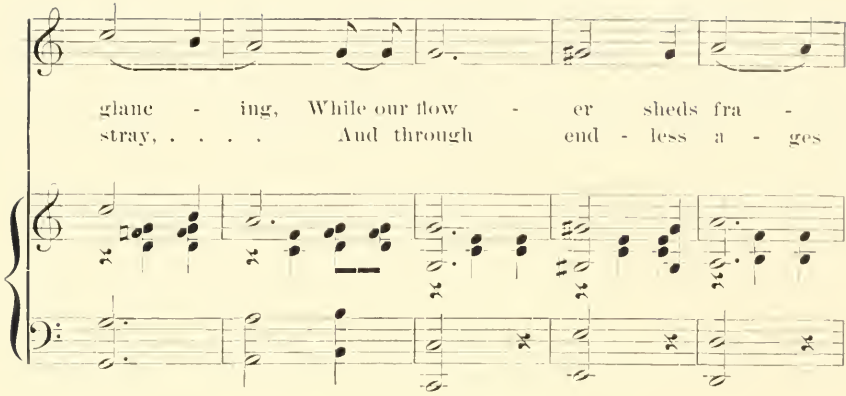
tree, nine-ty-five's syc - a - more. O'er Cam - pus and Wa -  
 dien" in the right we'll a - bide. O, our dear Al - ma Ma -

ban bright sun - beams are danc - ing, From lav - en  
 ter, ac - cept us, we pray . . . Per - mit . . .

der and white they are mer - ri - ly  
 us henceforth through thy path - ways to



'95 CLASS SONG



glance - ing, While our flow - er sheds fra -  
stray, . . . . And through end - less a - ges



grance, our dain - ty sweet peas, . . . The sis -  
may thy heart keep a - live . . . A meas -

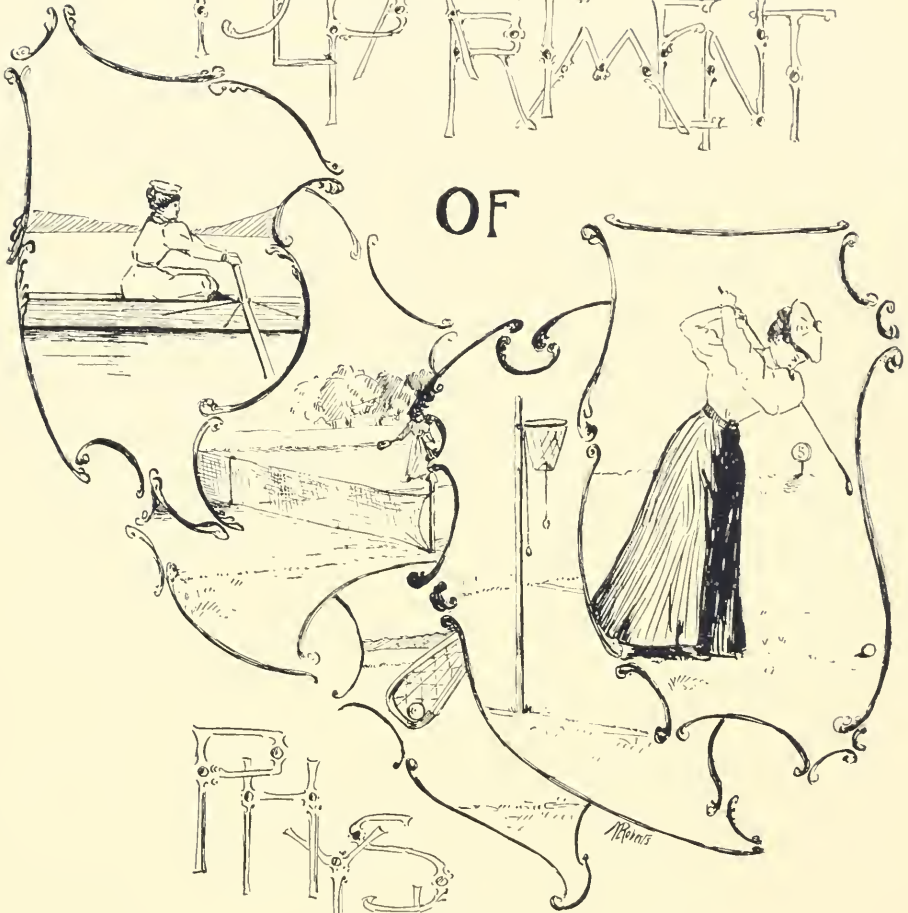


ter of Clo - ver, Nas - tur - tium, Hearts-ease.  
ure - less love for our dear Nine - ty - five.



DEPARTMENT

OF



HOSPITAL  
TRAINING

## PHYSICAL TRAINING.

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“HEADS up; heels together; chins in,” dreamed the athletic Freshman, while ropes, chest weights, parallel bars, rowing machines, and blue-bloused maidens are hopelessly confused in her dream-consciousness. She turned uneasily. Ah! it is her commencement day; the President is delivering a Latin address; she holds in her hand a parchment,—her degree, at last! Proudly she unrolls it. *An-An-Anthro-Anthropometric Table*. And she is but a Freshman, after all, of whom is required three hours weekly practice in Swedish Gymnastics.

Again she dreamed. She is standing in the gymnasium, when silently the walls begin to recede from her; and as the room enlarges new apparatus appears everywhere, and blue-bloused figures come trooping in, till finally the whole Class of '99 stand before her,—and yet there is room for more. At first she cannot move, for wonder; but swift the thought comes to her, “Some one has died and given us a new gymnasium:” she is not glad that any one should have died.

Then her fancy flits to new scenes. All winter this sleeping Freshman had practiced well and faithfully; her record is blackened by no unexcused absence from gym. Her lungs are strong, her heart has stood every test, her back is a very rod of iron in strength. Instructors have smiled approvingly, and classmates have whispered, “She is sure of the crew.” And now she sees in a vision the shores of Lake Waban, and everywhere are lanterns hanging from the trees; on the water colored lights burn (and go out, sometimes), casting a strange shimmer over the rippling surface. Little boats dart in and out with their happy parties; while a picturesque gondola appears from the shadows, and again disappears into them.

But the people on the shore — and it seems to her there are many thousands of them — are strangely quiet, and are looking all adown the lake where the new boathouse stands. And she looks too. Presently there glides out from beneath it four long, slender shells, and in each are eight girls sitting straight with oars held firm, not a break in the perfect line. And she sees herself in one of the boats, the straightest girl of all; and when they row they all keep time with her, for she is the most perfect in the swing and catch of her oars. Her first float, and she is stroke!

As she watches, there goes up a great shout from the crowd; some say one thing and some another, but above all she seems to hear them cheering her class, her boat, herself. And then more boats appear, which seem nearly as broad as the others are long, and it is difficult to say which is the length and which the breadth, except that the rowers have placed a flag on the edge, and always keep that end foremost.

Meanwhile the crowd on the shore cease not to cheer, save when the rowers would sing, and then sometimes they are quiet. She hears, too, many people eagerly asking when the crews will race, and she feels very proud of the answer she hears: "The object of the crews is skill in rowing, not speed," for she is conscious that she herself is well deserving praise.

At last the boats that have been clustered together begin to separate, while the people on the shore vent their enthusiasm in wild cheers.

“Wah, Hoo—’95—i-a-l  
*ἰνεῖν/κοντα*—yip, I yell—  
’97—rah, rah—*καὶ ἑπτα*—  
’96, ’98—Wah, Hoo, Wah!”

She turned in her chair and awoke with a start. It was already time to meet the cousin who was to visit her that day.

Others might take their visitors to the library, to the Zoological collection, or to the Art Building, but for her there were scenes of greater moment. Her cousin should at least see the new clay tennis courts, the gift of Dr. Channing. But first her visitor should see the athletic field: she did not call it an athletic field; she called it a playstead. "Athletics are out of style, you know." And she explained how it was three acres in size (appearances are sometimes deceitful); how the path around it was really an eight-lap running track; how beautiful the fresh, green grass would look if it were only a little later in the season.

As they walked she spoke with great enthusiasm of the bicycle club and of the basket ball teams with their inter-class contests, and told how La Crosse was being introduced, and bade fair to take its place by the side of basket ball as an established college sport. With pride she displayed the grassy flat that had been laid out for golf, and explained that the marks for the goals were not erected over the graves of fallen soldiers.

As they returned slowly, the sound of applause and cheering led them to the tennis court, where the spring tournament was in progress. But it was in vain they sought to gain a glimpse of the players. The dense crowd of on-lookers prevented any approach; even the windows of Music Hall were completely blocked with those who would view the contest for the college championship and the Wright & Ditson racquet.

Reluctantly they turned away. One thing yet remained to be displayed, and that not the least important possession of the department. Before the peremptory "All aboard" sounded through the halls, she had shown to the admiring eyes of her cousin that speaking witness to the growing interest in physical training,—the new "Sports and Pastimes" bulletin board.



G. WOODIN, M. L. ROBERTS, M. G. CANNON, M. E. CHASE, F. KRUM,  
 H. L. WILDER, H. DENNIS, M. MERRILL, A. W. HUNT, S. V. BOYNTON,  
 E. A. STARR, F. E. HILDRETH.

Ninety-Five Crew and Substitutes.

# CLASS CREWS.



## NINETY-FIVE CREW AND SUBSTITUTES.

Boat, Soangetaha (Strong-hearted).

MARY G. CANNON, *Captain and Stroke.*

S. KATHARINE CONNER, *Coxswain.*

MAY MERRILL, *Coxswain.*

SYBIL V. BOYNTON.

MARY E. CHASE.

GRACE M. DENISON.

HELEN DENNIS.

SUSIE E. GODDARD.

FRANCES E. HILDRETH.

ALICE W. HUNT.

FLORA KRUM.

HATTIE R. LANCE.

ANNIE M. LEONARD.

MARY L. ROBERTS.

ELIZABETH A. STARK.

ELIZABETH R. WAITE.

HELEN L. WILDER.

GRACE WOODIN.

## NINETY-SIX CREW AND SUBSTITUTES.

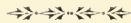
Boat, Loch Learoch (Water-bird).

AMY S. LANE, *Captain and Stroke.*

CLARA R. KEENE, *Coxswain.*

MARTHA A. BULLIS.  
EDITH E. BUTLER.  
HELEN E. CHANDLER.  
HELEN F. COOKE.  
HELEN M. CUSHING.  
MARY F. DAVENPORT.  
GRACE GODFREY.  
THERESA L. HUNTINGTON.

LUCY C. MOTT.  
MARY W. MONTGOMERY.  
GRACE A. NUTTER.  
HELEN S. SMITH.  
CARLOTTA M. SWETT.  
PRUDENCE E. THOMAS.  
MARY C. WHITCHER.  
EDITH E. WYLLIE.



## NINETY-SEVEN CREW AND SUBSTITUTES.

Boat, I N E (Cry of the Wind).

GRACE N. LAIRD, *Captain.*

BERTHA FLINT, *Stroke.*

HARRIET T. MARVELL, *Coxswain.*

HELEN L. ATKINS.  
BLANCHE CURRIER.  
ENGELIA L. EDDY.  
ANNETTE C. GATES.  
EVA M. GUY.  
LOUISE HUTCHESON.

ETHEL A. PENNELL.  
GERTRUDE A. POMEROY.  
MARY L. ROGERS.  
MARY E. SIMONDS.  
MABEL P. WALL.  
CLARA F. WOODIN.

EDITH E. WRIGHT.



## SPECIAL CREW AND SUBSTITUTES.

Boat, Tupelo.

---

MARY W. HASTINGS. *Captain and Stroke.*

MABEL KELLER. *Coastwain.*

ISABEL D. BAILEY.

MARY E. CALHOON.

M. JEANETTE FERGUSON.

EMMA Q. FULLER.

LULA J. HOLDEN.

ESTELLE C. JOHNSON.

MARY KNOWLTON.

CAROLYN M. LORD.

HELEN A. McCORD.

MARJORIE W. SPAULDING.

ELIZABETH SPENCER.

SARAH P. TAYLOR.

LIDA V. THOMPSON.



M. MERRILL, A. H. SMITH, G. MILLER, S. E. GODDARD, B. J. MORRILL, H. L. WILDER,  
G. J. ADDEMAN, E. H. PEALE, C. CARYL, K. W. NELSON, A. W. HUNT,

Ninety-Five Basketball Team.

# NINETY-FIVE BASKET BALL TEAM.

---

ELIZABETH H. PEALE, *Captain.*

WINIFRED AUGSBURY, *Referee.*

E. CHRISTY BROOKS, C.

FLORENCE T. FORBES, HOME.

KATE W. NELSON, R. C.

ARLINE H. SMITH, R. F.

ELIZABETH H. PEALE, R. C.

GRACE MILLER, L. F.

SUSIE E. GODDARD, GOAL.

BERTHA L. MORRILL, R. B.

HELEN L. WILDER, L. B.

## Substitutes.

GRACE L. ADDEMAN.

ALICE W. HUNT.

GRACE M. DENISON.

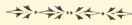
MAY MERRILL.

CHRISTINE CARYL.

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| MARY F. SMITH, '96    | . . . . . | <i>Treasurer.</i>             |
| MARY E. CHASE, '95    | . . . . . | } <i>Executive Committee.</i> |
| ANNIE E. COBB, '96    | . . . . . |                               |
| MARY W. DEWSON, '97   | . . . . . |                               |

## WELLESLEY LECTURES.

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OWING to our proximity to Boston, we have many unusual opportunities for hearing speakers and singers of note; and our many kind and influential friends have succeeded in bringing to us, from time to time, representative and eminent lecturers from the great outside world.

Our lectures this year have covered a variety of subjects,— literary, historical, social, political, and scientific. In addition to the occasional Monday evening lectures, we have this year enjoyed another series, offered by the departments of History and Literature. These have been given on Saturday afternoons, the subjects being matters of everyday interest. For this reason we often speak of them as the “Current Topics Course.” In connection with them two readings have been given; the first by Mrs. Deland, the second by Kate Douglass Wiggin. The selections read by them were from their own writings, and, needless to say, these entertainments were universally enjoyed.

Of the outside lecturers, perhaps no one interested us more than Dr. Robbins, the head worker of the New York College Settlement. She gave us a graphic account of her work, and thoroughly aroused our sympathies in the educational work among our less fortunate brothers and sisters.

Twice we have had the pleasure of listening to Mr. Lloyd, of the Carpenters’ Union. Some of us were surprised to learn of the intelligent and organized efforts of the working people in their own behalf. By the time Mr. Lloyd had finished, he had aroused in his audience a deep interest in the subject of “Strikes and Trade Unions.”

Sometimes the lecturers, instead of being outside friends of note, have been our own professors, who have addressed us on subjects not offered in the college curriculum. Professor Coman’s lecture on the “Chicago Strike” supplemented Mr. Lloyd’s talks. Miss Kendall spoke on the “House of Lords,” Miss Bates on “Christina Rossetti” and Mr. Baker on the “Modern Drama.”

Occasionally the Saturday lectures have been introductory to the Monday evening lectures. This was the case when Professor Knox spoke two consecutive Saturdays on the Japanese and the Chinese. On the Monday following, Rev. George Knox lectured on the “War in Korea.” Thus we gained a clear and comprehensive idea of a matter of immediate interest.

Last fall, in the Monday evening course, Dr. Arbutnot delivered an illustrated lecture on “Stratford-on-Avon.” Dr. Arbutnot, rector of the

church which Shakespeare formerly attended, had a fine collection of pictures, and was thoroughly conversant with his subject. His enthusiastic eloquence almost made us imagine ourselves in the little English village, and personally acquainted with the great author. Another illustrated lecture was on Hampton Institute, by H. B. Frisrell, the principal. It was made particularly interesting by the singing of a quartette of students from the Institute.

Some of our other distinguished speakers were Prof. Francis Stoddard, Mr. Mabie, Professor Cross, President Frost, and Prof. H. Morse Stephens. The names of these great scholars are sufficient to indicate the variety and excellence of their lectures, and the pleasure and profit of their audience.

Such opportunities as these supplement our studies in adding to our breadth and culture, and give a deeper interest in the more active life in which we all hope to engage in the near future.



## WELLESLEY CONCERTS.

“ Sweet, sweet, sweet, O Pan,  
Piercing sweet by the river!  
Blinding sweet, O great god Pan!  
The sun on the hill forgot to die,  
And the lilies revived, and the dragon fly  
Came back, to dream on the river.”

THE charm of music has ever been the same. From the time when the sun stopped to listen, and the lilies awaked to hear Pan as he played his reed flute, even down to the present day, it has held the same power to rest and inspire the listener.

It is no wonder, therefore, that the Monday evening concerts at Wellesley are looked forward to with the greatest pleasure; for, though we may not have Pan to play for us, we can say with truthfulness that we do have the opportunity of listening to the most talented performers of the day.

If we look into the Chapel on a Monday evening during a concert,—no, what a mistake! We must go at the beginning and stay until the end, or else not go at all—if, then, we go to a concert some Monday evening, we shall see a sight to delight the eyes. The Chapel is a mass of color, made by the gay, light evening gowns, which are only set off by the conventional “swallowtails” of the youths who have ventured to share our treat with us. Every seat is occupied, and the girls are almost invariably enjoying the music, though a few are occasionally troubled with so short a memory that they recollect only that speech is silver, and with such music for an accompaniment, it must certainly be solid! It is a very persistent talker, however, who can long endure the reproving glances of those who sit near them.

Do you ask what is the character of these concerts? It is varied. On looking over the programmes, we find that we have enjoyed chamber music, piano, organ, harp, and song recitals. We have heard some of the grandest compositions for the piano finely interpreted by both Baermann and Busoni. We have spent delightful evenings listening to Perabo and Wulf Fries, the Beethoven Club of Boston, and the Adamowski Quartette. Those of us who heard them will not soon forget their fine rendering of Schubert's tender serenade. Our organ has been made to speak to us by George Whitney and Henry Dunham, while the beauties of four-part songs have been exquisitely revealed by the Beacon Male

Quartette. Nor can we miss mention of the inspiring hour we spent listening to Max Heinriche's grand voice. But perhaps the concert of which we, as American college girls, were the proudest, was the piano recital given us by Mrs. Beach; given by her in a double sense, for not only did she herself play, but the whole programme was entirely made up from her own compositions.

Such, then, are the concerts provided us by the untiring efforts of Professor Hill. Nor do we forget the pleasure freely given us by members of our own Musical Faculty, and the songs of our own girls in the Beethoven Society and the Glee Club. With such concerts as these to look forward to, with such music floating in our ears, is it any wonder that Wellesley life is bright?





# ART COLLECTIONS.

## WELLESLEY ART THROUGH HARVARD EYES.

(WITH APOLOGIES TO MR. GEORGE BAKER,\*)

SCENE: A ROOM IN HOLWORTHY.

WELL, old chap, I think I told you  
That a Wellesley girl I know  
Asked me out to call. "Accepted?"  
Why, of course, was charmed to go.  
"Take the barge," she wrote; "'twill bring you  
To the College." Couldn't find  
Any sign of lake or barges,—  
Saw a stage,—jumped on behind.  
Reached the Hall with twenty others  
(Harvard men or Techs, perhaps);  
Followed them inside the doorway,  
Wondering where to put my wraps.  
"Just the thing!" off in one corner  
Stood a bust,—Scott? Burns? Carlyle?  
What a joke to dress the duffer  
In my coat and best Knox tile?  
But my joke was not so funny  
When I saw four other men,  
Thinking they were beastly clever,  
Start to do the same. Just then  
Heard a voice behind me saying,  
"So you found your way from town?"  
There she stood, a stunning Senior,  
Blue eyes, glasses, cap and gown.  
"Shall I show you round the building?  
Quite the thing, you know, to see  
All the Wellesley fine-art treasures."  
"Charmed, of course!" (who wouldn't be  
With a girl like that to show them?)  
"Here's a statue that we call  
Wellesley Student Cramming Browning,  
'Spirit of Domestic Hall'

\* Mr George A. Baker, author of "Point Lace and Diamonds."

This one, leaning on a dozen  
     Butter dishes neatly piled,  
 Here's another near the stairway,  
     'Spoil the Rod and Spare the Child,'"  
 Hardly heard what she was saying  
     As I watched the ringlets brown  
 From beneath her cap escaping,—  
     She's a queen in cap and gown!  
 "Here's a statue of Diana,"  
     Said my guide in accents sweet;  
 "Always costs us half a dollar  
     When we break her stag's forefeet,"  
 Then again I fell to thinking  
     Of that cap and nut-brown hair  
 As we sauntered past the parlor,  
     Through the hall, and up the stair;  
 Stood before a Milo Venus,  
     Absent-mindedly I say,  
 "If you chance to break her arms off  
     How much do you have to pay?"  
 "I have one thing more to show you,"  
     Said my guide; "the best comes last;  
 You must see our dear 'Backwoodsman';  
     Here it is." And then we passed  
 Out of doors into the moonlight;  
     And we found it just the place  
 For a quiet, nice flirtation,  
     Seated at the statue's base.  
 And we found it all so charming  
     That we stayed until the cry,  
 "All aboard!" "You go now;  
     So glad that you came! Good-bye!"

. . . . .  
 Did I go again? you ask me.  
     Yes, next Monday I went out;  
 Found her with another caller,—  
     She was showing him about.  
 So that ends my Wellesley romance,  
     But one thing I wish I knew,  
 One thing only, that is, *did* she  
     Show *him* the Backwoodsman too?

But those portions of our art collection already referred to, and with which every one is more or less familiar, are not our only wealth. There are others in College Hall less noticed, but quite as valuable. Scattered about in all the more frequented places, and hidden as well in obscure corners, are works of art representing in value many thousands of dollars, and evidencing the careful forethought and excellent taste of our generous friend, Mr. Durant.

Prominently placed near the north entrance is Gifford's "Gibraltar," remarkable for the boldness and strength of the execution; and on the opposite side of the corridor is Quartley's "Close of a Stormy Day," excelling in artistic light effects. In the south corridor, first floor, we find two originals, "The Cumæan Sibyl," by Vedder, and a pencil drawing of a child learning its first lesson from "The Young Teacher," by Frère. The third floor center is devoted to things German. Here are busts of Schiller, Goethe, and other German writers, and a valuable collection of photographs illustrative of German literature.

But of all the pictures in College Hall, perhaps the most popular is Zwengauer's "Summer Twilight," which hangs at the foot of the west stairs in the first floor center. The quiet of the scene and its soft, harmonious coloring form a restful contrast to the rush and hurry of our busy Wellesley life.

Besides the scattered treasures of College Hall, the Art Building holds a collection still more worthy of mention. In the Art Gallery in the Stetson collection, numbering sixty-five oil paintings, are many famous pictures by modern artists. First among these rank Shreyer's skillfully executed "Bedouin Chief" and Dupré's "Harvesters' Repast." Next are the truthful and pleasing landscapes of Jones and Hilliard, and a still-life "Study of Books and Flowers," by Emil Carlsen, a representative of the modern broad school. The latest addition made to the collection is "The Garden Party," by Stetson, rich in coloring, with a most peculiar study of light effects.

The gallery contains also the Jarvais collection of laces and embroideries, many of them almost priceless.

In the east gallery of the Art Building are, in addition to statues, busts, and casts, thirty-two copies of ancient armor and weapons from the collection of Count Stolberg of Ilsenberg.

The Art Library is rich in the possession of about fifteen hundred unmounted photographs. This is supplemented by Professor Denio's private collection, numbering as many more, and also open to students in History of Art courses.

Such are a few of the art treasures which win for us the name of "College Beautiful."



## THE LIBRARY.

WHEN our friends visit us at college one of the places to which we take them first, and which we show them with most pride, is the library. Before entering we pause for a moment at the door, in order that they may gain a general view of the room. As we stand here,— probably obstructing the passage of many persons who very inconsiderately desire to enter at just that moment,— we call the attention of our guests to the general plan of the room. We ask them to notice its proportions: the center, with its three long tables; the alcoves opening from it, with the galleries above. We speak with pride of the number of magazines to which we have access, and of the valuable books which the library contains. The large Dutch cabinet comes in for a share of our praise, as it stands boldly at the head of the History Alcove, meekly allowing its back to be used as a bulletin board, while proudly displaying to the public the carving on its front. We then turn to the pictures of noted men and to the valuable manuscripts which hang at intervals on the wall. This done, we have only to speak in a general way of the resources of the library and of the library fund, and we are ready to enter.

We do this with hesitation; for how can we feel certain that our guests will not show more curiosity than we like, and instead of being satisfied with what is told them, insist on asking questions, for the answering of which our general knowledge is not adequate? If they are old friends, we may perhaps avoid such an embarrassing situation by casually remarking

that it is one of the rules that there shall be no talking in the library. But if our guests are at all observing we fear to speak thus, lest we shall call forth a comment similar to that made by a visitor who exclaimed under like circumstances: "Why, I thought you girls had to keep all the rules! But nothing seems to happen when you break this one."

As we pass down the room our comments differ according to our class rank. If Freshmen, we shall probably ignore all subjects pertaining to libraries, and either talk of indifferent matters or summon some friend whom we chance to see and introduce her on the spot,—much to the edification of those studying in the vicinity. If we are Sophomores, the Literature or History table will probably seem the centre of attraction. To the Junior, there is nothing in the whole room which nearly approaches in interest either the Century Dictionary or Poole's Index, and nothing else can be spoken of when in their awe-inspiring presence. The Senior, having passed through all of these stages, will give a more extended and impartial account, but even she may be bound by limitations.

Such comments on our favorite portions of the room occupy the time until we reach the door again. There we stop and call attention to one picture which all know, even if the faces of many other of the noted men are not familiar. For who of us does not recognize the kind, friendly face of Professor Horsford, as it looks down upon us from the wall. So we pause for a moment and tell how, during his lifetime, he was ever kind and thoughtful of us, aiding especially in that department so indispensable to our work, the library.

Then, with our guests, we pass out of the room to other parts of the building.

## SCIENTIFIC COLLECTIONS.

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It has been found that the atmosphere of Wellesley is especially adapted for the making of scientific collections. So imbued with the spirit of enthusiasm do the girls become, that it is a very rare occurrence to find a girl who has not made a collection of some sort. There are nearly as many phases of this hobby, and as many means of gaining the sought-for prizes as there are students. The collection of class and society dues is a favorite occupation with a good many. The best method for attaining success in this line has not yet been decided upon, though careful experiments and investigations are constantly being carried on, and it is hoped one thoroughly scientific will be discovered soon. As soon as the results from these experiments have been collected and tabulated, it is probable that a course of training for this work will be offered.

The collection of articles for the sewing guild, missionary boxes, and Christmas gifts for charitable institutions, occupies many students, who have found it very absorbing work. For complete success a course in Psychology is necessary for the collector, that she may have a deep insight into the mind of the subject, and determine the proper hour and method of attack. Great skill and ingenuity is also required in preventing the escape of the prizes when once they are captured.

Still other students are engaged in the collecting of odd manuscripts, plates, spoons, and horseshoe nails. These specimens are carefully preserved, mounted, and indexed; they will probably prove of great value to future generations in studying the customs and laws of the primitive college girl. It has been suggested that copies of them be engraved, and published under the title of "Memorabilia."

For the benefit of students who do not care to make these themselves, the College has provided several valuable collections in different branches. In the various cases scattered about the corridors may be found many extremely ancient and rare articles. A full line of samples of dress goods, as well as needlecases and workbaskets, all gathered from different quarters of the globe, are displayed for the benefit of the Seniors, while beautiful and exquisite Oriental dolls are kept on view for the Freshmen, but are carefully guarded by glass cases.

Students in either History or Zoölogy will be interested to know that we have in our possession the Raven mentioned in the Bible. In spite of its antiquity, it is in a very good state of preservation. Scholars in the

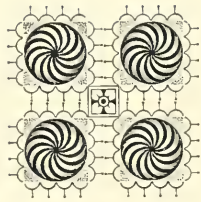
Botany Department have also a rare treasure in a dish of husks left over from the Prodigal Son's dinner.

For the sake of those interested in Geology, Mineralogy, and Chemistry, an ancient and valuable collection of dust is preserved in nearly all the cases. Some are set aside for this purpose only.

One case is entirely devoted to rare glass ware, and lovers of the beautiful can but go into ecstasies over the slender beakers and fruit jars.

These are but a few of the many treasures of the Scientific Collections, which, it is possible, have never before been thoroughly appreciated. It is hoped that a new interest will be awakened in them for the future.







SOCIETIES AND . . .

ORGANIZATIONS.



FRANKLIN  
SOCIETY

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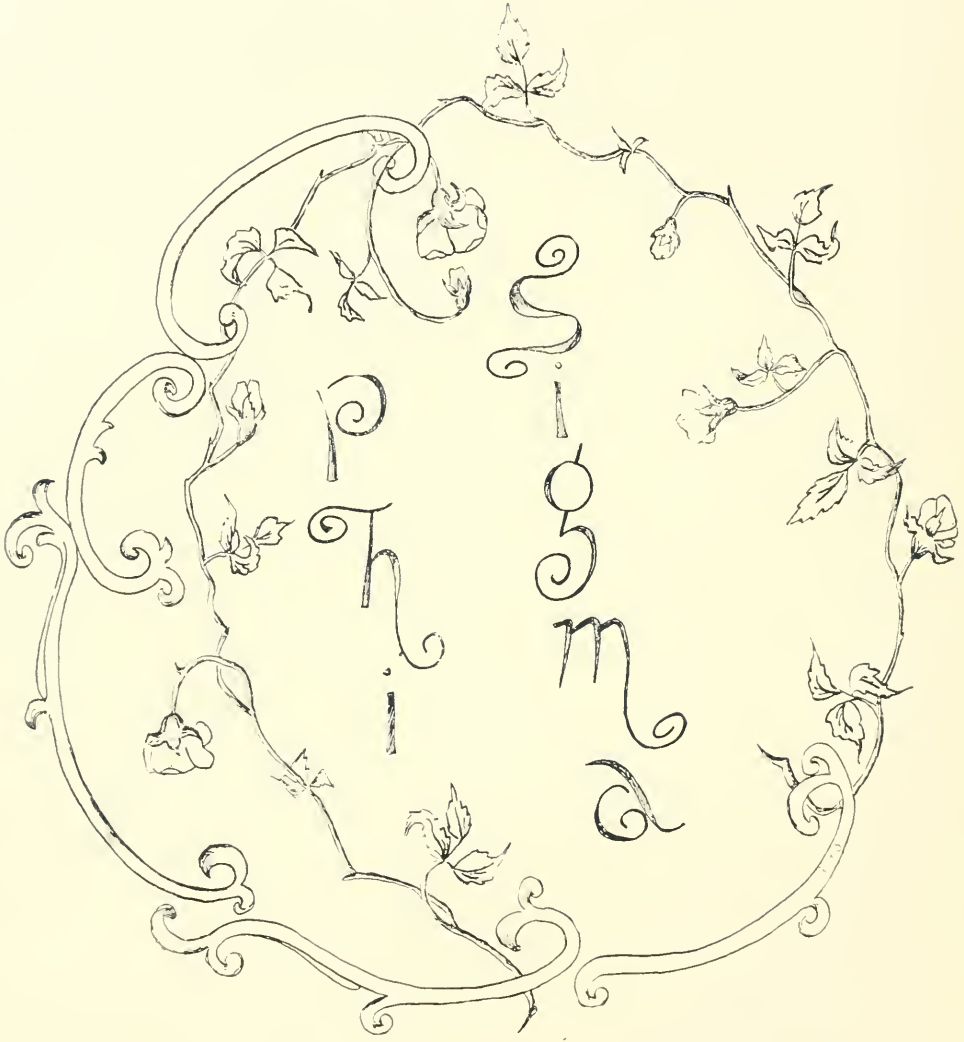
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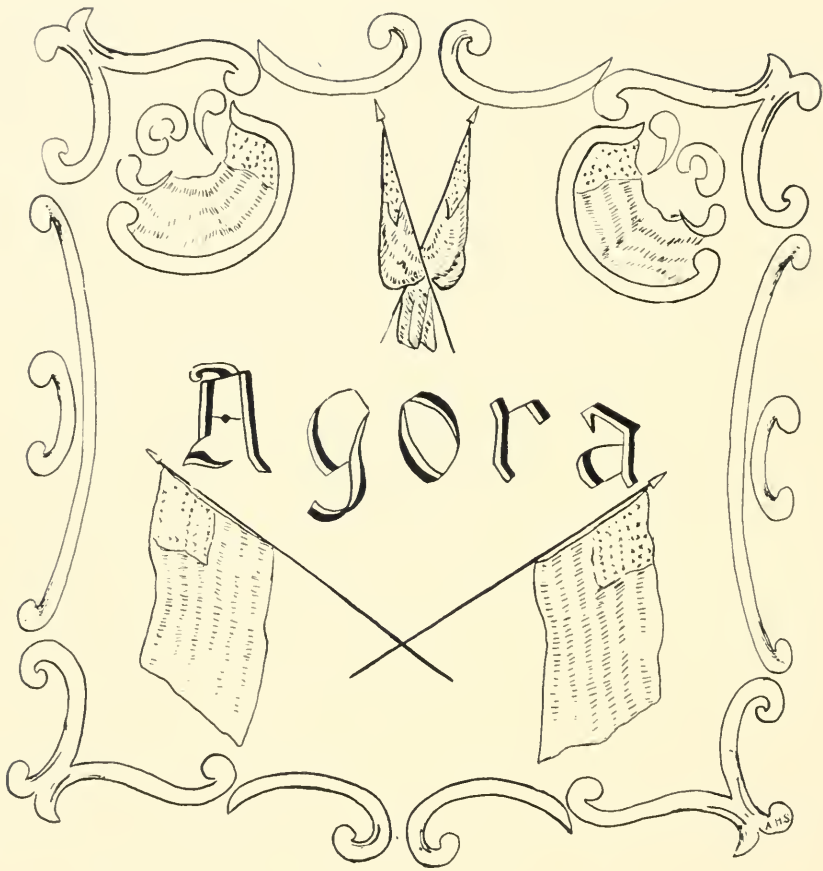
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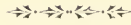
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February 16, 1895.

SPEAKER IN THE CHAIR.

QUESTIONS.

NOTICES OF BILLS.

LABOUCHERE (R.), Northampton — (E. H. YOUNG):

“A Resolution on the Abolishment of the Hereditary Principle  
in the Legislature.”

DEBATE.

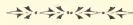
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## THE WELLESLEY MAGAZINE.

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## DOMESTIC WORK.

.. Much valuable knowledge  
For students in college,  
And discipline needed, is gained,  
By some homely duty,  
Thro' which shines the beauty  
Of heartiness wholly unfeigned,  
Thus does selfishness go,  
Self-reliance will grow,  
And sympathy sweet with all workers will show,  
From light household duties performed in this way,  
For forty-five minutes, not more, in each day."

(VIEWED BY AN ENTERING FRESHMAN.)

.. In these halls of learning  
May I, never spurning  
The training and discipline meet,  
Learn to dust and to sweep,  
And a house neatly keep,  
And the sum of my knowledge complete,  
So I never will shirk  
My light household work,  
For true in so doing much folly will lurk,  
But do work domestic the best that I may  
For forty-five minutes at least in each day."

(LATER.)

.. Down the long corridor  
O'er the matting and floor  
I have flourished my duster and broom ;  
I have swept down the stairs,  
And straightened the chairs,  
And served in the long dining room.  
Typesetting I do, and papyrograph too,  
And in all do I strive very soon to be through ;  
So I do work domestic as fast as I may,  
For forty-five minutes or *less* in each day."

“ In the office I stay  
For a season each day,  
And answer the questions there asked ;  
When visitors wander,  
And point here and yonder,  
'Tis often a puzzling task.  
· Far from noisy alarms,  
What a place with its charms !  
· Why is Venus de Milo possessed of no arms ?  
Do this work domestic the best that I may,  
It averages forty-five minutes a day.”

“ I wave my high duster  
With much show and bluster  
Round the ceiling and over the doors.  
Watch the Freshmen at work,  
Report if they shirk,  
Inspect the long stairs and the floors.  
Most grateful am I  
As I watch the dust fly,  
That *not more* is required, and less, if I try ;  
So I do work domestic as fast as I may,  
Till it averages only ten minutes a day.”

“ To Botanical art  
Is allotted my part,  
To tending the peas and the corn ;  
I watch as they grow,  
And development show,  
And water them duly each morn.  
When date seed are needed  
I've often succeeded  
In finding in labor a joy little heeded ;  
For eating the dates is a very good way  
To do work domestic, at least for one day.”

“ Not sweeping the mats,  
But Zoölogy cats  
I feed, and the chickens attend ;  
Light the incubator,  
And then, somewhat later,  
The snakes my attention I lend.



The cats had to wait  
One day until late,  
So all of the dear little chickens they ate.  
I forgot them while thinking in airious way,  
Is this work *domestic* we do every day."

"Much valuable knowledge  
For students in college,  
And discipline needed, is gained,  
By some homely duty,  
Thro' which shines the beauty  
Of heartiness wholly unfeigned.  
Thus does selfishness go,  
Self-reliance will grow,  
And sympathy sweet with all workers will show,  
From light household duties, performed in this way,  
For forty-five minutes, not more, in each day."



## EXPENSES.

WHAT harrowing memories the very word calls up! How well we all remember our firm resolutions, on January first, to keep a strict cash account, and be economical in our expenditures! How painfully well we remember the slow but steady breaking down of our praiseworthy plans, and the gradual creeping in, one after another, of our pet extravagances. We begin to go to the restaurant on roast beef and boiled potato nights. We fail to get past Huyler's without a little call. We find our flower bill getting larger and larger, and the latest and most attractive novel reposing on our bookshelves. We turn to our late economical system only to find our idols clay. Economy, did we say? "Economy, thy name is fraud." Thou art "the going without something we do want in case we should sometime want something we probably won't want." We deny ourselves private reference books, or a ticket to some particularly fine symphony, and discover a month later that the money we might have spent then has gone—irrevocably gone—to a worse, a much worse, place. We go on further to illustrate the doctrine by contenting ourselves with buying an inexpensive article of dress at a tatty, unreliable firm, to notice later a sale of the very things we wanted at reduced prices in a well-known store. We lunch at a side-street restaurant in town, making ourselves ill thereby, and finally come to realize with Van Bibber, that "economizing may be all very well if you know how to do it, but if you don't it is much safer to leave it alone."

So, then, we plunge madly ahead, regardless of conscience or prudence, while visions of unpaid bills float sadly about in our dreams, and spectres of red-faced caterers and dunning dressmakers dance mockingly about our sleepless couch, and that immortal trio, Bailey, Parritt and Tailby, chase away with great effectiveness the timely dew of sleep, and we open our eyes on a day which is yet a sterner reality. We go on in silence whenever we meet those awful treasures, Society, Class, and Christian Association; factotums make life cease to be worth living; and as for College Settlement dues, laundry bills, and general lack of bookstore supplies—like the poor, they always are with us. We reflect with regret on the shortness of time since we wrote home for a check, and try to gain some hollow comfort out of those old saws, "the root of evil," and "the blessings that money cannot buy."

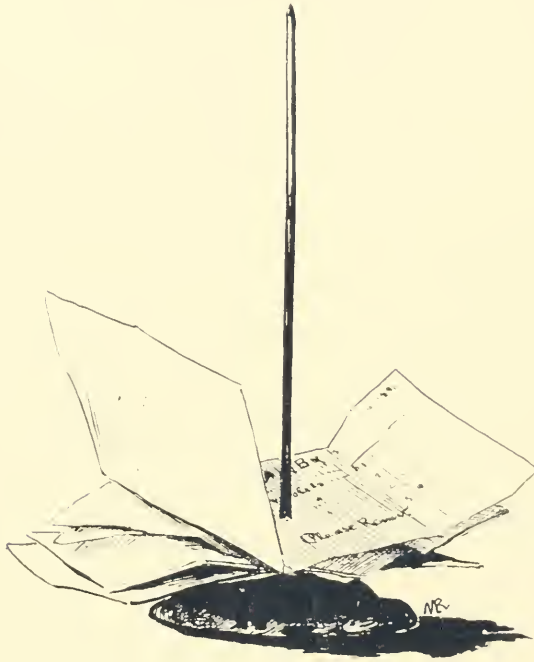
Some day, perchance, we open the College Calendar, and our eye falls on the article "Expenses," and we smile a mournful smile as we murmur that

"All the world's a fleeting show;  
There's nothing true but heaven."

We read:—

|                   |                 |
|-------------------|-----------------|
| Board . . . . .   | \$200.00        |
| Tuition . . . . . | 150.00          |
| Total . . . . .   | <u>\$350.00</u> |

Sadly we close the book, and think how wealthy we'd get by cutting, if time were only money, and then proceed to fritter away the golden moments in planning what we'll do when we are rich.



## NEEDS OF THE COLLEGE.

THE attention of all who appreciate the influence of ultra refined and completely educated women, the society of youthful maidens who are about to dazzle the world as blushing *debutantes*, uncontaminated by the harmful influences found in coeducational colleges, or, again the true worth of real painstaking, deserving, long-haired grinds,—the attention of such, we say, is called to the immediate needs of Wellesley College. The College is now “established on such a firm basis” that it can with confidence (but not hopefulness) appeal to the public for aid. We sit like Patience on a monument, smiling through our grief, and see the hoarded wealth of generations poured into the gilded, overflowing coffers of our brother colleges, while we stand and stretch out our hands only to receive the scornful answer, “Where is that ten cents I gave you yesterday?”

O ye gay young millionaires, come, lead to the altar of Hymen these blushing roses fast withering on their stems, or ye theological students, come snatch unto yourselves these priceless treasures, these ministers’ wives in embryo, and then die — O, die soon, and let us give unto our Alma Mater the “widow’s mite,”—that novelty in Wellesley phraseology (for we seldom get so far as widows).

For silent arguments in our favor we refer our readers to our “advanced courses of study, our standards of character, refinement, and usefulness, and the watchful care of the student’s health.”

We refer you to the hundreds of Wellesley students, equipped with spectacles and slip sheet notebooks, who are shedding the light of their phenomenal learning upon the poor, unenlightened world in general, and inmates of preparatory schools in particular. We refer to the multitude of missionaries’ wives who are conversing in Greek and Hebrew with the far-off heathen upon the subject of Christian evidences, or instilling ideas of dress reform into the breasts of their dark-skinned, scantily clothed sisters. And now to close this necessarily long, but, we trust, perfectly convincing recital of our deserts and merits, we, the student body, would state concisely just what are the pressing needs of the College. The fact that all these calls could not be met by the public, however charitable, need not be in the least discouraging, for all those to be removed by public opinion or by the efforts of the girls themselves, will doubtless be at once responded to.

1. Unrestricted funds for defraying general expenses, as for example:—
  - a. Purchase of red ink for the Faculty.
  - b. Purchase of fountain pens, matches, note paper and German textbooks.
  - c. Payment of term bills.

2. Endowment of the presidency and professorships.

We trust this endowment will be of such a size that the professors will be able to provide themselves with clerks and typewriters, also ladies' maids and errand girls, who shall sew on dress braids, run errands, keep the roll book and get the mail, and thus relieve the domestic girls to a slight extent.

3. A college chapel, with windows so arranged that the light may shine directly in the eyes, ventilation of such perfection that two girls instead of one may faint each Sunday, and seats so close together that none can rise without receiving painful injury from the seats in front. This is to be used as well for a concert or lecture hall, an examination or a recitation room.

4. Two additional cottages with thin walls, that the sound from any room may have no difficulty in penetrating to the others.

5. A gymnasium. See our chronic invalids, pale, wasted forms, in the Senior class.

6. A scientific building. This need, however, we are so glad to say, is past, for our new "Science Hall" leaves absolutely nothing to be desired in beauty, style of structure, or usefulness.

7. An astronomical observatory, that the south corridor, second floor, need no longer be used for such purposes.

8. Endowment of the School of Music, together with an organ surrounded by padded walls.

9. A pound of gold in the form of silence at Monday evening concerts.

10. An electric bell, which shall ring in all houses within ten minutes of the same time.

11. Pastry desserts,—the banana crop must be by this time well-nigh exhausted.

12. More holidays.—that we may learn to make proper use of them.

13. Thorough knowledge of hypnotism, that the College, since all other means have failed, may coerce, compel, oblige the B. & A. Railroad to grant suburban rates.\*

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\* Was it hypnotism?

## FORMS OF BEQUESTS.

*Contrary to the usual modest custom of the Wellesley Calendar, the following forms of bequests are filled in with examples of appropriate gifts to the College, that would-be benefactors may not be at a loss to know how to expend their money most wisely:—*

*I give and bequeath to the Class of '95 of Wellesley College the sum of one hundred thousand dollars, to be appropriated by them for the benefit of the College in such manner as they shall deem most useful, thus assuring to the College a wise and unselfish expenditure of the sum.*

*I give and bequeath to the Trustees of Wellesley College the sum of forty thousand dollars, to be safely invested by them, and called the "Students' Woman's Rights Fund." The interest shall be applied, on the demand of a majority of the students, to any object they may deem worthy; as, for example:—*

- (1.) The purchase of teaspoons for the Main Building dining room.*
- (2.) The purchase of duplicate copies of reference books.*
- (3.) The purchase of one hundred Jersey cows, that the abolishment of the use of condensed milk may be at once complete and everlasting.*

*I give and bequeath to the coming race of Wellesleyites the sacred, and prized-above-all-other, gift of time. It shall be inexhaustible, though at the constant command of every student. At her slightest wish one period may be lengthened into two, each day into three, and yet the coming vacations shall not be delayed, or the hours of recitation lengthened. By this process the race of hurried, cross, dyspeptic Seniors shall disappear off the face of the earth, and give way to a set of charming, dignified, well-mannered candidates for the B.A. degree.*

CANDIDATES FOR DEGREES

AND . . .

SPECIAL STUDENTS.

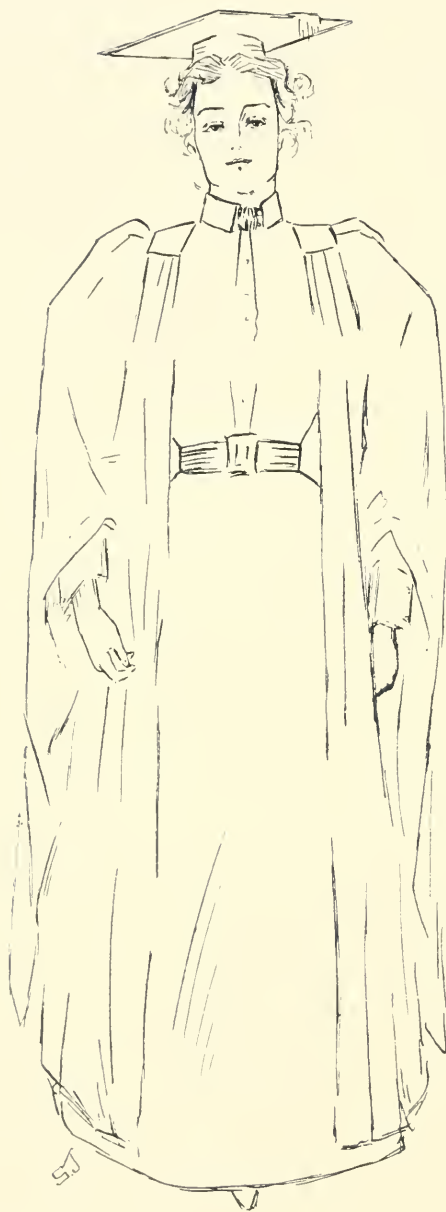
“Knowledge comes, but wisdom lingers.”



## CANDIDATES FOR SECOND DEGREES.

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|  |                                       |
|--|---------------------------------------|
| ABBE, ELIZABETH F., Wellesley, '88 . . .   | 54 Pleasant Street, Dorchester, Mass. |
| BARKER, BERTHA I., Wellesley, '91 . . .    | 5 Lexington Avenue, Cambridge, Mass.  |
| BEAN, MARY L., Wellesley, '88 . . .        | 4 Mt. Auburn Street, Cambridge, Mass. |
| CANNON, ANNA J., Wellesley, '84 . . .      | Dover, Del.                           |
| CONANT, MARTHA P., Wellesley, '90 . . .    | Natick, Mass.                         |
| CUSHING, M. GERTRUDE, Wellesley, '92 . . . |                                       |
| FULLER, EMMA Q., Doane, '92 . . .          | Crete, Neb.                           |
| GODDARD, MARTHA F., Wellesley, '92 . . .   | 34 High Street, Worcester, Mass.      |
| HALL, AMELIA A., Wellesley, '85 . . .      | Westerly, R. I.                       |
| HAYES, MABEL A., Wellesley, '93 . . .      | 122 Washington Street, Malden, Mass.  |
| HOLLY, MARGARET J., Wellesley, '90 . . .   | 670 Broad Street, Selma, Ala.         |
| HOLMES, MARY H., Wellesley, '94 . . .      | 165 Sandwich Street, Plymouth, Mass.  |
| JENKS, ANNA B., Wellesley, '90 . . .       | Norwich, Chenango County, N. Y.       |
| KELLER, MAUDE R., Wellesley, '92 . . .     | Wellesley, Mass.                      |
| LANCE, FRANCES, Wellesley, '92 . . .       | Wilkes-Barre, Penn.                   |
| LAUDERBURN, MARY D., Wellesley, '90 . . .  | Wellesley, Mass.                      |
| PECK, CAROLYN J., Wellesley, '94 . . .     | Wellesley Hills, Mass.                |
| PENNIMAN, S. ELLA, Wellesley, '93 . . .    | 488 Broadway, Lawrence, Mass.         |
| RAINES, MARY E., Tarkio, '92 . . .         | Tarkio, Mo.                           |
| SMITH, BERTHA E., Wellesley, '90 . . .     | Hartford, Conn.                       |



“Most potent, grave, and reverend Signiors.”

WELLESLEY COLLEGE,

March 14, 1895.

TO THE MANAGER OF THE . . . TEACHERS' AGENCY.

*Dear Sir:—*

In your circular you advise those registering with you to write you a letter about their studies, the work they wish to undertake, and any personal facts of interest. Although it is contrary to my usual custom, I have decided in this case to take the proffered advice.

I will speak first of my studies. I have taken only one degree, that of B.A., and I wish to B.A. teacher as soon as possible. In my work here I have generally been successful. I passed with honors the course recently introduced at Wellesley, New Curriculum, and by its inspiration have accomplished a social reform, making all of one degree. As a preliminary to this course I have taken one in argumentation, to assist in proving subjects which have never before been introduced to each other, allied. Under this general-major course I have studied several minor branches which required scientific experiment and research. Among these I might mention Chemistry, in which I performed a famous original experiment illustrating the principles of combustion. The apparatus necessary consisted chiefly in old forensics, extra dry, which I spent the year in collecting. In Botany, I confess, my experiments were not so successful. I almost made a complete failure in the subject; but I retrieved myself by the alacrity and zeal with which I accepted the course in Junior privileges offered for the first time to me. I certainly tried to take advantage of all the opportunities afforded by this course. In the other branches of study I trust you will find my record equally satisfactory.

During these years I have not been without opportunities for teaching, so that I am not inexperienced. Every year such large companies of children come here knowing so little that every one is needed to teach them, and I have not been slow in assuming my share of this burden. The subjects which I have most often taught are Traditional History, Legendary Lore, Etiquette, and the Principles of Law and Order. Although I am willing to continue teaching these branches, I would prefer to undertake something untried, such as Questions of Home Rule and Domestic Science.

In closing, I will give you a few personal facts which are suggested by your circular. First, I am not wedded,—even to my work,—but shall be ready for an engagement in September. As to my musical ability, I acknowledge that I can sing, but only operatic music. Lastly, you ask my age. Now, whereas many persons foolishly refuse to answer such questions, I am proud to acknowledge that I am, and always will be,

— truly, '95.



# THE OLD FAMILIAR FACES.

---

MARY C. ADAMS.      GRACE L. ADDEMAN.      WINIFRED AUGSBURY.      FANNIE E. AUSTIN.

LYDIA C. AUTEN.      S. GERTRUDE BARKER.      FLORENCE M. BARNEFIELD.      CLARA M. BENSON.

HELEN M. BISBEE.      EDITH S. BOARDMAN.      SYBIL V. BOYNTON.      JENNY S. BRIGGS.

E. CHRISTY BROOKS.      IDA M. BROOKS.      JOSEPHINE D. BROOKS.      ELIZABETH G. BROWN.

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M. GERTRUDE WILSON.

GRACE WOODIN.

HELEN L. WILDER.

Tree . . Sycamore.  
Flower . Sweet Pea.

Colors . . Lavender and White.  
Motto . . Ich Dien.

# CANDIDATES FOR DEGREES IN NINETY-FIVE.

## YELL.

Wah, Hoo, Wah: Wah, Hoo, Wah:  
'95, '95, Wah, Wah, Wah.

## OFFICERS.

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| KATHARINE FACKENTHAL . . . . . | } <i>Executive Committee.</i>   |
| CHARLOTTE GOODRICH . . . . .   |                                 |
| MABEL E. DAVISON . . . . .     |                                 |

## MEMBERS.

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| YOUNG, MAY SOPHIE . . . . .       | Wyoming, Ohio.                              |

WELLES Y XCV

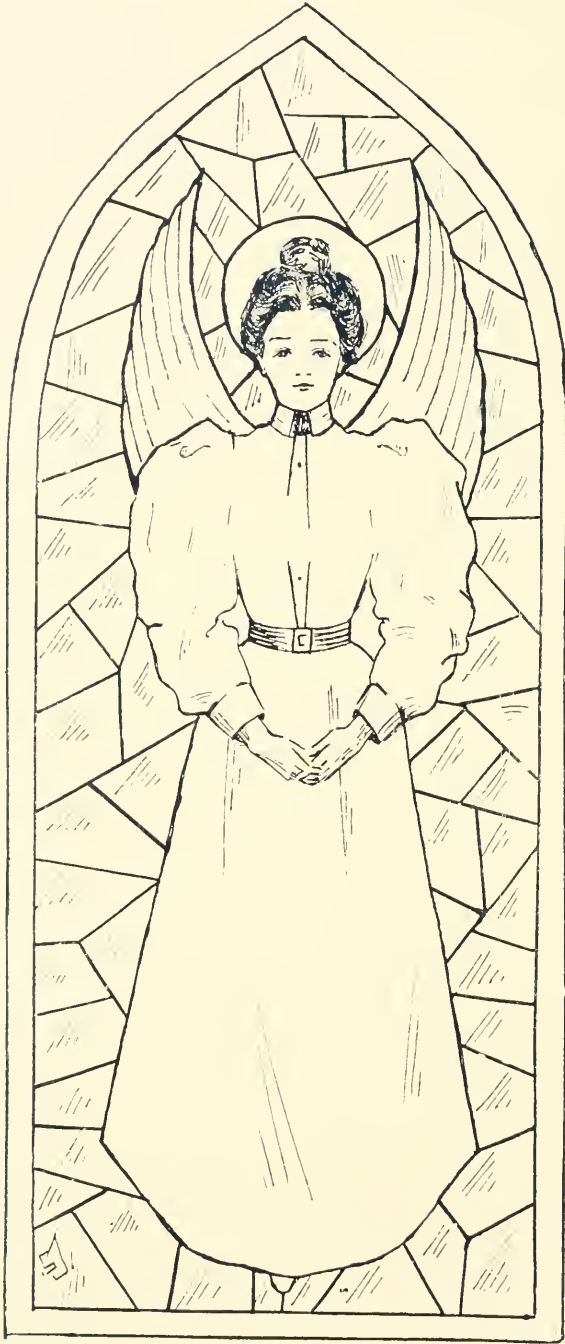
## FORMER MEMBERS OF '95.

|   |  |
|---|--|
| ALFORD, MARY E. . . . .                                   | Waterloo, Ohio.                              |
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“If she be made of white and red,  
Her faults will ne'er be known.”

WELLESLEY COLLEGE, March 14, 1895.

THE Board of ——\* wish to make public in this Calendar the various charms and advantages of Ninety-Six. She is a reformer among reformers, and a living representation of the evolution of an angel. Less fortunate beings should be encouraged to join her, for with her alone is health, and wealth, and wisdom, and beauty, and phenomenal goodness. Her devotion to law and order is an intensely absorbing subject; but more remarkable still is her reduction of methodics to the ideal perfection of an exact science. It may be well, however, to let Ninety-Six speak for herself, and so we append a list of answers to some questions which recently appeared on her bulletin board concerning her famous eight-hour system.

1. Mathematics has taught me that there are twenty-four hours in a solar day, and that twenty-four is exactly divisible by eight; so, as far as mathematics go,† I have succeeded in securing eight hours for work, eight for recreation, eight for sleep. In reality, though, I secure the equivalent of ten hours for sleep; for an hour before twelve is equal to two after twelve, and I always go to sleep at ten.

2. Of the portion given up to recreation, the time spent in eating, at least two hours, is really recreation, for it is the refreshment of spirit after toil; the time spent in domestic work, one hour, comes under the same head, for it is a pas-time; the time given to Junior teas, one hour daily, — for we support all established customs of the land, — is amusement, and as our society emblems are our playthings,‡ anything we do in connection with them must be sport.§

3. The remaining recreation time, after all the ten minutes between periods are counted out as well, is given to out-of-door exercise. It is, of course, at least an hour, for the law of the land demands it.

4. Any difficulties are wholly attributed to the conditions of our college life, for Ninety-Six never has any flaws in her theories, nor does she ever fail.

5. I am not overworked; a cheerful heart and a willing hand, together with an easy conscience, make all tasks light.

6. The changes which I most would like to see effected are: (1) The canonization of Ninety-Six. (2) Her illustrious example followed by all the classes which are here at present, and which will be here in the future. (3) The forensic course made a two or three period elective, instead of a one period required; but I do not mean to complain of the work. (4) The annual publication of the LEGENDA brought to a timely end.||

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\*The reader may substitute here trustees, examiners, advisers, health, LEGENDA, or anything else, as there can be but one opinion of Ninety-Six.

†That mathematics go pretty far, may be seen by reference to that department in this issue of the Calendar.

‡For reference see Ninety-Two's LEGENDA.

§For definition of recreation see Century Dictionary.

||"Timely" may be translated as "the year 1895."

Tree . . Tapete.  
Flower . Alban Rose.

Colors . . White and Crimson.  
Motto . . Be your ain self.

# CANDIDATES FOR DEGREES IN NINETY-SIX.

## YELL.

Rickety Crix: Rickety Crix;  
Wellesley, Wellesley, '96.

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“A decent boldness ever meets with friends.”

NINETY-SEVEN is matriculating, and has a little book which gains in size as she increases in knowledge. Each page of the book tells in a few graphic words an interesting tale. On the first is the satisfying information that the majority of her little candy-dates survived the ravenous appetite of the devouring spirit of the institution, and became members of the Freshman Class. Next to this is her card in Mathematics, being Course I, as laid down on page 92 of this Calendar. In this course she received special instruction in addition, for she counts nearly two hundred. We think also that she had a review of loss and gain,—a subject which generally comes in the preparatory course; for on a memorable day in June she lost a spade, and gained a rather unenviable reputation. Then comes her card in Botany I., suggesting her choice of a special tree and flower. It also recalls to mind her discovery that there is a tissue-paper variety of the daffodil which blossoms profusely in June and September. The fourth card marks the successful issue of her first course in History,—the history of a barbaric gypsy tribe who settled on the shores of Waban, and reached a fairly high degree of civilization and cultivation. The last card is the result of her efforts in English; in this course she changed her foreign tongue for the dialect of the region. There should be one more page to the little book, but, alas! she chose for her elective Athletics, and made such a complete failure in this *field* that she has only a condition note to show for her effort. This is carefully bound into the book, that she may not forget what she has still to accomplish.

Tree . . Pine.  
Flower . Daffodil.

Colors . . Olive Green and Gold.  
Motto . . Let the deed show.

# CANDIDATES FOR DEGREES IN NINETY-SEVEN.

## YELL.

ἑνενήκοντα καὶ ἑπτα

Ninety-seven; Ninety-seven; Rah, Rah, Rah.

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But she may learn.”

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| <i>Characteristics and Situations of Classrooms</i> † |           | 3 |
| <i>Rules of the Land</i> ‡                            | . . . . . | 1 |
| <i>Use of the Chafing Dish</i> §                      | . . . . . | 2 |
| <i>Agriculture</i>                                    | . . . . . | 3 |

*Sept. 12, 1893.*

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\* It has been noticed during the past year that many have been forced to leave on account of failure in this course. The large number of hours devoted weekly to this subject simply mean that the student may expect a recitation or an examination at any time.

† Failure in this subject is of great inconvenience to the upper classes, as well as to the student in the course. The work required being difficult, no discouragement should be felt if by the middle of the second semester the subject is not thoroughly mastered.

‡ Ninety-Six is ready and willing to tutor students who fail in this course.

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Flower . Forget-me-not.\*

Colors . . Blue and Silver.\*  
Motto . . SILENCE IS GOLDEN.

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## YELL.

Rick, Rack, Rate; Rick, Rack, Rate;  
Wellestey, Wellestey, Ninety-Eight.

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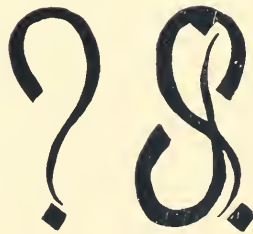
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“We know what we are, but we know not  
what we may be.”

“In the recent annals of the ‘Wellesley’ human family there existed a diminutive specimen of the feminine gender.” Although she was but a tiny thing she was useful rather than ornamental, for the larger, full-grown representatives of this family, in their study of pedagogics and psychology, needed a laboratory of babies. Thus the little specimen became the subject of many interesting experiments. Her first mental experience after her arrival was noted; it was but a confused babble of many sensations, in which were mingled many girls, a chaos of sounds, comprising every possible key of the human voice, the clang of bells, and the clatter of dishes, and, overpowering all, a wild rushing. This did not last long, for soon one sensation was accentuated above the others by pleasure; she knew that she was noticed, and she was delighted. Next the untiring students offered colors to her to see if she would recognize them; she always knew blue whether the blue object was a day, a fellow-specimen, or herself. Rose color or red she was equally quick in appreciating and naming. Many days and many experiences were necessary, however, before she could realize when a thing was green and name it correctly. Then the scientific members of the family observed her first act of association, but it is not recorded whether it was with a Sophomore, a Junior, or a Senior; the note is made, however, that early in her life she associated with all the other members of the family. That she might not weary of their experiments and disappoint their observations, the workers in this laboratory taught her nursery songs and plays. The ditty which they most often sung to her was,—

“Ninety-nine green babies have come to College Hall.”

She often looked grieved when they sang it, however, and did not seem to appreciate it. Besides this, she was instructed by the development method, so that she might pass through all the stages of the history of the Wellesley specimens, and become in succession a Freshman, a Sophomore, a Junior and a Senior. Before her education had advanced very far, however, she made the discovery of self, as some-body; and in her delight she gave herself a name, The Club of '99.

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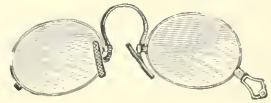


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


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NINETY-FOUR'S LEGENDA realized a long-felt want. It presented to the public many a pleasing little anecdote of Ninety-Five, and did something toward making known her many virtues. But the half has not been told, and now Ninety-Five herself, for the profit of all, steps boldly to the front. In answer to a number of skillful questions she presents interesting statistics, and discusses vexed college questions.

※ ※ ※

NINETY-FIVE has already reached the advanced age of twenty-one years and six months. One only of her number declares herself to be four years older than when she entered. That rapidly aging individual is perchance the roommate or boon companion of the one Ninety-Five who acknowledges herself to have reached the sausage. It is pleasant to observe that by all the members of Ninety-Five there are recorded no scrimmages or rampages. Not a single one, alas, has reached a high average; but she should not for that reason be thought damaged, for neither is there a single one in her dotage.

※ ※ ※

THE average weight of Ninety-Five is one hundred twenty-one and one-half pounds. Her average height is five feet four inches. In regard to her parentage, it is interesting to note that one half the fathers are business men and one fourth professional men. The business and profession of some of these worthy gentlemen should be especially mentioned. They range from the father who "turns earth inside out," presumably a road-digger, to the father who is a "jack of all trades," and the father whose "profession is never mentioned outside the family."

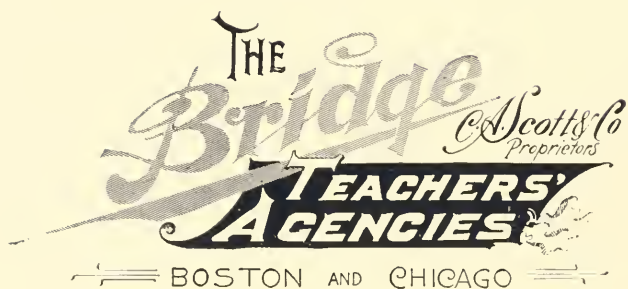
※ ※ ※

AN extract from a Ninety-Five's letter written before entering college, explains her reasons for doing so: "I go to college to acquire culture and breadth; to gain general information on all subjects, and to be thoroughly proficient and accurate in one particular branch. I believe in the emancipation of women," etc., etc. This student came to Wellesley because she had read the Calendar. Whether she regretted her choice or not is best told in her own forcible language: "Well, I should simply smile. I rather guess not. I have learned how to wash spoons, and I can tell how many kings the children of Israel had in the desert. (I am not so terribly sure about this last; perhaps it was when they were in Egypt)."



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NINETY-FIVE boasts of her aristocracy. The long line of ancestry which she can trace is truly appalling. Two instances will suffice. Without entering into a minute detail of the various generations, it is enough to say that one member loses track of her ancestors in the confusion of the deluge; the second, conquering that slight obstacle, succeeds in tracing hers to an amoeba.

※ ※ ※

NINETY-THREE per cent of Ninety-Five entered by certificate; four per cent by examination; two per cent entered both by examination and certificate: by certificate in that their certificates were made out in full; by examination in that their certificates were examined by the authorities that be.

※ ※ ※

NINETY-FIVE was bright before she came to Wellesley. Twenty-three per cent of her members were the valedictorians of their classes, ten per cent were presidents, nine per cent were vice presidents, and there were simply any number of salutatorians, historians, and poets. One modest girl states: "Yes, I was valedictorian of my class. I was also class president, vice president, secretary and treasurer, and class orator. (I forgot to mention that I studied under a private tutor)." In fact, it appears that all who did not hold class offices did not because the classes to which they belonged did not organize.

※ ※ ※

NINETY-FIVE, usually so unanimous, disagrees a little as to her enjoyment of the different years of her course. Fifty-four per cent think the Senior year the pleasantest, twenty-two per cent the Junior, seventeen per cent the Sophomore, seven per cent the Freshman. Forty-five per cent consider the Freshman year the most disagreeable, twenty-four per cent the Junior, twenty per cent the Sophomore, eleven per cent the Senior. Fifty-four per cent think the Sophomore the easiest year, twenty-six per cent the Senior, eighteen per cent the Freshman, two per cent the Junior. Seventy-eight per cent think the Junior the hardest year, nine per cent the Freshman, eight per cent the Senior, five per cent the Sophomore.

※ ※ ※

THE greatest advantage gained from the college course is conceded to be the acquaintance with the Class of Ninety-Five.

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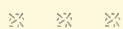
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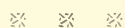
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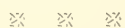
THE answers to the question, "Of what have you made a specialty in college?" were also varied. Two answers were conspicuous by their rarity,—sleeping and skinning through.



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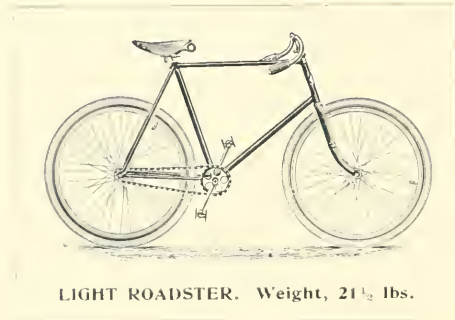
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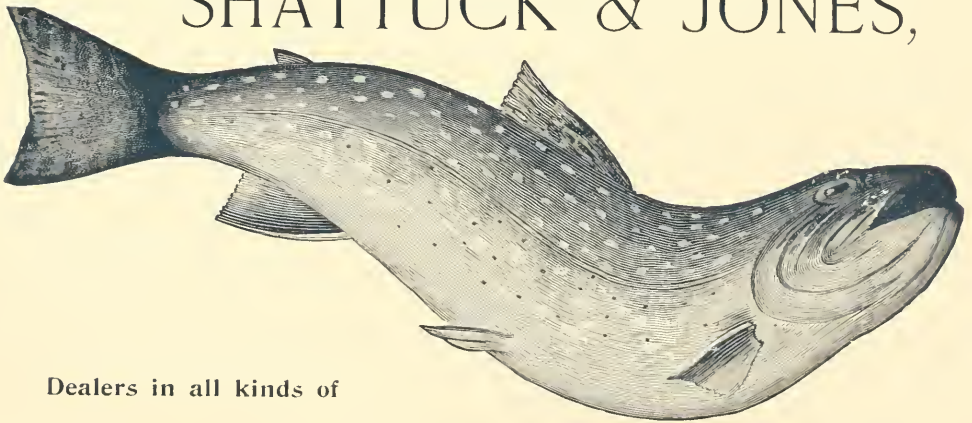
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THE average performance of domestic work ranges from three times a day to once a year. The latter student, when it was the fashion to wear trained gowns, swept her corridor every day.

※ ※ ※

THE much-debated question as to the abolishment of domestic work was answered in the affirmative by forty-one, in the negative by twenty-three, the others being doubtful. One student thought it better to forget it; another thought it should be kept, "as it teaches carefulness, faithfulness, and veracity." (A fair example!)

※ ※ ※

MOST of the class think there should be more men among the Faculty. One said, "I could answer the question more easily if it read 'among the students,' not knowing the exact attitude of the Faculty toward them." The wisest answer was, "Don't mention it."



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The Wellesley Legend.



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It is the opinion of the class that the first article of the *Wellesley Magazine* is not intended to be read unless you wish straightway to call on one of the editors, or discuss it with a member of the Faculty. A discreet silence was maintained, for the most part, to the question, "Have you ever written an article for the *Wellesley Magazine*?" One stated that an article of hers had been accepted "on the inadequacy of the cellular theory of development, and on the development of the third nerve of Lymphasthetic in Elasmobranchii."

※ ※ ※

NINETY-FIVE'S rare spirit of contentment was never more strikingly shown than in her favorite dishes, which comprise about every delicacy ever presented to tempt a Wellesley girl's appetite. The following is a limited list of special favorites: nuts eaten with nails, beans, milk toast and stew, bananas, bananas fricasseed, eggs and beets chopped together, roast beef, the Wedgwood pitcher, condensed milk, condensed milk ice cream, "Weekly Review of Reviews," the vinegar cruet, "that combination of all my favorites, hash," the big bread plates, "Waste not, want not," stewed corn with sauce of tomatoes and onions, "one hundred choice selections."

---

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|----|----|----|----|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |

**34 PUZZLE.**

Rearrange these figures in this square so that each column—up, down, or from corner to corner—will foot up a total of 34; no repetitions.

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**Dress Goods of Every Description, including  
Silks, Satins, Silk and Silk and Wool and Cotton Fabrics.**

**To Shop in Our Establishment is to Save Money.**

Washington Street, corner Temple Place, Boston.

NINETY-FIVE'S favorite Wellesley occupation is climbing the hill of knowledge, especially the slippery one on which the Art Building is situated.

※ ※ ※

EIGHTY-EIGHT per cent of the class can both sew and cook. Her favorite book is her matriculation book. She takes both regular and irregular exercise. She thinks she has studied more than she ought. Forty-one per cent wear glasses, fifty-eight per cent do not; one girl fills them.

※ ※ ※

CASH accounts are kept in Ninety-Five, but it cannot be said that Ninety-Five keeps a cash account. Ten students said they kept cash accounts, and then prudently kept silence. Two keep accounts that always balance; two keep accounts that never balance. Four keep accounts when they have the cash; three begin one every year. Mr. Tailby, Mrs. Fessington, and Dominick keep the cash account of one girl. Another keeps a cash account which does not always account for the cash. Another does not because she can't keep the cash long enough to keep account of it. So much for Ninety-Five's business abilities!

※ ※ ※

TRULY, "variety is the spice of life." The following is part of a list showing the Senior Class's ideas of the most romantic spot in Wellesley: The paint mill; Room 4, College Hall; a shadowy corner of the corridor after 9.45; by Harriet Martineau; the rustic seat by the lake; Domestic Hall; the Aqueduct; cellar of the Art Building; front seat of barge; south porch after a concert; railroad station; dust shaft; post office; sofa behind the door in the Browning Room. It is to be regretted that reasons for these answers were not called for.

※ ※ ※

THE Seniors wear a cap for various reasons: to conceal baldness of thought; to make their heads level; to prevent their losing their last wit; to keep their heads warm; as a ticket to entitle them to reserved seats in the elevator; to make little girls asks questions.

The Wellesley Legend.

---

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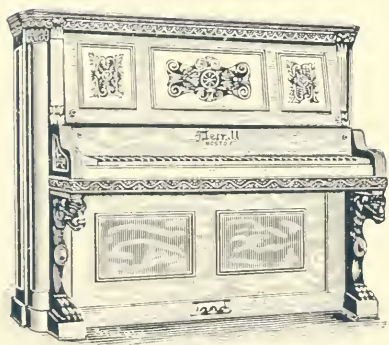
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I shall not hesitate to recommend your Pianofortes as being among the most honestly made instruments I have had the pleasure of examining. With best wishes for your continued success, I am,

Very respectfully yours, F. W. HALE, General Manager.

## THE MERRILL PIANO CO.

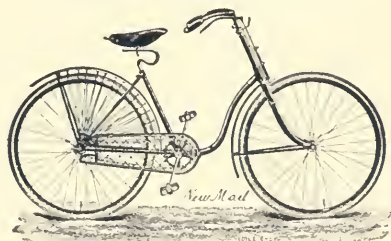
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NINETY-FIVE'S thoughts when she sees the athletic field are thus touchingly expressed:—

“ If of all sad words of tongue or pen,  
The saddest are these, ‘it might have been,’  
More sad are these we daily see,  
It is, but it hadn't ought to be.”

※ ※ ※

OPINIONS differ again as to its being good form to eat on the street. The weight of opinion seems to be in favor of eating on a plate, if it can be obtained. It is also thought advisable to have something to eat. It is evidently a mooted question. It is well on the whole to follow the remark of the one who, while not sure it is good form, is sure it is good taste.


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---

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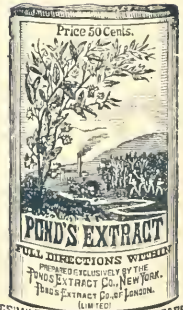
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MY DEAR MR. ORCUTT:

Your letter Sept. 17th received. You are correct in supposing that I wished you to act for me and in my interests, as if you were the head of the school. The time was so short that I could not well do otherwise; and allow me to add that I did so with entire confidence in the excellence of your judgment. Your experience has been such that I felt perfectly safe in putting the responsibility on you. I believe that there are other excellent teachers' bureaus, but I did not feel like putting a matter of so much importance to me wholly in the hands of any other. If I had insisted on seeing the candidate or corresponding with him, I might have lost the opportunity to engage the gentleman whom you have selected, and been forced to take an inferior teacher.

I expect Mr. M —'s work will prove your judgment of him correct. His estimate of himself makes him strong where I am weak, and that is what I want.

Yours respectfully,  
E. H. WILSON.

NORWALK, CONN.

DR. ORCUTT:

I desire to express to you the gratitude of our committee for your success in selecting and engaging the four teachers you have sent us. Your judgment is unerring; each teacher eminently fills the requirement. We made no mistake in placing the matter *carte blanche*—in your hands; and for the success of the past we shall only be too glad to ask your assistance in the future, assured that your selections will not disappoint us.

FAIRHAVEN, MASS., Sept. 10, 1894.

Cordially yours,

C. C. CUNDALL, M. D.,  
Chairman S. C.

### ANOTHER CALL. [We have had twenty-four such calls this season.]

DR. ORCUTT:

You see I come again for another teacher, which proves conclusively that we are pleased and satisfied with the others you sent us. All four of them are exceptionally good, and doing work worthy of the commendation they receive from both the Superintendent and the committee.

I enclose signed contract for another teacher. Engage the teacher you are satisfied with for me, and till the name blank, and *I shall then know* just the teacher I want is coming.

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※ ※ ※

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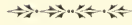
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|-----------------------------|-----|--|-----|
| Seniors . . . . .           | 119 | Resident Graduates . . . . .               | 18  |
| Juniors . . . . .           | 117 | Candidates for Bachelor's Degree . . . . . | 680 |
| Sophomores . . . . .        | 194 | Noncandidates for Degree . . . . .         | 70  |
| Advanced Freshmen . . . . . | 6   |  |     |
| Freshmen . . . . .          | 244 | Total number, 1894-5 . . . . .             | 768 |
| Total . . . . .             | 680 |  |     |



## SUMMARY OF STUDENTS BY STATES AND COUNTRIES.

|                                |     |                          |     |
|--------------------------------|-----|--------------------------|-----|
| United States :—               |     | Nebraska . . . . .       | 3   |
| Massachusetts . . . . .        | 266 | Oregon . . . . .         | 3   |
| New York . . . . .             | 100 | Tennessee . . . . .      | 3   |
| Pennsylvania . . . . .         | 45  | Wisconsin . . . . .      | 3   |
| Illinois . . . . .             | 43  | Alabama . . . . .        | 2   |
| New Hampshire . . . . .        | 41  | Arkansas . . . . .       | 2   |
| Connecticut . . . . .          | 32  | Delaware . . . . .       | 2   |
| Maine . . . . .                | 32  | Kansas . . . . .         | 2   |
| New Jersey . . . . .           | 32  | Montana . . . . .        | 2   |
| Vermont . . . . .              | 26  | South Carolina . . . . . | 2   |
| Ohio . . . . .                 | 25  | West Virginia . . . . .  | 2   |
| Rhode Island . . . . .         | 22  | Georgia . . . . .        | 1   |
| Missouri . . . . .             | 12  | South Dakota . . . . .   | 1   |
| Iowa . . . . .                 | 8   | Texas . . . . .          | 1   |
| Michigan . . . . .             | 7   | Virginia . . . . .       | 1   |
| Colorado . . . . .             | 6   | Canada . . . . .         | 3   |
| District of Columbia . . . . . | 6   | Greece . . . . .         | 1   |
| Indiana . . . . .              | 6   | Japan . . . . .          | 1   |
| Kentucky . . . . .             | 6   | Mexico . . . . .         | 1   |
| Minnesota . . . . .            | 6   | Turkey . . . . .         | 1   |
| California . . . . .           | 4   |                          |     |
| Louisiana . . . . .            | 3   | Total . . . . .          | 768 |
| Maryland . . . . .             | 3   |                          |     |

The Wellesley Legend.

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THE PRIDE OF THE HOUSEHOLD.

## ODE TO THE ZOOLOGY DEPARTMENT.

DEDICATED TO THE AMPHIOXUS.

I.

O thou Amphioxus, thou Amphi, Amphi, Amphioxus,  
O thou Amphioxus, I'll sing a song of thee!  
    A song I'll sing of thee, love!  
    But savor 'twill of me, love!  
Thou Amphioxus Sancrolatus,  
O thou Amphioxus, I'll sing a song of thee.

II.

O thou Amphioxus, thou art a very simple type;  
O thou Amphioxus, thou art a simple type!  
    A simple type is thine, love!  
    Of our ancestral line, love!  
O thou Amphioxus, thou art a simple type.

III.

O thou Amphioxus, thou hast a hollow gastrula;  
O thou Amphioxus, thou hast a gastrula!  
    This gastrula is thine, love!  
    A queerer one is mine, love!  
O thou Amphioxus, thou hast a gastrula.

IV.

O thou Amphioxus, thou hast a strange, contractile heart;  
O thou Amphioxus, thou hast a simple heart!  
    That simple heart is thine, love!  
    Evolved from it has mine, love!  
O thou Amphioxus, thou hast a simple heart.

V.

O thou Amphioxus, thou hast gill-slits along thy side;  
O thou Amphioxus, thou hast gill-slits enough!  
    One hundred eighty thine, love,  
    But none are left of mine, love!  
O thou Amphioxus, thou hast gill-slits enough.

CONTINUED ON PAGE 66.

The Wellestey Legenda.

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### Our Glove Department

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Our Glove buyer having just returned from the European Glove markets, we are enabled to show the latest novelties, both in colorings and embroideries.

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---

NINETY-FIVE also wishes to give a little pre-tree-day advice to those following her in college. Don't talk about the Faculty with the transom open. Get all possible fun out of college, and that won't be much. Be good and the Faculty will be happy.

※ ※ ※

NINETY-FIVE leaves college, not being sufficiently urged to stay, to carry her degree to safe shelter and find a "sphere." She plans to B.A.—

In conclusion, she would suggest a few improvements to Ninety-Four's LEGENDA: that there be more contrast between cover and contents; that there be a few more handsome pictures; and that there be an appendix to explain jokes.

The Wellesley Legend.

---

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**162 Tremont Street, Boston, Mass.**

## ODE TO THE ZOOLOGY DEPARTMENT.

CONTINUED FROM PAGE 60.

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### VI.

O thou Amphioxus, thou hast a notochord complete ;  
O thou Amphioxus, thou hast a notochord !  
    The notochord is thine, love !  
    It's traces still are mine, love !  
O thou Amphioxus, thou hast a notochord.

### VII.

O thou Amphioxus, thou hast no brain at all, at all ;  
O thou Amphioxus, thou hast no brain at all !  
    No brain at all is thine, love !  
    A muddled one is mine, love !  
O thou Amphioxus, thou hast no brain at all.

### VIII.

O thou Amphioxus, thou hast a tiny, slender form ;  
O thou Amphioxus, thou hast a slender form !  
    Two pointed ends are thine, love !  
    To find the point is mine, love !  
O thou Amphioxus, thou hast a slender form.

### IX.

O thou Amphioxus, thou hast a wide and spreading fame ;  
O thou Amphioxus, thou hast a widespread fame !  
    'Twill live forevermore, love !  
    New students ever bore, love !  
O thou Amphioxus, thou hast a widespread fame.

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