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The Kodak



January, 1916

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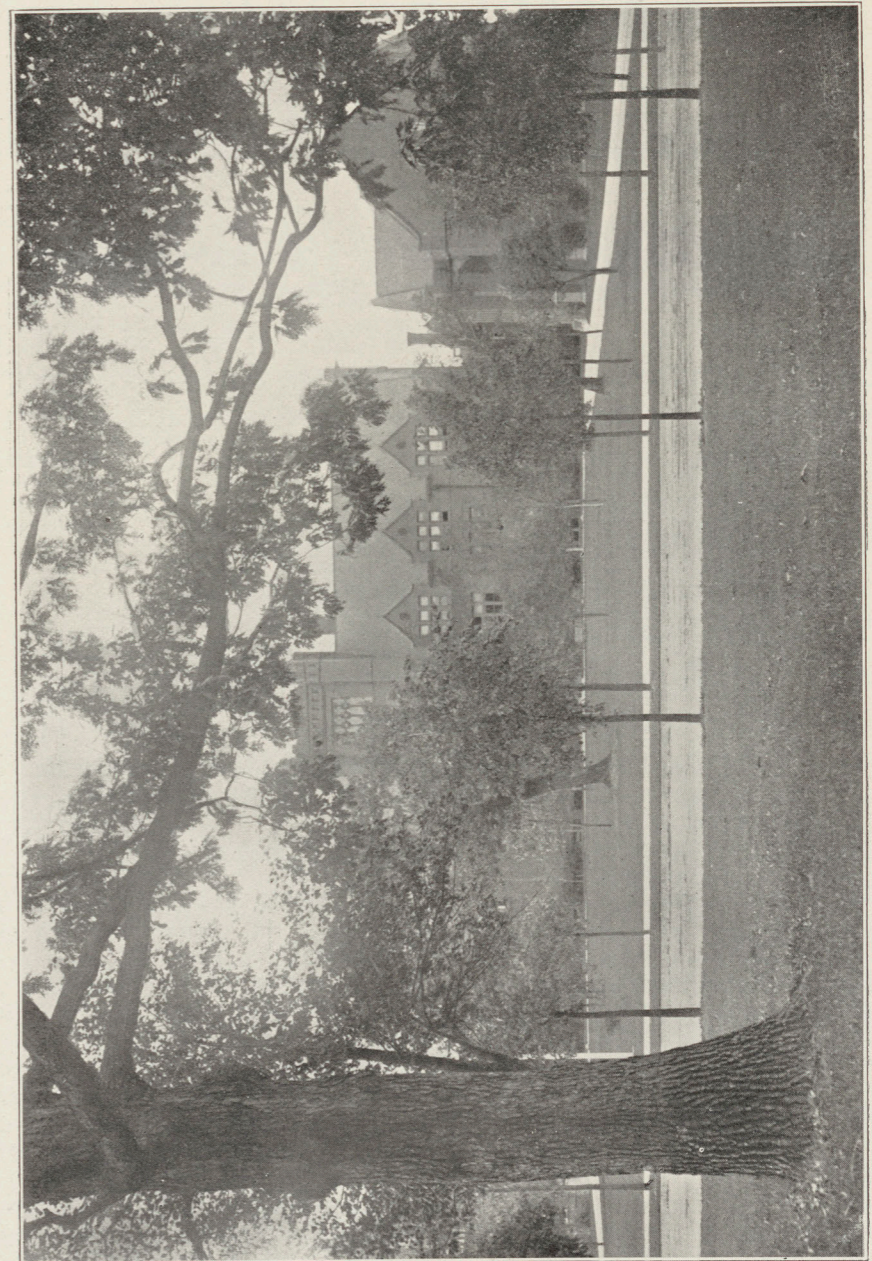
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MERRILL HALL.

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THE KODAK

MOTTO: "MEHR LICHT."

Vol. XXI

Milwaukee-Downer College, Milwaukee, Wis.

No. 2

JANUARY 1916

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The Kodak is published six times during the college year by a board of editors chosen from the student body.

Literary contributions will be received by Myrtle Eickelberg; items of college interest by Gladys Gottlieb. Alumnae news should be sent to Lillian Knell, 662 Thirty-third Street, Milwaukee.

Business communications and subscriptions may be sent to Grace Wilson, Milwaukee-Downer College.

EDITORIALS.

THE KODAK wishes all its readers A Happy New Year during every one of the 366 days of 1916.

Have you broken all your New Year's resolutions "already yet?"

What are you going to do with that extra day in February this year? Why not dedicate it to raising the Fund? As it is Leap Year, when girls are expected to make the advances, why not employ the day in an "every man canvass" in which you "propose" to your benevolent friends that they make a generous contribution toward the Endowment Fund?

The next KODAK will appear on March 15. All contributions should be in the hands of the Editors before February 25. A special effort is under way to make the April number a Shakespeare number. Everyone is asked to contribute something, either in verse or in prose. As April 23 is also the three hundredth anniversary of the death of Cervantes, contributions on Don Quixote will also be accepted.

Of special interest to us is the production of Housman and Barker's "Prunella" by the Mount Holyoke students, as their Christmas play this year. Our dramatic club has had this play in contemplation for some time.

Christmas is more and more coming into its own in our colleges. The New York Times reports a Yule log feast in Livingston Hall, Columbia University. Six students, dressed as Colonials, brought in the Yule log (on a stretcher, it is, in the picture). A loving cup was passed around, during the carol singing, and general mirth prevailed.

Of great interest to all who believe in Woman's College is the "Story of Wellesley," by Florence Converse, a graduate of that College and member of the English department. The book is the most eloquent argument for women's higher education that has yet come from the press. It also shows the need and the value of true democracy in the administration of colleges and points to the time

when both men and women, faculty and alumnae, shall have representation in college government. The book is published by E. P. Dutton & Co.

The coming of Mr. John Masefield to the College on the evening of February 4 is one of several reasons for publishing an article by one of our students on one of the foremost English poets of our time.

“DAUGHTERS OF TIME, THE HYPOCRITIC DAYS.”

With the incoming of the new calendar year, one is moved, with Charles Lamb, to take inventory of the stock with which Father Time does his business. Of course there are the conventional 365 days, with one extra day this year added for good measure, just as there were in Charles Lamb's day. But were our beloved Elia to attempt to reckon all the days of the year 1916, the number of which is legion, it would be no “Rejoicings on the New Year's Coming of Age” that he would write, but “Lamentations.” What would he say of the following category: Safety First Day, Fathers' Day, Mothers' Day, Children's Day, Apple Day, Tuberculosis Sunday, Peace Day, Go-to-Church Sunday, Flower Sunday, McKinley Day, Forefathers' Day, Arbor Day, Labor Day, Potato Day, Flag Day, Good Roads' Day, Tag Day?

“And still the wonder grew
That one short year could carry such
a crew.”

THE ENDOWMENT FUND.

The half-million dollar Endowment Fund is a subject not far from our thoughts at any time. The Endowment Committee of the Trustees holds weekly meetings, and frequent announcements of contributions cheer all hearts. The subscriptions now, Jan. 1, 1916, amount to \$131,000.

E. C. S.

DEATH OF MRS. WINKLER.

As we go to press the word reaches us that Mrs. F. C. Winkler, on Sunday, January 9, 1916, entered the eternal life. For nineteen consecutive years, from 1892 to 1911, Mrs. Winkler was a devoted and efficient Trustee of this College, recognizing its difficulties, meeting its problems, believing in its high purpose and destiny. To Mrs. Winkler we owe more than we can state for her efforts for this College at the critical time of the union of Milwaukee and Downer Colleges, her aid in securing our endowment of \$200,000 and most of all, in her fine ideal for the education of girls, ardently desiring for them the fullest opportunity for intellectual development, yet placing first high character and the social culture of the true gentlewoman. Mrs. Winkler was most active in forming the Milwaukee College Endowment Association, an effort undertaken by several ladies of the city in order to secure the first endowment of Milwaukee College. As the president of the Association and for years upon its governing board, she strengthened the work of this society. The Alumnae Association, in recognition of her great services to the College, made Mrs. Winkler one of its honorary members. Others will speak of her work in the Wisconsin Woman's Club in the city Y. W. C. A., and other public service, of her devotion to her church and her sacred personal relationships, but we mourn her as our unswerving friend, wise and capable, and this College honors her as a benefactor and as one whom we would emulate in noble womanly character.

E. C. S.

THE COLLEGE ON THE FIRING LINE.

College education is on trial, as it never has been before, if one may judge by the numerous articles on the subject appearing in contemporary books and periodicals. “The Harbor,” “A Far Country,” and “The Bent Twig,” all,—devote whole chapters to college life in our American Universities, while two books have been written dealing exclusively with what may be called “the business

of being a college student.” These are: “College Sons and College Fathers,” and “Through College on Nothing a Year.” Nor have the dailies and weeklies been silent on the subject. First came President Foster's article, “Vicarious Thinking,” in *The Nation* of November 12. This elicited able comment in *The Nation* of December 23, by Mr. Robert Hale of Boston, who thinks that the causes of this intellectual sloth in college circles are not to be found solely in luxurious fraternity houses or professionalized athletics, or energetic professors, who do their students' thinking for them, but rather in modern educational methods, which he thinks have done more harm than modern plumbing! The special methods decried by the writer are the elective system, daily themes, and inter-collegiate debating, all of which encourage dishonesty of the most insidious character.

Again in *The Nation* of December 8, a teacher of Freshman English in a middle western University, deplors the shocking ignorance of contemporary events in this, the most stirring period of the world's history, as shown in the confused ideas of a whole class as to the identity of Gallipoli, Venizelos, General French, Lord Kitchener, etc. To this the editor of *The Nation* himself responds at length in the editorial columns of the issue of December 16. He lays the blame at the door of the home, not of the college. “The question of keenest, one might indeed say, crucial interest is, how far the state of mind of these young people reflects that of their elders.” He leads us to infer that older people, if examined, would evince similar ignorance of the facts connected with “the greatest international convulsion of all history.” Worse than the ignorance displayed is the flippant attitude of mind existing on the part of adults in both city and country districts. Apropos of the same subject, *The Chicago Tribune* comments editorially under the caption, “In Darkest America,” as follows:

It is just possible that students in universities and colleges feel themselves somehow above reading newspapers and other periodicals dealing with current events. They study history as Cæsar wrote it, but they are apparently unwill-

ing to study history as the world today is making it. Lansing's Austrian note is of less importance to them than Napoleon's Berlin decree.

It seems that though Americans have solved the mechanical problem of the communication of intelligence, as it used to be called, they have scarcely touched the human problem. American men, in college and in business, seem to need compulsory training more than soldierdom. As a practical measure of relieving our abysmal ignorance in world affairs, courses in newspaper reading should be in every college curriculum.

Perhaps it is such revelations as these that lead an editor of a great daily like *The Tribune* to write so pessimistically as the following:

WHY YOUNG PEOPLE ARE SENT TO COLLEGE.

“Parents do not want their children to learn anything uncomfortable or anything they themselves do not happen to believe.

It is perhaps fortunate for the future of higher education that so small a percentage of students really get anything out of their studies. For higher education would not be tolerated. Ideas are uncomfortable things to have about any easy-going household, especially if you do not happen to agree with them. Parents know that in the case of girls a real higher education rubs some of the innocent bloom off their daughter's cheeks. Knowledge is not an asset in the marriage market.

But most children come through college unscathed, bringing with them nothing but the prestige, social and financial, which their parents intended them to get. But under the circumstances it is rather inconsistent of parents to chide their offspring for not making use of the admirable educational opportunities offered them.”

The editors of THE KODAK do not subscribe to this gloomy view of the present status of American education. But they agree with their readers, probably, in thinking that every college reflects the spirit of its time and if that spirit is inhospitable to serious ideals that cost something, the college itself will suffer

in proportion. The college, then, must become the community leader, the maker of traditions, and not the passive follower of its critics and judges. Twenty minutes spent in reading the daily papers,

twenty minutes more in intelligent interchange of comment on the same will accomplish much, while a hospitable attitude toward Knowledge will accomplish still more.

FOUNDERS' DAY: DR. BUTLER'S ADDRESS.

On Thursday evening, November 18, Founders' Day was observed for the first time. After the organ prelude by Florence Wright and the singing of the Founders' Day hymn Miss Sabin spoke of the Day and the earliest Founders, leading us back to the time when our College was the Milwaukee Female College. Due to the foresight first of Miss Butler and later of many others, the institution was able to enlarge its scope and became in time so strengthened that it is realizing today many of the ideals of its Founders. Mr. William W. Wight recalled Judge Downer, giving us a vivid picture of the man in his austerity, kindness and great generosity. Dr. Nathaniel Butler of Chicago University gave the address of the evening on the subject: "Liberal Education and the Time Spirit." We tend, he said, to emphasize the material; we are bitten with a passion for making things, and as a consequence there is great emphasis on vocational training. Liberal education, he went on to prove, is not opposed to this; in fact,

the one supplements the other. First, it is obvious that the two can never be identical because the one aims at technical skill, the other at breadth of view. There are demands in life which cannot be met by vocational training, fields in which technical skill is entirely inadequate. The statistics from college presidents indicate an increasing demand for a liberal education, while the growth of such colleges as Simmons shows the growing interest in vocational studies. Then, too, it is coming to be more generally recognized that a liberal education is the best background for vocational work. Finally, the two supplement each other in the ends which they accomplish. Vocational training emphasizes a man's function as an individual; a liberal education observes rather his obligations as a social being. In conclusion, Dr. Butler outlined the twofold purpose of a liberal education: to get the best things out of life and to stand for the best things in life.

Frances Terry, 1917.

THE DAY AND ITS EARLIEST FOUNDERS.

President E. C. Sabin.

Milwaukee-Downer College regards the present occasion as one of much importance in its history, as this is the first observance of a public and conscious expression of a feeling that lies deep in the heart of the college, its gratitude to those who have made possible this school of higher study. We hope this event is the beginning of an annual custom in this college that will through future years mark with scholastic interest the month

of November. We welcome with especial pleasure those who have honored us by their presence this evening.

Nothing excepting the question "whither" is of greater importance to a person or institution than the inquiry "whence," and every life-story emphasizes its origins.

Building the walls of Jerusalem was hardly less eminent of service than erecting its holy temple. It was a necessary

pre-requisite of the temple that the walls be its strong protection. And if we may look on the work of teachers as the inner consecrated service, we may regard the founders of a college as its puissant wall builders, furnishing the conditions essential to the vital priestly service.

In the year 1848, the year in which the fifth and last of the states carved out of the great Northwest Territory was admitted to the Union, and when its metropolis was a scattering town of about 15,000 inhabitants, a private school for girls, called the Milwaukee Female Seminary, was opened in this city. An unbroken thread connects our college of today with this school, which under able leadership flourished, and attracted the attention of one who was probably the foremost authority in this country on the education of girls.

It has been said that "every institution is the lengthened shadow of one man," and it is with a worthy pride that this college looks back to a rootage influenced by the great-hearted, and far-sighted, original organizing mind of Catherine Beecher. Miss Beecher had visited various towns in the West, in Michigan, Indiana, Illinois, Missouri, Iowa, and Wisconsin for the purpose of organizing schools for the training of teachers, and while representing the Boston Ladies' Society for Promoting Education in the West, a society created in response to Miss Beecher's powerful printed appeal, "American Women, Will You Save Your Country?" She had studied the education of girls in Europe, had been for many years the head of a notable school in Hartford, and had added to unusual observation and experience the reflections of a constructive mind. She had reached certain very clear and definite opinions, in many respects far in advance of her own time, some of which, like vocational education and vocational guidance, are only now being generally introduced, and others which are to be reached still later in the development of educational methods. Coming to Milwaukee, Miss Beecher met Mrs. Parsons, the head of Milwaukee Female Seminary, who was completely persuaded of the merits of Miss Beecher's plan, and in 1852 the Seminary was reorganized under the name of the Milwaukee Normal Institute and High

School. The principles of the administration included entire freedom from any sectarian or denominational control, and the purpose to devote itself to the higher education of girls to fit them for life in their most usual natural professions, viz, home-making and teaching. In 1852, the school was moved to the site on the corner of Milwaukee Street and Juneau Avenue into a new building erected at a cost of a little less than \$6,000, to which Miss Beecher contributed a relatively large sum. In the following year the name of the institution was changed to the Milwaukee Female College. (In 1876, to Milwaukee-College, in 1895, to Milwaukee-Downer College.)

Miss Beecher urgently inculcated, by eloquent voice and pen, the idea that the term college should signify some very definite connotation, something beyond the fact of a charter from the Legislature authorizing the trustees to incur debts and confer degrees. She was thus the first advocate of the standardization of colleges. She insisted upon endowment as essential both to the permanency of the college and to the existence of a faculty that should consist of well qualified specialists who should have liberal time, free from the claims of the class-room, to continue their own intellectual progress. To secure endowment, she organized in May, 1852, The American Woman's Education Association, a title which heads our list of Founders, both alphabetically and chronologically, an association which for upwards of twenty years worked steadily for the advancement of the higher education of women in our western states. This association gave first to Milwaukee College a library and apparatus to the value of \$1,000, then contributions for salaries and other expenses aggregating more than \$6,000, but through business failures and from other causes, no endowment was established. Writing in 1872, Miss Beecher says, "Certainly no institution, either East or West, has exceeded Milwaukee Female College in both its intellectual and moral advantages. Endowment is essential. Perhaps the day will come when the fathers and brothers that have themselves received so much aid (from endowed institutions?) will accomplish what was attempted by the

friends of this college (for women) in the East." And she adds: "Should there ever be a time when practical women have a controlling influence in that institution as trustees and faculty my hope of its success would revive."

In thinking of the observance of this day, my mind has delighted in the pioneer founding of this college, in the recognition of the noble sacrifices of those who helped the infant enterprise, its Founders in a true sense were all of these—I have found it hard to refrain from calling all of the bright roll of those named in the Wight Annals—and my boundless enthusiasm is excited over the great-hearted, generous association of women, who, moved by loftiest patriotism, sought education for the children of the pioneer in our West, to be secured by educating women as teachers and mothers. If this was not an effort that is pure patriotism and inspired state-craft, I know not what can be evidence of those great qualities.

A FOUNDER: JASON DOWNER.

By Hon. William W. Wight.

To not a few of us here present the word Downer has no *personal* significance. We are familiar with it as the designation of a Home for incapacitated ministers, as a portion of the title of a College for the education of women, as the name of an avenue bounding these buildings on the East and as an embroidery on the wind shields of migratory Jitneys. But to the popular mind Downer has no association with flesh and blood. To others of us, however, older in years and keener in reminiscence, it has a human interest as connoting an individual, one who helped to give this college a local habitation and a name—one, indeed, of its Founders.

Let us then shortly call up before us traits and characteristics of Jason Downer, who, though giving his name at first

It is not without interest that certain ideals held by Miss Beecher and unattained in her lifetime have, in recent years, been in a degree realized, though not established with the knowledge of their having been sought by her. Among these are in this college for which she desired so much: physical education; instruction in the sciences and arts underlying home making; specific preparation for the profession of teaching; instruction by qualified specialists in every subject; the hopeful beginning of an endowment fund; and the appointment of "practical women" as trustees.

I have briefly directed your attention to the beginnings and the earliest large benefactors of Milwaukee College and to the woman of genius who recognized the strategic importance of this city for a college for women, and lifted the purpose of the pioneer Milwaukeean from the notion of a private school for girls in Milwaukee to the conception of a college for women of far-reaching service and influence.

to an institution of learning in Fox Lake lived and died in Milwaukee.

As he was born in 1813 we cannot summon witnesses to his appearance in his early years. Memory recalls him as tall and spare, one might almost say gaunt; as he walked he somewhat suggested Abraham Lincoln in his look and carriage. He wore a long black coat and a tall black hat—raiment accentuating his scholarly stoop.

For Jason Downer was a scholar. He graduated from Dartmouth College in 1838; he studied law in Louisville, Kentucky; he came to Milwaukee in 1842 and was the first editor of the *Milwaukee Sentinel*, which he assisted to establish when he was 29 years of age. He was a constant and diligent student in his chosen profession of the law—not simply to

prepare himself for a particular piece of litigation but to acquire that mental discipline which befits, and belongs to, the trained lawyer. His legal opinions prepared while he sat upon the Supreme Bench of the State of Wisconsin, show broad culture, profound and varied learning. His sentences were never ornate and florid, but always simple and direct. In erudition and in logical analysis no one before or since upon that bench has surpassed him, no one except Chief Justice Ryan has been his equal.

Judge Downer was not generally a magnetic, a companionable man. He was cold, serious, sedate, austere. Only those few who possessed his friendship and enjoyed his hospitality, pierced his reserve and found his sunny side, his attractive mentality. Hence Judge Downer was ill fitted to be a jury lawyer, ill fitted for the appeal to emotions and sensibilities, for the attraction of men to man. His province was to illuminate recondite points of law, to modernize ancient precedents, to besiege and convince the Court.

Notwithstanding his repelling exterior, Judge Downer was warm-hearted. His instincts were kindly. He liked to do nice things, but not with Pharisaism or ostentation. His left hand seldom knew what his right hand did. A striking instance of this generous spirit has been told me. In 1864 he was appointed by the Governor a Justice of the Supreme Court to succeed Judge Byron Paine, who had resigned to enter the Union army. After the war had closed and Judge Paine had recuperated from his military service, Judge Downer himself resigned that

Judge Paine might resume the ermine which his patriotism had caused him to put off.

It need not surprise us that to the kind-hearted and scholastic Judge Downer, students of the higher education particularly commended themselves, nor that they were the objects of his bounty. By his will he bequeathed \$10,000 to Beloit College and the like sum to his Alma Mater, Dartmouth College. By the same instrument he constituted Wisconsin Female College at Fox Lake the beneficiary of his residuary estate upon the condition that it should devote itself exclusively to the education of women—a situation which *that* College was very willing to establish—a situation which *this* College is very willing to perpetuate.

Judge Downer's interest in the Fox Lake institution began as far back as 1865, fifty years ago this year. He contributed largely from time to time to supply its needs, his name for several years headed its Board of Trustees, his funds erected Downer Hall, his residuary fortune, amounting to about \$65,000, placed that worthy institution, re-christened Downer College, upon the pathway towards substantial success.

Judge Downer died September 1, 1883; twelve years later Downer College removed to Milwaukee to join Milwaukee College. Thus Milwaukee-Downer College arose. This College then enjoys the fame, and partakes of the liberality, of the founders of both the uniting Colleges. Hence Judge Jason Downer is fitly a theme on this opening Founders' Day.

Those in charge of the Christmas Revels wish to acknowledge their indebtedness to the following persons, who so generously gave their time and genius to the affair:

To Miss Lillian Knell, 1913, for arranging the stage set.

To Lydia Andrae, 1918, for the ex-

quisite lettering of the Gloria in Excelsis Scroll.

To Agnes Conn, 1918, for making the dragon.

To all who loaned costumes and properties.

To Mr. J. W. Young, for his clever devices in connection with the staging.

CHRISTMAS IN ENGLISH FOLK SONG.

The word carol came originally from the French word *carole*, which at first meant a choral song to the accompaniment of dancing. The word was adopted in England about the fourteenth century and was used commonly in the secular sense, but later it came to be applied almost entirely to Christmas songs, both those of sacred character and those of revelry.

The earliest sacred carols developed from the old Latin festival hymns of the church, and show unmistakable relationship to them in what is called macaronic carols, those combining English and Latin—the Latin usually being reduced to a refrain, as in the following carol:

“When Christ was born of Mary free
In Bethlehem in that fair citie,
Angels sang with mirth and glee
In Excelsis Gloria.”

The history of carol-singing is really one phase of the struggle of the church against the pagan instincts of man. The old pagan festivals of the Anglo-Saxons, such as the feast of the Yule in mid-winter, were celebrated with a blending of riot and sacrifice to tribal divinities. Very early the church issued repressive decrees against these revels and plays were forbidden to be given on feast days, but with the era of St. Augustine came

the theory of substitution in place of prohibition; and the church decided that, if the people must have plays for Christmas they should have plays of divine mystery and miracle, and, if they must have songs, they should sing the music of the church. Accordingly the drama grew up within the church, but in time it outgrew its sacred character again, and likewise the carols that developed from the Latin hymns were soon found in the same manuscripts with songs of pagan origin, and the sacred words were even set to popular secular tunes of dance, love, and hunting songs; also serenades, “good night’s,” drinking songs, and “suffering ballads.”

The earliest carols had been written chiefly by the clergy, but as time went on, carol-making gradually spread among laymen, both court musicians and common people, as shown by the wide range of themes and variety of treatment. During the seventeenth century more stress than ever was laid on old customs of Christmas mirth, and continued until Puritanism stripped Christmas of its old customs and consequently of its characteristic songs. The Reformation also removed several of the chief sources of inspiration for the writing of sacred carols, namely, the worship of the Virgin, the celebration of saints’ days, and

the conception of the Nativity as a dramatic event. Christmas lyrics came to be personal expressions of the attitude and experience of the writers. However, one good effect of the Reformation should be mentioned here; namely, the development of congregational singing in the churches. In the Catholic service all the singing is done by the choir, and usually it is in Latin, but Luther introduced the innovation of having the congregation take part in the service by singing hymns written in the vernacular, and, in consequence, many beautiful hymns were written at this time.

During the eighteenth and early nineteenth centuries very few carols were provided, but within the last fifty years interest has been revived in the subject and there have been produced some very good imitations of the old medieval style.

The secular carols that have survived to us are chiefly those having to do with old pagan customs and hall-revellings. There are those of the traditional strife between the holly and the ivy—as to which should have the preference in the decking of the hall: holly typifying male and Christian predominance, and ivy female and pagan domination.

“Nay, ivy, nay, it shall not be ywis

Let holly have the mastery, as the manner is.”

The holly is also celebrated in a lovely lyric by Shakespeare in “As You Like It”:

“Then heigh-ho the holly
This life is most jolly.”

Then there is the song commemorating the killing of the wild boar by an Oxford student. The boar’s head was the first dish to be served on Christmas day and was carried up to the principal table in the hall with great state and solemnity, the ceremony being accompanied by a carol:

“The boar’s head in hands I bring
With garlands gay and birds singing.
I pray you all to help me sing
Qui estis in convivio.”

The ceremony of lighting the Yule-log was an old Anglo-Saxon custom. The log was brought into the house with great ceremony and to the sound of music, and the ceremony of lighting it with a brand from the last year’s log was also accompanied by a song:

“Come bring with a noise
Ye merry, merry boys,
The Christmas log to the firing,
While my good dame, she
Bids ye all be free
And drink to your heart’s desiring.”

An interesting old custom of old England was that of mumming. On Christmas eve, bands of men and girls exchanged clothes and would go about from house to house participating of Christmas cheer and making merry in disguise. Quaint mummers’ carols combining melancholy and mirth in curious fashion were sung at such times.

The custom of wassailing was an ancient Anglo-Saxon custom, the word wassail coming from the Anglo-Saxon “Waes hael,” meaning “Be in health.” At all Christmas celebrations a large wooden bowl called the Wassail bowl, was filled with a spiced drink, which was passed about among the guests. Each one drank a toast to the others, saying as he did so, “Wassail,” while the others would reply, “Drinkhail.”

“Then here I bid you all ‘Wassail’:

Cursed be he who will not say ‘Drinkhail’.”

The religious carols may be divided into two classes: the Biblical and the mythological; and the Biblical may in turn be subdivided into those treating the Nativity as an historical event, and those

relating to its spiritual meaning. Of the former there are various headings under which the carols may be grouped: those relating to the Virgin, to the Annunciation, to the Nativity, to the Shepherds, and to the Wise Men.

Some of the prettiest of these carols are those treating the Virgin figuratively as the Rose.

"There is no rose of such virtue
As is the Rose that bore Jesu.
Alleluia."

There is also the old carol called "The Five Joys of Mary," such as the Annunciation, the birth of Christ, the Resurrection, the Ascension, and the Crowning of Mary in Heaven.

In connection with the Nativity are found many lullabies. The Nativity was a favorite subject for mystery plays and some of the most ancient carols we possess are those of the Annunciation, the shepherds, and the lullabies taken from these early plays produced in the church in celebration of Christmas. The lullabies sometimes were of a distinctly spiritual character and contained dialogues between the Mother and Child, the Child foretelling His sufferings or uttering prophetic promises of glory. They are nearly all distinguished by genuine depth and tenderness of feeling. Martin Luther's "Cradle Song" should be mentioned in this connection, as it belongs in the same class, although it was written much later. Among the modern Christmas lullabies should be mentioned Alfred Noyes' "Slumber Song of the Madonna" from his "Golden Hynde."

All these subjects are still being used by modern writers in the text for Christmas cantatas and choral works. The story of the Three Wise Men suggests the quest theme which might be followed out in many lines in literature. A modern version of this theme in relation to

Christmas is found in Gilbert K. Chesterton's "Quest of the Snow."

The second class of religious carols are those which deal with the meaning of the incarnation, and the spiritual joy of Christmas, as in the refrain:

"O tidings of comfort and joy."

The survival of these carols might be said to be in the regular Christmas hymns which are used in the church service, such as:

"Hark the Herald Angels Sing."

"O Little Town of Bethlehem."

"It Came Upon the Midnight Clear."

"While Shepherds Watched Their Flocks by Night."

The mythological carols may be grouped under certain headings, according to the subjects treated: the Virgin, the saints, old customs, etc. One of the most famous of the Virgin legends is called the "Cherry Tree Legend," the story of which is taken from one of the old Coventry plays. Mary and Joseph were one day walking through an orchard when Mary asked Joseph to pluck some cherries for her. Joseph refused in a very unkind manner and the unborn child commanded the tallest tree to bow down to Mary so that she could reach the fruit and pick some for herself.

There are several carols of myths relating to the childhood of Jesus. "The Holy Well" relates that the child Jesus went to the Holy Well to play with the children there, but they refused to have anything to do with Him because they were the children of lords and ladies and He was only of low birth. The Child went home and told His mother what the children had said, and she in anger bade him "take away those sinful souls and dip them deep in hell." But Jesus, reproving her, answered, "Nay, nay, that may not be, for there are too many sinful souls crying out for the help of me."

"The Bitter Withy" is quite a different story, portraying the human side of the child Jesus. He again went out to play with some children and when they scorned Him He built a bridge of the beams of the sun over which He crossed, followed by the other children, who were all drowned as a result. The mothers of the children complained to Mary, who punished the child Jesus by slapping him with the withy, and he said:

"The bitter withy that causes me to smart,

Oh, it shall be the very first tree
That perishes at the heart."

There are also some modern legends of the childhood of Jesus, which have, however, a deeper figurative meaning. For example, in "The Christ Child and His Ball," He is represented as looking for his lost ball, which refers to the world lost by sin. Tschaikowsky's beautiful "Legend" is the story of the child Jesus in His garden. Other children came in and put his flowers to pillage and left him only the thorns for a crown.

The legends of the saints were also very popular at Christmas time. The legend of St. Brandan is that, as he was on a sea voyage in the far north one Christmas eve, he saw an iceberg on which there was a human figure. He stopped to speak with it and found that it was Judas, who was released from hell once a year, every year on Christmas eve, to cool his burning breast with the cold snow—in return for a kindness he had once performed during his life for a beggar in Joppa.

St. Nicholas and St. Christopher were both patron saints of mariners, and St. Nicholas was also the patron saint for school boys. His day was on December 6, and in Germany the tradition arose of regarding him as the advance messenger to examine the conduct of children,

bringing them goodies and promises of gifts for the good children on Christmas day. He later became identified with Santa Claus, who brings the gifts on Christmas day.

On the eve of St. Stephen's day, which fell on Christmas night, people celebrated what was called boxing day, when the poor people went about with Christmas boxes, like our mite boxes, to solicit money from their patrons and employers.

Begging was very common at Christmas time and was associated with the legend that the Christ child wandered over the earth every Christmas eve, sometimes in the guise of beggars, so that whoever gave assistance to them was really showing hospitality to Christ. In connection with this custom there are the carols of "Dives and Lazarus," following the Bible story of the rich man and the beggar and the fate of each; and of "Good King Wenceslaus," who showed hospitality to a poor beggar who came to his gates.

One of the homely traditions of Christmas was that at midnight on Christmas eve the oxen and cattle in their stalls kneeled down on their knees in an attitude of devotion to the Christ child. The carol of "The Carnal and the Crane" tells the story of the flight of the Holy Family into Egypt and how the wild beasts fell down and worshipped the Christ child.

"I Saw Three Ships Come Sailing In" was a very popular old Christmas carol, but seems to have no direct connection with any particular Christmas legends or customs.

Longfellow expresses the continuity of the Christmas tradition from the very first Christmas carol of the angels' "Glory to God in the Highest, and on earth peace, good-will toward men" down to the present, in the following little poem:

"I heard the bells on Christmas Day
 Their old familiar carols play
 And wild and sweet
 The words repeat
 Of peace on earth, good-will to men—

And thought how, as the day had come,
 The belfries of all Christendom
 Had rolled along
 The unbroken song
 Of peace on earth, good-will to men.

—Florence Wright, 1916.

SOME OF THE LONGER POEMS OF MR. MASEFIELD.

It has been predicted by many poets for many years, since Wordsworth, that men should draw from everyday life for their poetry and should use the everyday language of men. With great simplicity and ease, it is at last being accomplished in such poetry as John Masefield's. Somber his poems are and haunting, but not hopeless, for they are brightened with "the comfort in the strength of love," of mother and son, of brother for brother.

With what conviction and breathless interest we read the story of the conversion of Saul Kane in "The Everlasting Mercy," of the prize-fight, the remorse and wildness of the following night, the unconscious kindness of heart, the revelation and the night of preparation for prayer, of the dawn when there came to him the overwhelming realization of the beauty of the life of the plowman. Browning in Ned Bratts writes of such a conversion in low life, but there are few others.

Reading of the artist lad, the Dauber, trying desperately to win his place among the *men* of the ship, how vividly one feels the bitterness of it all! In "The Widow in Bye Street," how we murmur against the cruel blows dealt Jim's mother, and marvel at the struggle and strength of her great love for him in his despair.

Of his choice of work, of the poverty often crushed under the labor of the world, of its burdens and despair, but also of its visions and romances, John Masefield writes:

"Others may sing of the wine and the wealth and the mirth,
 The portly presence of potentates goodly in girth;
 Mine be the dirt and the dross, the dust and scum of the earth.

* * *

Of the maimed and the halt and the blind in rain and the cold—
 Of these shall my songs be fashioned,
 my tales be told."

The old, old spirit of English bards breathes out in his songs of the sea. He answers the stirring call of nature:

"I must down to the seas again, to the lonely seas and the sky,
 And all I ask is a tall ship and a star to steer her by,
 And the wheel's kick and the wind's song and the white sail shaking,
 And a grey mist on the sea's face and a grey dawn breaking."

—Helen Kermott, 1917.

TWO GIPSIES.

Having read Grayson's "Friendly Road" and some of Stevenson's "Letters," both in the same week, I feel qualified to analyze the very different effects they have on one. Grayson's, of course, is a fine, wise philosophy, for stay-at-home folk—that of finding adventure anywhere in the commonest things; but somehow, contrasted with Stevenson, he seems like only a sort of domesticated Gipsy. Once in a while, the wandering voices call through his window, and he goes out for a little trot around the farm, up the road, and then back again at night, to his Harriet. Perhaps a man couldn't be a real gipsy with a wife like Harriet. Anyhow, he leaves you with a satisfied, contented, stay-right-where-you-are kind of a feeling.

But Stevenson stirs up all the restless discontent—all the wandering blood in you. Perhaps he's not so philosophical nor so wise, but he's very much more alluring. Grayson said:

"The open road is for adventure; and adventure is not the food of life, but the spice."

There is the very difference between the two men; to Stevenson it *was* the very food of life. A gipsy is different from other people in only two ways: he has no home or settled abiding place, and he does not know yet where his trail will lead. But every night Grayson can say:

"And after I had done my chores, I came in hungry to my supper."

And he knows, too, where his trail leads. For he says:

"After all, at the end, the Open Road leads back into the narrow path."

It is all right for the road to lead back, but a real gipsy would not care for that trail, if he knew just where it was going. The only thing that Stevenson ever knew about his trail was that it led

"To the place that is just beyond seeing," and only once ever came

"this sailor home from the sea,
 And this hunter home from the hill."

—Ada Porter.

A STUDENT'S POINT OF VIEW.

In the *Nation* of Nov. 12, 1915, President Foster of Reed College, in his article, "Vicarious Thinking," "deplores the intellectual sloth of American college students." Mr. Foster agrees with the "Undergraduate," writing in the *Outlook*, that everything unites to extinguish a student's zeal for knowledge; and with Mr. Dooley, who thinks students have too much done for them and too little required of them. That idea isn't new to

us. Many students have come to the pass where they expect to sit down and wait for things to come to them; they want everything parcelled out and catalogued. Just yesterday a girl complained to me of an assignment that required a bit of original research work and thinking. "Why," she said, "I don't think she has any right to ask us to write on that; we never took that up in class."

Then Mr. Foster complains that col-

lege students have to do too much memorizing and too little reasoning. On first thought, I considered this criticism a little unjust—I could not remember that I had been required to overtax my brain with memory work. But I do think that many college courses are conducted along the methods of strict outlines. I have taken some examinations that required only good, hard studying of outlines to pull a good mark. Then the author thinks the college offers too many lectures. This may be true in larger colleges and universities, but it is not so in small colleges. Mr. Foster makes the apt remark: "You can lead a boy to lectures, but you cannot make him think."

He makes another point rather difficult to challenge, when he says that immediately a student is given a subject, his first impulse is to look it up in a book. He will look for hours for material in a book, when all he might need would be a good look into his own mind.

Another sad but true fact about students and other people as well is that so many of them have a faculty for speaking fluently without really saying anything. They talk around a subject in a wild attempt to find some point upon which to fasten.

Next Mr. Foster cites three obstacles to intellectual enthusiasm in students. First he thinks there is too much traditional conservatism in colleges. Teachers do not dare to get out of their ruts for fear of discharge. It is hard to believe that trustees would be narrow enough to oust professors for merely diversifying their courses.

The second obstacle is the growing tendency toward luxurious surroundings in colleges. It is a fact that sorority and fraternity houses seem to vie with each other to make their quarters the most attractive. For myself, I find perfect physical comfort necessary to productive

studying; but I agree that too luxurious surroundings might tend toward lazy, idle habits of mind and body.

Then the author considers the dominance of intercollegiate athletics detrimental to intellectual enthusiasm. Professionalism in athletics for a few, athletics by proxy for the majority, is really carried a little too far in large colleges. Good, wholesome exercise should be made a part of every student's life.

Finally Mr. Foster appeals to the religious side of a student's life. He says sound creed for themselves. Whether through laziness or not, it is true that very few people, when finally pinned down, can state their religious beliefs firmly. But I do not believe college students are guilty of this any more than other people. I do not think the mode of thinking in college has much to do with the religious side of a student's life. He says do believe that if everyone would throw off the laziness of mind that grows to be almost a disease with some, they might come to what Mr. Foster considers a necessity, "the keen joy of studying their way through."

Randolph Bourne, in his article in the *New Republic* for December 4, 1915, "What Is College For?", criticizes rather severely Henry S. Canby's "College Sons and College Fathers," and "Through College on Nothing a Year," recorded by Prof. Christian Gauss from a student's story. To Mr. Bourne the most illuminating statement in Mr. Canby's book is that "college education in this country has not been so successful as college life." Mr. Bourne thinks that Canby is not severe enough in his criticism—were he an ethnologist, he thinks, Mr. Canby would understand that "the undergraduate world is a primitive culture of its own." Among other primitive characteristics, Mr. Bourne finds that the "incor-

rigible loyalty (in college life) means the herd-instinct which canonizes conformity and ostracizes difference." He says, "the real indictment of the American College is that it provides a social atmosphere so incomparably seductive to that gregarious crawl, which Mr. Canby calls the 'approval of their classmates.'"

Loyalty to college life is the great enemy of the undergraduate, for it prevents loyalty to college education. "Students cannot be taught to think when their minds are glued together." It is because Mr. Canby upholds loyalty in the student—calls it a virtue—that Randolph Bourne finds fault with "College Sons and College Fathers." The idea is ruggedly expressed by Mr. Bourne. It comes as a kind of shock, but upon contemplation one finds it not so far from the truth.

In connection with his criticism of Mr. Canby's work, the author finds in the anonymous story of a Princeton student's story of his college life a corroboration of the idea that our colleges provide college life rather than college education. The story is told in a "stale and cheap" way. The boy came from the slums and stuck to college by sheer pluck—earning every cent of his way—winning the approval of professors and graduates. He

learned how to address and deal with his fellowmen, something Mr. Bourne thinks he could have learned at a business college. He gained mere salesmanship from his college life. To the author this boy was one of the uncollegiable. He did not make himself distinctive; he merely raised himself to the level of the "herd." It is true that the young man should have gained more of the culture obtained from association with the best in literature and science than he evidenced in his confession. To him college was "one grand recreation." He admits that he got most of his education "outside of books." Of course, one cannot bury himself in books during the four years of college, and it may be a fact that some outside influences prove stronger than the knowledge one gets from books; but nobody who spends four years at college should make a statement like that without wondering why.

College should be a life where for youth of all social classes the expression of genius, the modern interpretations of society, and the scientific spirit, may become "imaginatively real." To me this seems the ideal purpose of the college, and admirably answers the question, "What Is College For?"

—Esther Reimers, 1917.

REVIEW OF MR. GOMPERS' ADDRESS.

Mr. Samuel Gompers, the president of the National Federation of Labor, gave a brief address in chapel on December 6.

Mr. Gompers stated that the Labor movement originated in hunger—hunger for the commonest necessities of life. And now it is still the same hunger which is urging the Labor Unions onward—hun-

ger for the better things of life; ideals and duty. The Labor movement is a constant effort for constant improvement.

The trade union movement, like all other movements, must be judged.

a) by its achievements.

b) by what it tries to achieve.

Unlike the employer and the employee

of the South, where the intimate relations born of the old slave-holding days still survive, the employer and employee of the North have established, one might almost say, an armed truce.

Therefore, it is necessary for the workers to unite (a) for common protection, (b) for common betterment. The latter includes shorter hours, higher wages, better factory conditions and better homes. All the improvements will tend to make better citizens of the laboring people.

The methods of the labor unions have

often been criticized. There is, undoubtedly, Mr. Gompers concedes, much to criticize in them. But, we all are human, and therefore imperfect. As these labor unions are composed of human beings, their weaknesses are reflected in the organizations.

It is the unions, however, who, in spite of these trivial weaknesses, will drive the wheels of progress onward and ever onward towards that far-off goal of perfection.

—Lydia Andrae, 1918.

DR. JOHN M. COULTER'S LECTURE ON EVOLUTION AND HEREDITY.

At the lecture on "Evolution and Heredity," which was given under the auspices of the Science Club, on December 10, Professor John M. Coulter, head of the department of botany at the University of Chicago, found an eager audience of college students and guests from the city. In the time allotted him, Mr. Coulter could merely outline the history of the study of evolution. The attention of the audience was almost perfect, probably because of the speaker's complete familiarity with his subject and his delightful intimate way of speaking.

We were told that for three good reasons every educated person should know something about evolution: the conception of evolution has revolutionized modern thought; it is the most persistently misunderstood thing in the world; and it has led to tremendously important practical results.

The theory of evolution is as old as thought, said Mr. Coulter, but several names have become linked with the word—they merely set forth explanations—not the theory itself. Darwin was specially mentioned. Men first became interested to study evolution when they studied plants and animals, and noticed that cer-

tain structures not used by the body in its functions still existed. For instance, a young parrot has the beginnings of a full set of teeth, while the mature parrot has no sign of teeth. The human appendix was also cited.

Explanations have been advanced at various times since 1800. Before 1800, it was all speculation; the seventeenth century was all inference and observation; the period beginning about 1900 has been one of experimentation. When men began to experiment they came to some knowledge of heredity.

Scientists discovered that each child inherits both similar and dissimilar characteristics from its parents; so we find that no two persons on earth are alike. They found that the two things that count in life or the formation of character are heredity and environment. People began to think they could improve plants and animals and even people; hence the science of Eugenics.

Mr. Coulter believes that the study of evolution and heredity with the view of improving or increasing crops and of improving life will enable men to render enormous service to mankind.

—Esther Reimers, 1917.

FACULTY NOTES.

Miss Elizabeth Greene Upham spoke on Arts and Crafts before the Woman's Club of Port Washington and before the Young Women's Guild of Immanuel church.

Miss McKinney spoke on Home Economics at a meeting of the Girls' Club of the South Division High School.

Miss Crooks had an article published in the December number of the Journal of Home Economics, on "The Aim in Textile Teaching." Miss Crooks spoke at Pratt Institute on January 6 on "What the Shopper Should Know About Textiles."

Miss Reynolds attended the midwinter meeting of College Librarians held in Chicago on December 31 and January 1 and spoke at one of the sessions.

Dr. Tromanhauser gave a lecture on Florentine Art before the Milwaukee Art Society in December.

The meetings of various educational organizations held in Chicago Thanksgiving week were attended by the Misses Brown, Frink, Reynolds, Johnstin, West Crooks, and Smith.

President Sabin attended the annual meeting of Presidents of Colleges of the Interior held at Grinnell College, Iowa. Grinnell was also celebrating its fiftieth anniversary by the dedication of buildings which form the woman's quadrangle.

Miss Sérafon gave a French lecture before the College Endowment Association recently.

President Sabin presented a paper at the Conference of the Colleges of the Interior on the subject, "College Education and Life Work" on November 20. On this occasion, the degree of Doctor of Laws was conferred upon Miss Sabin by the trustees of Grinnell College. In conferring the degree, President Main spoke as follows. (Quoted from the Grinnell Review): "We think of you as a woman who has done a notable work in organizing and developing a college for women in one of the leading cities in the United States, as a masterful influence in elevating the standards of culture, education and life throughout the West."

DIPLOMAS RECOGNIZED BY UNIVERSITY OF NEW YORK.

As an alumna of Milwaukee-Downer College desired to teach in the state of New York, an application for recognition of our College diploma was made to the Department of Education of New York. The following reply was received:

The University of the State of
New York,

December, 1915.

My dear President Sabin:

I have pleasure in advising you that the Board of Regents of the University of the State of New York, at its meeting held December 2, formally registered the B.A. and B.S. degrees of Milwaukee-Downer College as the basis for the college graduate certificate, which is a legal license for teaching in this state.

Yours very truly,

(Signed) *Augustus S. Downing.*

Home Economics Day was observed at the College by the presentation in Chapel of two papers. Miss Elma Dixon read an account of the life of Miss Ellen Richards and Miss Mildred Wright presented "The Scope of Home Economics."

Semester topics in Economics I were

given in the Chapel on the evening of Saturday, December 11. Miss Mildred Wright spoke of the incomes of laborers and Miss Esther Peter presented the budget, thus giving the actual and the ideal distribution of the income.

LANTERN NIGHT.

Lantern night, a tradition started last year, was again celebrated on the night of December 20. The procession led by members of the Glee Club started from the College at 6:45. Everyone carried a lighted lantern, all giving the appearance of so many fireflies. Christmas carols were sung at the Protestant and St. Rose's Orphan Asylums, St. Mary's

Hospital, the Industrial School for Girls, and the Protestant Home for the Aged.

It was decided that the Sophomore Class should, each year, take charge of lantern night. Brass lanterns will probably be used next year, not only because of their greater safety and beauty, but because they can always be used afterwards as a pretty reminder of the event.

FREE VERSE or WHAT YOU WILL.

THE WAY OUT.

If only I were out of school
And knew the world about,
If I had traveled here and there
I could, without a doubt,
Write verses like a poetess
Or rather, like a man,
For now-a-days, it seems to me,
'Most anybody can.

Take "North of Boston" as a case,
No rhyme nor rhythm in it,
Yet on our shelves it finds a place—
"The poems of the minute."
So Mr. Masters writes his book,
"Spoon River" is his topic;
The public lick their chops and think,
"Now that is philosophic."

I used to think the poet's life
Was rushing to and fro
On search for rhymes and pretty words—
But now I think I know
That poetry has changed its name
"Free verse" is now the thing
With which men earn their daily bread
And make the kettle sing.

—Jean Leavens, 1917.

Anyone in doubt as to the exact geographical limits of the much-abused section dubbed "Middle West" will be enlightened by the following excerpt from *The Denver Republican* from the pen of a young Western poet, Arthur Chapman:

Out where the handclasp's a little stronger,
er,

Out where a smile dwells a little longer,
That's where the West begins.

Out where the sun's a little brighter,
Where the snow that falls is a trifle whiter,

Where the bonds of home are a wee bit tighter,
That's where the West begins.

Out where skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins.
Out where a fresher breeze is blowing,
Where there is laughter in every stream-
let flowing,

Where there's more of reaping and less
of sowing,
That's where the West begins.

Out where the world is in the making
Where fewer hearts with despair are
aching:

That's where the West begins.
Where there is more of singing and less
of sighing,

Where there is more of giving and less
of buying,
And a man makes friends without half
trying—

That's where the West begins.

"So say we all of us."

WHEN MOTHER DOES HER CHRISTMAS SHOPPING EARLY.

It doesn't seem a bit like Christmas time!
For things are just as quiet as can be.
Our gifts are all wrapped up and nicely
labelled

And have been for a month or so, you
see.

For mother did her Christmas shop-
ping early.

I saw the package labelled, "Nell from
Father,"
(In mother's writing), and my book from
Sue

That I heard mother order from the
bookstore

And all the things the boys will give me,
too,
For mother did her Christmas shop-
ping early.

The Christmas tree is ready in the attic
(It's put right where there won't be any
muss.)

Oh, dear, it would be fun to have excite-
ment,

I wish we could have lots of Christmas
fuss!

And mother wouldn't do her shopping
early!

—Dorothy Allen, 1919.

EXCHANGE DEPARTMENT.

The *Concept* of Converse College, Spartanburg, South Carolina, is unusual in its splendid editorial department. Brief and well-written, the editorials are the most interesting part of the magazine.

The November number of the Wells College *Chronicle* from Aurora, New York, has very good poetry. "On the Hilltop" is a charming bit, and the two poems on "Autumn" are well written. "The Pewter Kangaroo," although not very original, is a pretty story.

The *Mills College Magazine* of Mills College, California, has several clever features in its October number. "Corporal Punishment" is an appealing, although rather impossible child story. "Heard in the Library" seems to portray rather a universal state in college libraries. While it is a humorous poem, it deals with a rather serious situation for

the college girl. "Ragtime" is a clever little article.

The enthusiastic report of the Lake Geneva Conference in the *College Greetings*, Illinois Women's College, was of interest to the girls of Milwaukee-Downer who went to Geneva last summer. "Our Quiet Hour for Four Years" was cleverly worked out.

The "Intercollegiate Exchange Department," just established in the *Wellesley College News*, is very interesting. Articles from other women's colleges are to be printed in the Wellesley magazine. In the December issue is "Our Outdoor Life," by a Mount Holyoke girl. It is interesting to note also the parodies on the "Spoon River Anthology," which the girls at Milwaukee-Downer have also been reading.

—Dorothy Allen, 1919.

GIFTS TO THE LIBRARY.

Dean Rodman has given to the Library: *Dread of responsibility*, by Faguet; *War in Europe*, by Hart; *Citizens in industry*, by Henderson; *Wisconsin idea*, by McCarthy; *World literature*, by Meulton; *Pan-Americanism*, by Usher; *Stock exchange*, by Van Antwerp, and volumes three and four of the *American Labor Legislation Review*. *Algebra*, by Wells, was presented by Miss Arnold; *Woman and labor*, by Schreiner, and Wilkins, *Love of Parson Lord*, by Miss Reynolds; *Analysis and cost of food*, by Lusk, from Miss West; Carpenter, Baker & Scott, *Teaching of English*, and Chubb, *Teaching of English*, from Miss Rcssberg.

Mrs. Nathan Heller, 1904, gives us her copy of *Current Opinion* each month. Mary Pugh, 1913, presented a *Chemistry* by Remsen and Lois Thom, 1915, presented *Pay day*, by Henderson and Vebler's *Theory of the leisure class*.

The Economics Classes have presented the Dictionary of Political Economy, edited by Palgrave. The French Club have given us *Etudes et portraits*, 3v., *Essais de psychologie contemporaine*, 2v. by Bourget; *Blanchette*, by Brieux; *Dix-Huitieme siecle*, *Dix-Septieme siecle*, by Faguet; *Chateaubriand and Fenelon*, by Lemaitre; *Joyzelle*, *Le temple enseveli* and *Le double jardin*, by Maeterlinck; *Colomba*, by Merimee, and *L'Aiglon*, by Rostand.

The 1914-16 Psychology Classes have presented Ames, *Psychology of religious experience*; Bergson, *Dreams and laughter*; Binet-Simon, *Method of measuring*; Breckenridge and Abbott,

Delinquent child; Briggs, *Routine and ideals*; Ellis, *The Criminal*; Freud and Brill, *Psychopathology*; Hibben, *Problem of philosophy*; Huey, *Backward and feeble-minded children*; Jastrow, *Character and temperament*; Kirkpatrick, *Genetic psychology*; Klemm, *History of psychology*; Moll, *Hypnotism*; Morgan, *Animal behavior*; Payot, *Education of the will*; Sidis, *Foundations of normal and abnormal psychology*; Stern, *Psychological methods*; Stratton, *Experimental psychology*; Thorndike, *Animal intelligence*; Washburne, *Animal mind*; Watson, *Behavior*; and Keller, *Story of my life*.

Mr. John G. Gregory has presented The Phantom Club papers, third series; from Miss Elizabeth Harrison, the principal of the Chicago Kindergarten College, we received five books which she wrote: *In Story-land*; *Misunderstood children*; *Offero, the giant*; *Some silent teachers* and *Study of child nature*. Mrs. Julius Klauser presented the book written by her husband, *Nature of music*. Mrs. E. M. Smith gave us Campbell's *Cyclopaedia of English poetry*; the 2 volume translation of *The Iliad*, by Derby, Gilman's *History of China* and *L'Allemagne* by Madame De Stael.

From Mr. and Mrs. Gardner P. Stickney we had a most generous gift, 61 bound volumes of the following periodicals, *Continental Monthly*, *Eclectic Magazine*, *Harpers*, *Missionary Herald*, *National Magazine*, *New England Magazine*, *North American Review*, *Scribners* and the *Sunday Magazine*. Such gifts as these increase the quality of reference

work done and thus aid the students greatly in their daily work.

William W. Wight has presented a collection of pamphlets relating to the present war. The Young Churchman Company have presented the *Living Church Annual for 1916*.

This long list of gifts to the Elizabeth L. Greene Memorial Library shows the increasing interest displayed by the faculty, friends and former students.

—Margaret Reynolds.

HYPHEN, HYPHEN, WHO'S GOT THE HYPHEN?

Away with hyphenitis,
Our country's present ill.
'Tis time for clever statesmen
To show their latent skill.
As surgeons with their Knowledge
Can find the cankerous spot
And cut it out forever
Exactly as 'twere not,
Thus, in spite of watchful waiting,
Boy-Ed was cut away.
Though here within our borders
Co-ed has come to stay.
The co-eds are increasing
At every twist and turn
We'd like to extradite them
But how—we have to learn.
The small but deadly hyphen

Will only have to grow
Until divorce is imminent
For *we* would have it so.
Yet we, too, have this ailment
At our own college here;
The dreadful hyphen has us,
And how, then can we jeer?
Milwaukee-Downer College has hypheni-
tis, too;
And are we all less loyal?
Is any one less true?
Nay, for in our relations
That small and useful mark
Has joined and held together
Where other hyphens part.

—Jean Leavens, 1917.

CALENDAR.

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| Nov. 5. | Nov. 22. |
| Meeting of History Section of Teachers' Convention, preceded by luncheon in Johnston Hall. Alumnae Dinner in McLaren Hall. | Juniors tied Sophomores in inter-class championship hockey game. |
| Nov. 6. | Nov. 24. |
| McLaren Hall Informal. | Thanksgiving recess began at 4 p. m. |
| Nov. 8. | Nov. 29. |
| Mass meeting for College-Seminary hockey game. | Work resumed. |
| Nov. 10. | Nov. 30. |
| First meeting of Marie Wollpert Verein, at the home of its president, Elizabeth Schroeder. | Dr. Kerr held first "community meeting" in the chapel. |
| Nov. 11. | Dec. 2. |
| College regained Hockey Cup from the Seminary. | First Consumers' League meeting December 3. |
| Nov. 12. | Dec. 4. |
| Lorraine Wyman, in peasant costume, charmingly rendered folk songs and ballads. | The annual Missionary Fair. |
| Nov. 18. | Dec. 6. |
| First Annual Founders' Day. Dr. Samuel Butler gave an address on "Liberal Education and the Time-Spirit." President Sabin and Mr. Wight also gave addresses. | Meeting of Dramatic Club in Students' Parlor. |
| Nov. 19. | Dec. 8. |
| Professor Loring and "Lone Bear" gave instructive entertainment with Indian music and dances. | Christmas meeting of Marie Wollpert Verein. |
| Nov. 21. | Dec. 10. |
| Dr. Kerr led Vesper services, illustrating psychological laws with examples from the Bible. | Dr. Coulter gave address on "Heredity and Evolution." |
| | Dec. 18. |
| | The Christmas entertainment proved a great artistic success. |
| | Dec. 20. |
| | Second annual Lantern Night successful in spite of opposition of the grip. |

Dec. 21.

Packing was the main pastime.

Dec. 22.

Christmas Carols echoed through halls at 6:30 a. m. Christmas vacation began at 12:05.

Jan. 5.

Work was resumed.

Jan. 7.

Miss Sabin entertained the Seniors.

The following Sophomores read selections from Browning in the Chapel: Myrtle Eickelberg, Marion Fox, Marie Lewis, Aileen Carney, Josephine Kapp, and Norma Karnopp.

Jan. 10.

Dr. E. A. Cutter spoke in Chapel.

Jan. 11.

Rev. Reginald Williams conducted chapel.

Jan. 12.

Rev. Judson Titsworth conducted chapel.

Jan. 13.

Rev. Dr. Ashworth spoke at noon. At 8 o'clock in the evening, Prof. M. C. Otto of the University of Wisconsin delivered an address on "Materialism."

Jan. 14.

Students' Recital.

ANNOUNCEMENTS.

The Polyamma presentation under the auspices of the Milwaukee-Downer Club on Tuesday evening, December 14, netted \$1,001.

On Friday evening, January 21, the Dramatic Club will present "The Shadow of the Glen," "The Workhouse Ward," and "The Twelve Pound Look."

On Saturday evening, January 22, the Freshmen will present the "Pageant of Days."

On Friday, January 28, at 8:15 P. M., Madame Guérin will present in costume five episodes in the life of Marie Antoinette. She will be assisted by her young daughter, as page.

Coming on Friday, February 4, at 8:15 P. M., Mr. John Masefield.

Professor Fred P. Hill, of Carleton College, will conduct the services on the Day of Prayer for Colleges on Sunday, February 6, at 4 P. M., and 7:30 P. M., in the College Chapel. Special music.

The faculty will entertain the Milwaukee-Downer Club on Monday, February 7, at 3 P. M., when Miss Wilder will read some modern play.

Examinations will be held from February 7-11.

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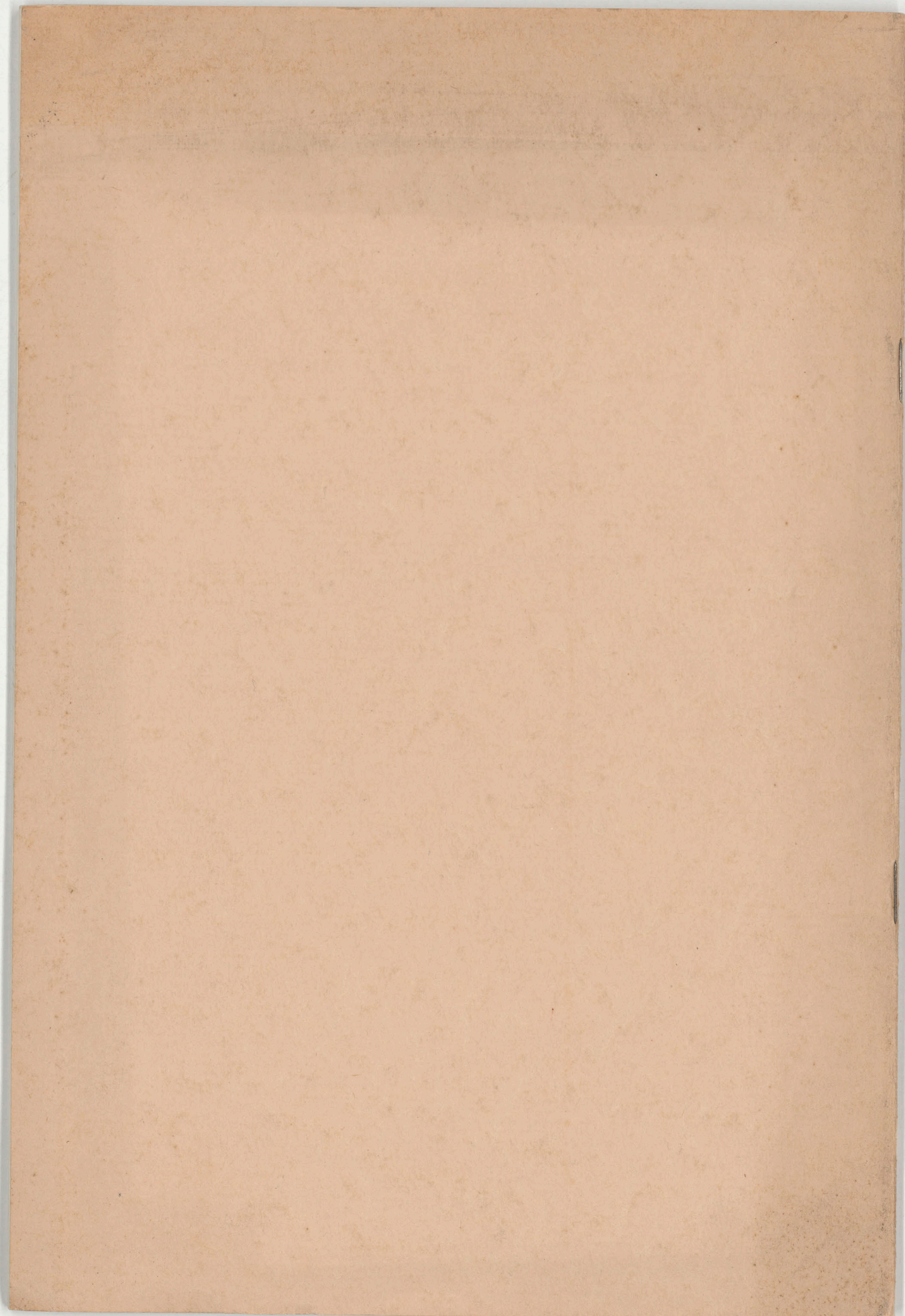
POET AND DRAMATIST

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The Kodak

MILWAUKEE-DOWNER COLLEGE
MILWAUKEE, WISCONSIN

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Write for a catalogue to Dean Macy D. Rodman or to Miss Mary L. Langers, Registrar.

THE KODAK

MOTTO: "MEHR LICHT."

Vol. XXI

Milwaukee-Downer College, Milwaukee, Wis.

No. 3

MARCH, 1916

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The Kodak is published six times during the college year by a board of editors chosen by the students.

Literary contributions will be received by Bernice Fulton; items of college interest by Gladys Gottlieb. Alumnae news should be sent to Lillian Knell, 662 Thirty-third Street, Milwaukee.

Business communications and subscriptions may be sent to Grace Wilson, Milwaukee-Downer College.

EDITORIALS.

ST. PATRICK'S DAY GREETINGS.

The top o' the mornin' to you.

To the College, one and all, the daughters of Erin send their verdant greetings for the Seventeenth of March. May our Scotch colleagues, with their blatant bagpipes and orange-hued sentiments, lay both aside for one day and smile in amity, as the wearers of the green pass along with their retroussé noses tilted a "wee bit" higher. May the German forces cease their arguments with the allies to receive into their souls for the day the true spirit of "Erin go braugh." Come and listen to our blarney though you know it isn't true, just watch the world grow brighter as the flattering compliments come to you from the girls of the Emerald Isle.

Contributions should be in the hands of the editors before March 27. Remember that this is your only opportunity to honor William Shakspeare in this way for three hundred years; and even then you cannot honor him so, for that celebration will not be a tercentenary. What will it be?

Congratulations to Wellesley on the gift of \$150,000 for an Administration building, to Vassar on the auspicious initiation of her million-dollar fund, to Mt. Holyoke on the completion of her Students' building, and to Milwaukee-Downer on the recent recognition given her by the General Education Board. Details are given in another column.

Agnes Conn and Josephine Kapp, both 1918, have been elected to THE KODAK board, to take the places of Myrtle Eikleberg and Amanda Zeisler, who resigned. Grace Sperry has been appointed editor of the funny column, which Ruth Falk-

The next issue of THE KODAK will be published on April 15, just before the spring vacation. It will be a Shakspeare Tercentenary number. All contri-

enau has named, "A Roll o' Film or Two."

THE KODAK acknowledges the receipt of the Alumnae Bulletin, which was published in January, just too late for mention in our issue of that month.

How did you spend that extra day in February? We spent it in getting THE KODAK to press.

We hope in our next issue to be able to make some definite announcement of the details of our Shakspeare Pageant to be held in June, under the direction of Miss Wilder and with the coöperation of the College Alumnae Association.

"We are what we are because those about us are what they are." So philosophizes one of the characters in the Chicago story, "Those About Trench," which has just been issued. This sentiment may not be as stimulating as Henley's challenge to mastery of circumstances, but it has the facts of human nature and average experience on its side. Moreover, it places the responsibility for human conduct, just where a large share of it belongs, on the shoulders of those who create and control the environment of others. Its application? THE KODAK is what it is because those about it are what they are. Who are "The Girls About THE KODAK."?

WANTED: YOUR OPINION.

Do you ever tell anyone what you think of THE KODAK? Not only your roommate, but the girl who has written a poem, a story, or an article that particularly pleased you or some other member of the Kodak Board. We want criticism, favorable and adverse, for how else shall we know how to please our readers?

We are constantly hearing helpful words of approval or criticism from people outside the College, until it would almost seem that the paper is published for outside readers rather than for the College students. If busy people outside the College are willing to take the time to write a personal letter of commenda-

tion, how much more ought we, whose paper it is, to be, not only willing, but ir-repressible, in our expressions of interest? What do you think about it? Is it a case of a prophet's being not without honor save in his own country?

EXAMINATION TIME.

One comes out of the Torture-chamber with just two conscious possessions: a brain that feels like a bowlful of sand torte cake dough after an hour's beating—and an entirely new and reconstructed sense of time. There is a saying that the eleventh hour is only thirty minutes long; but any Milwaukee-Downer girl will testify that the examination hour is but fifteen minutes long. A remarkable thing about it is its surprising elasticity—a truly widow's cruse of time. At first there are ten questions to answer in two hours; then six in one hour; four in a half-hour; and finally, two in ten minutes. And yet we all manage to finish a full minute before the bell, and look loftily around to see who is slower than we. If all the other ten minutes had each as much room in them as this last ten, we should not need fifty minutes for the whole performance.

Some girls begin with a leisurely, superior disregard for such ephemerality as time and tide, but before the end, they, too, are writing with painted cheeks, and a feverish, haste-driven scratching.

And clocks and watches!—The room fairly ticks with time-pieces; from the sounds, one might judge herself on the fifth floor at Marshall Field's. One girl came in with an excessively determined air, and a Big Ben Intermittent under her arm. All through the examination, was the flickering hope in the back of my mind, that the thing might go off, and provide a "*divertissement*."

This atmosphere of ceaseless, solemn, irrevocability in which one is enveloped, should by rights, instil a sense of the "Forever-never, Never-foreverness of time." But the only thing it did to me was to start singing in my head,—

"But the one I love
More than all the rest,
Is my papa's watch,
It's very much the best;"

and to give me an unholy desire to write,
Dickory, dickory, dock,

The mouse ran up the clock,
in between the definition of Ontology,
and "the contributions of Psychology to Pathology."

SCHOOLMISTRESSES.

To one who has enjoyed the friendship of several schoolmistresses, to use Miss Rebecca West's own term, to one who has been charmed and inspired by their personalities, Miss West's description and denunciation of those schoolmistresses with whom she happened to come in contact, falls nothing short of being pitiful. It seems sad that a character so strong as hers should have been warped by disappointment so early in life. It may be that my instructors (I prefer the word to Miss West's more distasteful term) were exceptions, that I was fortunate in having been placed in a school where people were different; but it does not seem possible. How many of us do not remember having heard some man or woman who has done something with his or her life say, "And I owe a large portion of my success to the inspiration and encouragement received from a little backwoods school teacher?" Miss West does not realize that there are other school-mistresses than those with whom it was her unhappy lot to be cast. They are not all nasty nothings; they are not all smouldering volcanoes; they are not all blank pages waiting for some name

to fill out. It is hoped that some day Miss West will find this out and be converted to a healthier attitude toward her own sex of which she seems at present to be thoroughly ashamed. We who belong to the great class which Miss West calls "the world's worst failure," and of which she herself is a member, wonder whether being a glaring traitor to one's sex is not just as great a failure as being a "dull-gray school-mistress."

HENRY JAMES.

Just as we go to press, we read of the death of Henry James. We cannot let the event pass without a word, despite the vast chasm that yawns perceptibly between this great past-master in the art of writing and our amateurish selves. Yet it is never unbecoming to acknowledge an indebtedness; and we, as college students, do owe Henry James something ineffably precious. He has shown us the beauties of our mother tongue, when spoken with precision and elegance. He has made us hate the mediocre, commonplace, and material things of life, and has introduced us to a world of spiritual values. He has given us insight into the method of the artist. Saturation, he says, is the great necessity for writing. "To be saturated is to be documented." He has given us a rule of life, "Doing at any cost the work that lies to one's hand shines out again and yet again as the saving secret of the soul."

THE ENDOWMENT.

On the morning of February the eighth, the College was made jubilant by the announcement that the General Education Board had voted to make a contribution of \$100,000.00 toward the additional \$500,000.00 Endowment Fund that is now being raised. Every one is appreciative of this gift, as perhaps essential to the success of the great undertaking, and also as a recognition of the work of the College.

The terms of the gift require that the total amount be pledged in from one and a half to two years and the whole paid

in from four and a half to five years. After all is pledged, the General Education Board will pay its contribution in proportion as other pledges are paid. It is a rule of the Board to make no payments while any debt exists.

This gift has made the most conservative trustees feel confident of the success of the undertaking, and trustees, alumnae, students, and generous friends are making a long, strong pull together to accomplish the work in the shortest possible time.

E. C. S.

SEEING THE PRESIDENT.

Janie Louise's tearful red nose flattened itself against the pane as she watched the unfeeling backs of her retreating relatives. They walked to the corner and with about thirty other people climbed onto a downtown car. To Janie's misty eyes, it seemed a most heavenly car—unwontedly large and shiny, and so yellow that it was orange. For Janie housed within her a desire also to go to see the President.

But when you have the toothache until your cheek looks more like a purple plum than a human cheek, your mother says to you, in a certain tone:—

"Any girl who has the toothache so that she cannot go to school is not fit to go to see the President."

And then you stay at home.

So Janie Louise watched the car slide away into yellow mist; and then quite suddenly, put her head down on the window-sill, and began to cry in the hopeless, world-without-end way common to children—and cried herself into a marvelous dream.

She dreamed that along came another orange-yellow car, right under her window, without any track, and this took her to see the President.

Everything was just as she knew it would be. The President wore a golden crown and a purple and ermine robe. He stood in front of his throne and waved a sceptre, while he preached. Around him was a body-guard of big blue policemen, and every time the President said, "Preparedness," they all waved high their clubs, like spears in the air, and shouted:

—"Long live the President." And even the women round the Queen's seat waved their muffs, and echoed:—"Long live the President." The queen was a very pretty lady; Janie Louise could just see the shiny ear-rings in her ears. But every time the President said, "Pacificism," the policemen banged their clubs together with an angry noise like nine-pins rumbering down the Catskills.

At last, a great bell began to ring, as though it were the end of the world. The lights went out and the people vanished into duskiness—and Janie Louise came to, with a painful sense that both her feet were asleep, and that somebody was punching the front-door-bell button.

Dazedly, not in the least recalling that she had been asleep, she stumbled on her prickly legs to the door, breathlessly crying:—

"Mother! Did you see them? Wasn't it lovely! Where did you sit?"

But a very tired, cross voice answered back crisply:

"Yes, I have had an excellent view of the Cedar Street entrance to the Auditorium, for two solid hours—but I have not seen the President."

And behind her, Bob's big voice grumbled:

"Aw, it's a rotten system! You'll catch me voting for any old Democratic administration."

And wondering, Janie Louise whispered, to herself:

"Oh-h! Then I'm the only one that did see him, after all!"

ADA PORTER, 1916.

IMPRESSIONS OF THE PRESIDENT'S VISIT.

Scene: Reading room.

Time: The cold gray dawn of the morning after.

Characters: Students at Milwaukee-Downer College.

Senior alone reading daily paper, headline of which is: Wilson Urges Preparedness.

Several Juniors, laughing and talking, enter and one addresses Senior.

Junior: Did you get in, Mary?

Senior: No, but I did everything else, and so I'm reading this as a finishing touch. Did you girls get in?

Junior: Cora and June were among the first in. They sat in the tenth row

right in front of the President and directly opposite Mrs. Wilson. They saw them both distinctly. Isn't that exciting?

Senior (sighing enviously): I should say. (To other Juniors, Cora and June): How did you manage it? I got down at quarter after one, and couldn't so much as get near a door, much less get in.

Cora: Oh, well! We were at the Auditorium at a quarter after twelve. Being a few feet from the doors when they were opened at ten minutes of one, we were just carried in with the crowd. By the time we reached the arena, the people behind us were moving so fast that we had to run, and consequently got front seats. You should have seen that Auditorium fill up. I'll warrant it didn't take three minutes.

Junior: Oh, it couldn't have been much more. I was one of the last to get by the policemen before they closed the doors again and I know the place was filled when I saw it.

Senior: Didn't you get a seat at all?

Junior: Yes, luckily there were just a few left in the gallery, so we ran up there. And we heard every word the President said! Really, it was wonderful. I'm glad we were up so high, in one way, for it gave us a splendid opportunity to watch the reactions of the crowd. It was thrilling to see that high mass of people rise when the President and Mrs. Wilson came in. Of course, we couldn't see a thing from where we sat, but as we saw him afterward, I don't mind. It was almost like hearing a phonograph record, except for the fact that once in a while I could see something white moving, which I knew was his hand. But what did you do, Mary?

Senior: We stood and stood and stood, until half past two, patiently wait-

ing to be let in. Finally a man stuck his head out of a window and told us the place had been packed since one o'clock. Then we held a little indignation meeting and went to the movies. It was heaps of fun, though. Just standing in that crowd was worth the disappointment of not getting in. It was so good-natured.

Cora: Joe said they didn't get in but that they went into a drug store nearby and the proprietor let them stand in the window, so that when the President went by they saw him perfectly. Wasn't that luck?

First Junior: Talk about luck, did you hear the hard luck story the faculty have to tell?

All (curiously): Oh, no! Tell us!

Junior: Well, some of them had box tickets. In order to be on the safe side they got there at quarter after one. Of course, there wasn't a chance of getting to any of the Cedar Street doors to present tickets, but that's where all the policemen sent them. Finally at twenty minutes after two, after much persistent effort, they convinced the policemen that they were going to get in, and after a while a door was opened to ticket holders. I guess they had a worse time than those of us who got in without tickets. In this case it was more profitable to be with the "common herd."

(Bell rings.)

Senior: There's the bell. I hate to go to classes because I've been so excited and talked so much with people about their adventures that I haven't done a bit of work. Oh, by the way, did you hear how one teacher mistook our College president for Mrs. Wilson? It was all the fault of those orchids.

ELIZABETH SCHROEDER, 1917.

"WHAT EVERY MAN SHOULD KNOW."

From a Freshman's Mail Box.

My dear daughter:

I was indeed surprised to learn from your last letter that my daughter, whom I have intentionally segregated in a girls'

college, should exhibit such abnormal interest in *What Every Man Should Know*. Since you have broached the question, however, I shall not evade my maternal

responsibility. The point of the story in the February Century, about which you inquire, is this: Every man should know what every woman has known since Mother Eve—what I knew, for instance, when I married your father; that is, that a woman always wants what she thinks she can't have, and that the best way to win her and wear her is to keep her guessing from the very minute that you fall in love with her. Petruchio knew this and every shrew-tamer, from Shakspeare's time down has known this.

Your curiosity about the other sex, on the eve of your Johnston Hall Informal, has aroused my curiosity as well, and I am wondering whether your interest in the story is academic or personal. I do hope, my dear daughter, that you will not allow your affections to be aroused at so young an age in regard to so dangerous a subject as this. As I always believe in looking on both sides of a question, I have asked your father to read the story and give you his opinion.

Your affectionate Mother.

P. S. Your father was just like that man.

My dear daughter:

Your mother seems to be quite exercised over your state of mind—state of heart she calls it—in regard to *What Every Man Should Know*. It always concerns me, as a man, much more to know *What Every Woman Should Know*. However, as Mr. Barrie, with the aid of Maude Adams, has told us that—you recall it, don't you? that the rib taken from Adam to make Eve was man's funny bone—of course, you will not expect me to be humorous. I believe, however, in self-defense, or sex-defense, I ought to say, that I still bear a bone called humerus. But, joking aside, here is the view of pater familias:

Miss Harbore's psychology is not so subtle, so utterly unfeminine, that Mr. Gray should be the first to penetrate it. Like all women, she wants variety. Adoration, submission and ultra-politeness

have been offered at her shrine—and she became bored. Probably she had been out two or three seasons and evidently the men in her circle were all of the brainless Leopold type. It is likely that Miss Harbore's reputation was known to Mr. Grey before their meeting at the dance. Also he knew something about what happens when Greek meets Greek. Silence met with silence, indifference with indifference, the thread-bare game of fashionable masculine pursuit utterly abandoned—these things were enough to pique her interest. For Miss Harbore's chief need in a life was a little sprinkling of red pepper. So she is forced to assume the initiative; her curiosity leads her into desiring to see more of this social anomaly who does not say at parting, "When may I see you again?" Mr. Grey must be given credit for playing his game with artistry and discernment. If he had appeared promptly at five, Miss Harbore would have repented the favor shown, and have indulged in regrets regarding her unread novel. How wise was that three-quarters of an hour of tardiness! Of course Mr. Grey could not have reckoned upon the fortuitous arrival of Leopold, who was an admirable preparation, but he could imagine how her thoughts would revert to him during the period of waiting—how she would be perplexed by this strange exception to the usual prompt and smiling obsequious caller. So he did not come until he knew that she would have given up hope of his arrival. A writer of less analytical keenness than Miss Miller might have prostrated her character as animated by anger or outraged vanity at the delay—but this would not have been true reaction. The feeling of loss, of great opportunity vanished, seems to me a very true emotional state in the case of the girl. The close of the story seems to me particularly excellent. There is nothing unnatural in the girl's absorption in thought, and her sudden discovery of Mr. Grey's presence comes upon the reader like a dash of cold water.

Your mother was just like that girl.

Your obedient Father.

WATCHFUL WAITING.

Some questions were asked by Miss X in class which disclosed an astonishing lack of observation. One girl of the twenty-five knew how many stalls there are in the Library, no one knew the number of shelves in each stall. No one could tell whether the front door of Merrill is in the middle of the building or not, nor whether the windows up-stairs are like those on the first floor; some could not say how many floors there are.

Why not adopt the policy of watchful waiting where it may be really wise. When one must wait regularly for some one else to finish her music lesson at the west end of Albert Hall, for from three to eight minutes, one should find something worth while watching. During the fall it was interesting to watch the slow progress of the gardener and learn his methods of pruning or covering shrubs, or to wonder why those pine shrubs, west of the walk leading to MacLaren are scattered about in the center of the lawn space instead of being clustered at the corner. Chapel is an interesting place in which to wait. How do you find your row when you are the first to enter? How are the seats constructed and why in that particular way? How quickly the mental attitude of a person can be determined by her appearance! Even the Seniors betray themselves by the tilt of their caps or the turn of their tassels.

When you have to wait in an office do you gaze absent-mindedly at the wall-paper, or do you look about intelligently at people and furniture, or pick up the worth-while magazine instead of "Snappy Stories"? Waiting for a street-car, waiting for class to begin, waiting for breakfast, or a caller, or the luck that you expect to have come your way, why not be watchful? She who does, will be apt to

see the big opportunity and be ready to grasp it.

We append a few points which every Milwaukee-Downer girl should know:

1. To what period of Gothic architecture do the college buildings belong?
2. What are the two differences between the projecting window over the entrance of Vogel Hall and that on the south side of Holton Hall?
3. What is the name and the use of the mouldings over the windows?
4. What is the difference between a corbel and a gargoyle? Where may each be found?
5. Bound the Campus. How many acres?
6. Locate Hawthorn Den? Why named? When used?
7. To what different uses would you put a Students' Building?
8. What is the history of the tapestry in Holton Hall? The mirror?
9. What Wisconsin artist made the bas-relief of MacDowell in one of the small reception rooms in Holton Hall? In what connection has her name recently been mentioned in the papers?
10. Who is the Milwaukeean whose portrait is painted among the French ladies in the picture in Holton Hall drawing-room, representing the crowning of Franklin?
11. What is the seating capacity of the chapel?
12. Identify the statues in Merrill Hall.
13. What is the story connected with the big chair in the vestibule of Johnston Hall?
14. What changes would be necessary to convert the college buildings into those of a typical Oxford College?

HELEN KERMOTT, 1917.

MR. MASEFIELD.

On the night of Friday, February 4, John Masefield spoke in Merrill Hall to a large and appreciative audience, includ-

ing a great many guests from the city. Those of us who had been previously disappointed in finding that great writers

are sometimes poor speakers particularly enjoyed his clear, deep-toned delivery. During the first part of the evening he gave a brief history of English poetry, of its greatest movements and their representatives from the time when all poetry was either sung by men-at-arms around a camp fire, or chanted by the monks within their convent walls. Art, Mr. Masefield believes, is a creature of the sun, and England, according to her share of light, has yielded something precious, for her poetry like her climate is companionable and friendly. He finds in the genial poet Chaucer, the gentleness, the tenderness, and the humor which characterize his country, and as for the Elizabethan dramatists, he divides them into two classes: Shakespeare and the others.

Then came the New Learning, bringing in its wake a great division of the people into the few who possessed it and the many who did not, a gulf between the lettered poet and the unlettered man, which few have bridged. Later Blake and Wordsworth were the two chief minds of that great rebellion which tried to make sweet and alive what had become a dead, cold thing. In the last century, with Tennyson, have come the poets for a new type of reader, the middle class, but these also, like most that went before, are too aloof from the universal heart ever to hold it long, as Chaucer, Shakespeare, and Dickens. When we turn to the pres-

ent, we see that it is not upon poetry that English thoughts are bent now; but sometime "after the fire of sacrifice and of war have burned out and only the ashes are left," there will be a rebirth, and England will once more find great souls to interpret her.

During the remainder of the evening, we had the rare privilege of listening to a poet's own interpretation of his poems, of feeling as we could have felt, in no other way, the breath of the warm west wind, the call of the sea, the great love of England, and the deep sympathy with mankind which characterize Mr. Masefield's poetry.

From other poets, Mr. Masefield made rather unique selections for illustration: The Battle of Evesham, to show the English poet's love of locality; one of the less familiar stories by Chaucer; the 146th sonnet of Shakespeare; a charming poem called "Man," by Sir John Davies, printed in the Oxford Book of Verse; an unpublished stanza of Gray's Elegy; a delicious human bit from Prior.

From his own poems he read,—or chanted rather—the following: I must down to the seas again; I was in a ship once; the West Wind; It's good to be out on the road; Selections from the Dauber, the Widow in Bye Street, and The Everlasting Mercy; August, 1914; Twilight it is; Cargoes; I saw a ship a-sailing.

FRANCES TERRY, 1917.

THE FRESHMEN'S NEW YEAR'S PARTY.

The freshmen showed their mettle on January 22, when they turned out en masse to present the days of 1916, in response to the summons of Father Time, who had already taken himself by the forelock and commissioned the seven days of the week to call the roll. Introduced by the Eternal Triangle, Yesterday, Today and To-morrow, these "daughters of Time, the hypocritic days," came running in,—the busy working days first,—in rhymed couplets, as it were, two by two, singing, "Monday's child is fair of face, Tuesday's child is full of grace," etc. Busy days they proved to be, too, as they

sat there, seven prim little maids of Kate Greenaway fame, each one presenting the day of the New Year that fell to her lot, while one was busied in turning over each month a new leaf of the huge calendar that constituted the chief stage property of the occasion.

Who would have thought there were so many days of any year that ever was? We knew, of course, that 1916, being Leap Year, would contain one extra day; but a diligent search through the numerous almanacs of the year would fail to discover all the days that these freshmen found: Blue Monday, as Bill-day in Jan-

uary and as Pay-day in December; Wedding Day; Safety First Day, ingeniously inserted just before Independence Day; Father's Day, just after Suffrage Day; Doomsday, at examination time, and Day-at-Home, after examinations; the Longest Day; the Shortest Day; Dog Days; Tag Day; Patriots' Day; and many dear old College Days.

An interesting feature of the procession was the vocal and instrumental music that ushered in the days. St. Valentine's Day was effectively illustrated by the dramatization of the old song, "A frog he would a-wooing go," in which Eleanor Dana proved a captivating wooer of Marguerite Krauth. Janet Lindsey made a great hit as St. Patrick's Day, as she danced in costume "The Irish Washerwoman," while strains of "The Wearin' o' the Green,"—the class color, by the way,—enlivened the air. "In days of old, when Knights were bold" proclaimed the Don Quixote Tercentenary, stunningly represented by Alice Gronauer, a gallant knight, tilting with a toy windmill. No mistake in associating "I didn't raise my boy to be a soldier" with Peace Day, with its Bryanitic slogan, "Rely upon Love—and grapejuice"; nor yet the familiar melody, "I was a wandering sheep," and the less evangelical air, "When Teddy Comes Marching Home Again," with the return of T. R. to the G. O. P. on June 8. Constance Manchester, as Roosevelt in rough rider costume, made the hit of the evening, as she reiterated the familiar Rooseveltian war-cries: Preparedness, Peace with Honor; Prosperity, Square Deal, Righteousness. Elma Wilson, under whose able leadership the Class of 1919 put on this entertainment, illustrated the eternal fitness of things in impersonating the national leader, whose name she bears. The song, "We take off our hats to you, Mr. Wilson," and a parody of "On, Wisconsin,"

written by the class musician, Mary Perkins, who played the accompaniments, introduced "President Wilson" to his audience, none of whom, by the way, experienced the inconvenience in seeing him that was experienced in seeing his illustrious prototype.

Space forbids—and Time, too,—our elaborating the details of this stunt. We must mention a few of the many excellent impersonations, however. The game of leap-frog, to illustrate the 29th of February was well played by Blanche Herman and Ruth Schnitzer. Mabeth Mellon "filled" the rôle of ground-hog adequately and proved that she had sense enough to see her shadow, when she had one. The Milwaukee-Downer weather report read on this day was quite a forecast. Ruth Windom made a charming bride. She knows how to throw a bride's bouquet, too, as Josephine Kapp knows how to catch one. Elsie Graber was well cast for the part of flower girl in this June wedding. Marjorie Gray, as St. Swithin's Day, proved herself a dual personality in impersonating a rainy and a pleasant day at the same time. Marjorie Sexton, as Suffrage Day, read very well a parody of a late Spoon River suffragist. True to her kind, she appeared again on Election Day at the ballot-box. Nor must we omit to mention the fine impersonation of St. Nicholas Day by Gretchen Koss with a bag of toys in one hand and sticks in the other, and the German advice that she gave to refractory American youth. Ruth Gutwillig, as the Old Year, began and ended the procession of days. She read her lines with very clear enunciation and fine feeling, and looked the part.

The appearance of the whole class at the stroke of 12, the cries of "Happy New Year," and the throwing of confetti, the singing of "We won't go home till morning," brought to an end this Red Letter Day. A. SOPHIE MORE, 1918.

THE SCIENCE MEETING.

The subject of explosives was presented at the regular meeting of the Science Club on Saturday evening, January 29.

The meeting was made very interesting by the kind assistance of Mr. E. S. Thatcher of this city, who furnished an

exhibit of many different bullets and various compounds used in the manufacture of explosives, including smokeless powders, gun-cotton, nitro-glycerine, and picric acid.

The History of Explosives was presented by Linda Countryman. Of particular interest was the fact that the inventor of dynamite is Sir Alfred Nobel, who left the large fortune that he made from the invention as a fund, the interest of which is expended in yearly prizes for the most important work in physics, chemistry, medicine, literature, science, and in the interest of peace.

The Use of Explosives was given by Pauline Saylor who discussed the use of explosives in agriculture, in fire-works and in war. In agriculture, both gun-powder and dynamite are used to rid the land of unnecessary rocks and to assist in tilling the soil. In fireworks, the nature of golden rain or sparklers, rockets, etc., was explained. In war, explosive compounds are used in Shrapnel shells, grenades, bombs, shells, guns and cannon. The Shrapnel shell was very interesting. Mr. Thatcher furnished a Shrapnel that had been opened on one side so that the bullets and fuse were exposed. The bullets are imbedded in a picric acid mixture so that when the fuse is ignited, not only does the shell burst,

scattering bullets, but the acid acts as an explosive also. Miss Saylor also explained the operation of the time fuse of the Shrapnel by an excellent diagram.

Esther Cady presented The Chemistry of Explosives. Explosives were classified as first: Black powder, the ordinary gun powder made of salt peter, sulphur, and charcoal; second, nitro-cellulose, or gun-cotton; third, nitro-glycerine derivatives; and fourth, other aromatic nitro-derivatives. By far the greatest quantity of modern explosives is made from gun cotton which is formed by the action of nitric acid on cotton. It is used in fire-arms, mines and large calibre guns which use as much as three hundred pounds of gun-cotton for one charge.

The nitro-glycerine powders consist of nitro-glycerine, a powerful explosive in itself, and gun-cotton. In the factories where these explosives are manufactured extreme care must be taken because of the high explosive power of the liquid nitro-glycerine. Among the most important modern explosives are the aromatic nitro-derivatives, such as picric acid and tri-nitro-toluol.

It is interesting to note that the United States is fortunate today in having all the raw materials at hand which are necessary for the manufacture of explosives. ETHEL CAREY, 1916.

THREE IRISH PLAYS.

It was a glimpse of Ireland itself that we had on Friday evening, January 21, when the Dramatic Club presented three short Irish plays.

The first, "In the Shadow of the Glen," by J. M. Synge, gave us a poignant feeling of the tragic undercurrent which is so often present in the lives of Irish peasant folk. The scene is laid in the "last cottage at the head of a long glen in county Wicklow." The cold-looking room, half dark and shadowy from the light of the dying fire and the feebly-burning candle,—the body of the dead man on the bed in a corner,—the tense figure of the young wife, glad to be free yet afraid to be alone—all created the atmosphere

of mystery and tragedy which was felt by the audience at the rising of the curtain. The quickly succeeding events are highly dramatic;—the coming of the tramp, who is seeking shelter from the wild night; the wife's story, passionately told to the stranger; the entrance of the young cowherd; and the climax of the dead man's rising to confront the wife and to send her out from his home. Silently the wife puts on her shawl and goes out into the night, accompanied by the tramp who cannot bear to see her go alone. The door closes, the fire dies down, the old man and the young cowherd sit down to count their money by the flickering candle-light and nothing

is heard but the clink of the gold on the table.

The second play, "The Workhouse Ward," by Lady Gregory, gives us a different view of Irish life. The scene is laid in a ward at Cloon Workhouse where Mike and Michael are in bed, engaged in a quarrel which grows more vehement every moment. Then, with the entrance of Mrs. Donahoe, comes the chance of employment for Mike. At first it pleases him; then he thinks he would like to take Michael; soon he realizes that it would be impossible to go without Michael; and finally he concludes that it is an insult to ask him to go without Michael, and out must Mrs. Donahoe go, post-haste. The friends resume their quarrel which is growing more ardent and is accompanied by flying pillows as the curtain falls.

"The Twelve Pound Look," by J. M. Barrie is a strong feminist play. Sir Henry Sims is enjoying the proudest moment of his life. He is about to be knighted and must rehearse the important scene before his wife, who must also prepare for the rehearsal by wearing the expensive new gown. A stenographer must be hired to answer the notes of congratulations which will come pouring in. The stenographer arrives, and proves to be Sir Harry's first wife who had left him several years before. Her reason for leaving him, she now explains, was not another man, but a desire to be free from the

domineering husband and to live her own life. It is inconceivable to Sir Harry that any woman could wish to leave him and he refers proudly to his happy and contented wife. But the little stenographer is wiser than he; the wife has the "twelve pound look" she says, which means she is saving her money to buy—perhaps a type-writing machine. As the stenographer leaves, the wife enters. She is interested in the woman who type-writes letters for her living. There is a sudden question, "How much do you think one of them costs?" and the question in return, "one of what?"

"One of those machines," says the wife, and the curtain falls.

The casts were as follows:

The Shadow of the Glen.

Dan Burke (farmer and herd)
 Letha Hoskins
 Nora Burke (his wife) . Mildred Wright
 Michael Dara (young herd)
 Elizabeth Faville
 A Tramp Janet Leavens

The Workhouse Ward.

Mike McInnery Frances McGovern
 Michael Miskel Bernice Lyon
 Mrs. Donahoe Sylvia Woods

The Twelve Pound Look.

Sir Harry Sims Edna Du Four
 Lady Sims Mildred Brain
 Kate Marjorie Gray

GRACE HAMMELTON, 1917.

PRUNELLA.

On Friday evening, February 25, the Dramatic Club, under the direction of Miss Wilder, presented "Prunella" by Lawrence Housman and Granville Barker. The whole play has to do with the events occurring in an old English garden, filled with beautiful flowers and surrounded by a high wall with a gate leading out to the roadway. At one side of the garden stood the statue of Love, represented by Mildred Wright, who so splendidly maintained the pose throughout the play that the illusion was complete.

The part of Prunella, the beautiful young girl living under the tyranny of three Puritanical aunts, Prim, Prude, and Privacy, was played by Norma Karnopp. By her childish simplicity and innocence she won the love of everyone about her and naturally captivated the impetuous lover, Pierrot, skillfully represented by Miss Vivian Hodgson. Pierrot's villainous servant Scaramel, as acted by Esther Cady, served aptly as a foil for his master's character. Humor was clearly introduced by Pierrot's gay, dancing band of mummers and by the little boy gar-

dener who constantly admonished the birds for building nests in the trees in his garden.

The Dramatic Club is indeed to be congratulated upon its portrayal of "Love in a Dutch Garden."

I. V. ENGLISH, 1916.

THE CORPS AND THE CORPSE.

Hic jacet Holton aula!
Sic semper omnes sint
Quae audacter basket pila
Cum magistres suis pugnent.

Nunc cavete Holtonenses
Si vos hodie vincetis
Mox in vestris studiis
Faciemus ut desistis.

Nos cavete, nos cavete,
Male, male dicite.

Such was the doleful dirge that the Faculty sang as they sorrowfully carried the remains of Holton Hall on a gaily draped bier into the gymnasium before the game. The corpse was preceded by the members of the Faculty team who wore their colors of black and white and bore themselves with dignity befitting a funeral procession. A skeleton stood in a far corner.

Accompanied by the applause of the spectators, the game began. The line-up was as follows:

Faculty		Holton Hall
Miss Pearson...	Forward	Ruth Tufts
Miss Frink.....	Forward	Verona Soisson
Miss Tomson.....	Guard	Alta Hanson
Miss Rossberg...	Guard	Amanda Zeisler
Miss Voorhees...	Center	Vivian Hodgson
Miss Hoffstadt...	Center	Norma Jordan

The result of the game at the end of the first half was decidedly in favor of Holton Hall. While Miss Fisher was busily caring for the injured, those who had carried in the corpse turned back the yellow and green shroud and lo! instead of Holton Hall it was the Faculty that lay in calm rest.

At the beginning of the second half a stool was brought out for Miss Voorhees to stand on because of the length of her opponent's arm. The game ended in a victory for Holton Hall with a score of 37 to 17.

Had they not been prepared for defeat from the very first, the Faculty team would have been much more apt to win.

GRACE SPERRY, 1919.

DAY OF PRAYER FOR COLLEGES.

The Day of Prayer on Sunday, February 6, was a splendid fortification against a week of excitement and of befuddled brains.

The day opened with a sunrise service in Alumnae Hall, at which President Sabin spoke of that peace of mind so necessary for clear thinking.

Professor Hill, of Carleton College, at the four o'clock chapel service, spoke on *Christianity for the Modern Student*. He contrasted the prevailing conception today of Christ as a stalwart, energetic, vigorous, and powerful soul, to the older idea of the "Pale Galilean."

In harmony with this conception of the Son of God, modern Christianity de-

mands, first of all, virility and power. Secondly, since we know that brains are God-given and that man therefore has a divine right to use those brains any and everywhere, modern Christianity demands intellect. A third requirement made by the twentieth century Christian is honesty, honesty in following not only scientific truths, but truths of the spirit as well. For Science does not conflict with a well-established Christianity. The last requirement is that of reverence, the feeling that every day is a sacred trust, that "life must ring true on all the days of the week" and not just on one day.

DOROTHY A. FISH, 1917.

FLASH LIGHTS.

"Seventeen, seventeen,
We're the grandest big class you've e're
seen,

We are husky and tough
And have courage enough
To man a huge sea submarine!
Indeed I've been told
When we guarded our goal,
The Kaiser sent o'er for a team,
But there's none we can spare,
We have duties right here,
Seventeen, seventeen!"

Such fun, such noise, such a generally "hot time" among straw and blankets, and 23 pairs of Junior feet. It was snowing hard on the evening of January 15, and cold, but no one minded it; at least not until the drivers left us stranded on the highway, while they "went in to get warm." At the end of the ride some hot chocolate and a lively Virginia Reel completed one of the jolliest frolics of the year.

The MacLaren Hall girls gave a dance in the gymnasium on Saturday night, February 19, for the benefit of the College Endowment Fund. An admission of twenty cents a couple was charged. The money made from the punch which was served for five cents a glass, was also contributed to the Fund. A program was handed to each person as she entered the gymnasium. The MacLaren Hall orchestra, composed of Florence Wright, Fredrica Yockey, Esther Neprud, and Helen Eggers furnished the music for dancing.

On February 22, the annual cotillion was held in the College gymnasium in two sections; one at 8:45, and the other at 10:15. At the close of the first section, eight girls, dressed in colonial costume, danced the minuet. They were: Dorothy Fish and Mildred Wright, Grace Wilson and Pearl Davis, Janet Leavens and Elsie Buckstaff, Alice Gronaur and Helen Eggers. Each section began with a grand march, during which, a cane bearing the American colors, was presented to each gentleman, and a red, white, and blue parasol was presented to each lady. All who took part in the cotillion, were dressed in white, thus form-

ing a charming picture with the addition of the many favors which were given out by Miss Tomson and Miss Campbell. The entire cotillion was under the direct supervision of Miss B. J. Pearson.

On Tuesday evening, each hall had a Washington banquet. There were many who came dressed in quaint colonial costumes. Speeches and toasts in commemoration of Washington were given; also some were given on the present war, and to President Wilson.

On February 23, the girls of the Senior class began the practice of wearing their caps and gowns to all morning classes.

At the meeting of the "Marie Wollpert Verein," on February 23, each member brought some gift for the bazaar held in the Auditorium, March 2-7, the proceeds of which are to go to the German widows and orphans.

Miss Marguerite Stockwell, President of S. G. A., was operated upon for appendicitis on February 12. We are all congratulating her upon her rapid recovery. By the way, have you seen the proposed surgical operation upon this very clumsy expression, "operated upon for appendicitis"? It is, "appendicuted." Revised, then, the item should read, "Miss Stockwell was appendicuted on Feb. 12."

A mock Charity Ball was given on Saturday night, February 26, in the College gymnasium, by the Y. W. C. A., for the benefit of the "Grace Dodge Memorial Fund." There was a motley crowd present, running all the way from a sailor lass and lad to a lady in evening gown with her escort. Programs were presented to each couple as they entered the gymnasium. The orchestra was composed of resident students. Members of the Faculty occupied most of the boxes at the west end of the hall. A sum of ten dollars was raised for this fund.

On February 25, Miss Tomson enter-

tained at tea for the Freshmen, whose class officer she is.

Deans of colleges for women in Wisconsin met on Saturday, February 26, at the College.

Several students heard Mr. Nielson,

cousin of Mr. Gladstone and ex-member of the House of Commons, who spoke on Democracy at the Majestic Theater recently. The gist of the address was that the only true Democracy is economic; that any attempts to secure political Democracy without the economic basis are doomed to failure.

ADDITIONAL COURSES, SECOND SEMESTER.

HISTORY.

A study of recent political history in the United States since 1875, dealing chiefly with the negro problem; the growth of "big business" and its effect on our government; the various elections, especially of Cleveland, McKinley, and Roosevelt; the Spanish war and our appearance as a world power; and the campaign of 1912.

ECONOMICS.

A course in Social Ethics is being giv-

en the second semester, in which are discussed some of the historical types of ethical theory, and many of the problems of student and social life.

The students in Economics 1 and 2 have had some contact with practical activities in the way of visits to the telephone exchange and Board of Trade and talks, such as that given on February 25, by Miss Grossenor, efficiency secretary of the Boston Store. On March 3, Miss Foster addressed the class on the evils of the Juvenile Protective Association.

FACULTY NOTES.

Miss Fisher spoke before the Home Economic Club at the Public Museum, on "Home Nursing."

Miss Partridge gave three lectures before the Milwaukee Art Society.

Miss Upham spoke before the Milwaukee Art Society on "The Relation of Fine and Applied Art."

Miss Wilder read *Candida* before the Milwaukee-Downer Club on Feb. 7, when the Faculty entertained the Club.

Miss Hoffstadt has been elected a member of the American Botanical Association.

On Saturday, February 26, President Sabin visited the Chicago Milwaukee-Downer Club, meeting the club at luncheon at the City Club.

Miss Arnold is a charter member of the Mathematical Association of America, which is devoted to the interests of collegiate mathematics.

The Dial of February 3, contains a letter from Miss Brown in reply to a cor-

respondent, who had expressed interest in "The Twelve Days of Christmas," supposing that the song was unavailable. Miss Brown refers to the fact that it has been sung for the last five years at Milwaukee-Downer. She also calls attention to "The Twelve O's," another folksong, adapted and sung on Class Day, 1915.

Miss Noyes gave a lecture before the Milwaukee Biological Club at its February meeting.

President Sabin and Miss McPheeters recently gave "The Piper" at the Wauwatosa Woman's Club, Miss McPheeters prefacing each act of the play and accompanying parts of it by selections for the piano, illustrative of the act; and Miss Sabin reading parts of the play.

Miss Johnstin, Miss McKenney, and Miss West entertained the faculties of the College and Seminary at a Valentine party in Johnston Hall on February 12. Almost all the guests came, dressed as

children. Some were from "Alice in Wonderland"; Miss Frink, as the latter, and Miss McNair, as the dormouse, attracting most attention. Miss Ferris and Miss Robbins made adorable beaus. The family from Spoon River, done by Miss Brown, Miss Smith, and Miss Ford, posed as refugees from the flood of ink that deluged their neighbors. The Debate on Preparedness between Mr.

Roosevelt and Mr. Bryan was conducted by Miss MacMullen and Miss Crooks, who won the prize.

The hostesses had prepared many ingenious Cupid-traps for their guests, including marvelous valentines from a real Post Office, a fortune telling machine, delicious hearts and other delectable refreshments.

KATHERINE ARNOLD.

A ROLL O' FILM OR TWO.

One more month and four more days,
Till we wend our homeward ways,
Six more weeks and no days more,
Then vacation will be o're. R. F.

The registration of students in English 1 for the second semester lacks one of one hundred. "There were ninety and nine that safely lay," etc.

Freshmen are proving themselves mighty Nimrods just now, though it is not the hat that they are hunting, but illusions. Some of these prove to be optical illusions,—a sort of *ignis fatuus*, as it were,—while more are delusions. All three classes, however, seem to be alluring these young seekers after truth to the first alcove on the right in the library. May success attend their quest.

THE MARCH 15 KODAK.

March comes in like a lion,
And March goes out like a lamb;
But THE KODAK comes out in the middle,
When the lion lies down with the lamb.

What is the tendency of all our fun nowadays? Why, the *d*(ollars) that convert fun into *Fund*. That *d* also stands for pence, by the way. Both are welcome, or either. So Teas = Tease.

TO AN ORCHID.

Thou orchid, lovely flower,
Chosen of president's bride.
Thou costly, dainty blossom,
How great must be thy pride!
Once worn at the throat of the fair one,
At a Philadelphia tea,
Within a scant, short sixty minutes,

All the ladies of high degree
Had ravaged the shops of flowers,
And bought all thy sisters fair,
To pin to their trig high collars;
And the shops of thy kind were bare.
F. McG.

DEPARTMENTAL DITTIES.

By E. Schroeder.

1. Music.

There once was a stout young singer,
Who wanted so much to grow thinner;
So she starved with a vim
And read "Eat and Grow Thin,"
And now you should see her at dinner!

2. Home Economics.

There once was a stunning H. E.
Who made a great hit with me,
That we chum I proposed.
Now don't turn up your nose,
For our HE's are SHE's, don't you see?

IF.

(By J. L. with apologies to R. K.)
If I could roll my eyes like Charlotte Walker,
And walk like her, and such sweet manners feign;
If I could smile and pout like Mary Pickford;
And wear light golden hair, like B. C. Bayne;
If Marguerite Clark would lend her fair attractions,
That linger with us after she has gone;
If I could play a "Carmen," like to Farrar's,
And do it all without the aid of song;
If Clara Kimball Young would only give me

Her ear-rings and her eyes as dark as night,
If I could be as bold as Theda Bara,
And yet be always, always in the right;
If Kathlyn Williams would consent to teach me,
Her fearlessness of animals quite wild,—
I'd be the finest kind of movie actress,
And—what is more—I'd make some gold, my child.

A PARABLE.

From two o'clock till four o'clock,
From Monday through to Fri.,
You'll see a certain college girl,
In X as you go by.

There to a certain teacher dear,
She tells her tale of woe:
"I'm just so awfully rushed to death,
I have no time to sew.

"There's English J., that's difficult,
There's so much outside work,
And Mathematics G's no cinch,
And German I can't shirk.

"I have a topic due quite soon,
In Economics Y,
I've dropped all correspondence quite,
My friends all wonder why.

"I'm really very much afraid,
I'll have to go to bed,
For I've been having nervous chills,
And such pains in my head!"

And on she talks, and on and on,
From two o'clock till four,
She's wasting all her precious time,
And many hours more.

The moral is so very clear,
That I'll not follow it through,
Of course, it isn't possible
That this girl might be *You!*

R. FALKENAU.

President of a Student Organization to a perplexed Freshman: "Can I help you, my dear?"

Freshman: "No, thank you, you can't help me. I'm just trying to find a model for my character sketch of the ideal president of a student club."

Heard in the Reading Room:

"Have you read 'Carnations'?"

"No, but I have some pink ones in my room."

POST MORTEM (a la Spoon River).
The Spirit of Examination.

Not many days ago I died here,
A creature hated and abhorred by many,
Loved by few and feared by all,
Amid tears and sighs I passed my short life,
Coming in contact with all sorts and conditions of men;
And though I conquered many, I was more pleased to be the victim,
I am dead now, but not forever.
For weeks and months post mortems will be held over me,
And though at the end of that time I may be buried ceremoniously,
It is only for a brief respite,
For next June I shall rise again—a ghastly spectre,
And my spirit will walk among men once more,
J. L.

WHAT DIFFERENT TEACHERS
LEARNED FROM THE LATE
EXAMINATIONS.

Miss Kerr:

Instinct is a substance in the brain.
A teacher should have on hand a fund of interesting antidotes.

Mlle. Sérafon:

The man put his foot in goulash (goulashes) because it was muddy.

Robert the Pious married Catherine of Russia.

Marie Antoinette was a girl of good family, but unused to court life.

Marie Antoinette was a peasant girl.

Victor Hugo wrote the *Blue Bird*.

One girl translated a man of unusual height by "a man of unusually large waist measure.

Venus de Milo stands inside the Louve (wolf)—

Miss Belcher:

England is almost surrounded by water and has easy "excess" to the sea.

England has a "rugid" coast line.

There are "absorbitant" gains.

Miss Ford:

Sparta had no great men in art, literature, drama, etc., because they killed off all the unhealthy babies.

Walter Raleigh was an Italian.

The king "advocated" in favor of his son.

Dressed up in sackcloth and with "bear" feet, Henry VI went to Carnossa.

The Mohammedans practiced the worship of "idles."

The monks toiled the land.

This parody on Wolsey's speech was given in explanation at the end of an examination book:

Wolsey's own words: If I had served my God as diligently as I have served my country, He would not have forsaken me in my gray hairs.

Girl's parody: If I had studied something asked for as hard as I studied some things not asked for, my memory would not have forsaken me in my time of examinations.

Miss Tromanhauser:

Tolstoi's chief works are *The Resurrection* and a Fourth Reader for children.

One of Ibsen's plays is *Hedda "Gobbler."*

The Ganges is a "mountain" in Russia.

Babylon is south of Jerusalem.

Among Lessing's works are *Amelia "Go-little"* and *Minna von "Berlingen."*

The goddess Diana lived at Delphi.

Lessing wrote the "Frau von Orleans."

At the siege of Madgeburg 30,000 persons were "massacred."

The treaty of Westphalia divided the "prophets" of the war.

Schiller wrote "Kalba und Lieba"—*Kabel and Liebe*.

Rather than "dessert" him, he killed himself. "Womman."

LEAP YEAR.

"When love once pleads admission to our hearts.

In spite of all the virtue we can boast,
The woman that deliberates is lost." Addison: Cato; Act IV, Sc. 1.

Fair sex; take heed!

The sage doth call,

For leap year has begun.

Come out, and join the merry crowd,

And have a little fun.

Beware! O, men!

The time will come

When flight you'll have to make,

For groups of girls will hang around,
Your hearts and hands to take.

A dance! a ball!

A good time here,

And many charming things.

An escort at the door awaits,

A hack; and mints she brings.

O bliss! this is!

A happy life.

To be so in demand,

But you'll get caught! Just wait and see,

For next she'll ask your hand.

Fair sex; now don't

Deliberate,

For she who does is lost,

So ask him now, 'tis leap year time,

Or else you'll pay the cost.

JANET LINDSAY.

TO THE DOVE OF PEACE.

There's many a bird in this land of ours,
Both caged and flying free,
Of species rare and beautiful,
Admired by you and me.

The oriole, robin, goldfinch, and wren,
All vie to bring good cheer;
And to pacifists and preparedists,
They all are equally dear.

The bluebird brings us happiness,
The nightingale, its song;
But there's one bird in our U. S. A.
That to have and hold we long.

I'm sure that our George Washington,
Were he here with us tonight,
Would toast this very selfsame bird,
With all his heart and might.

And so on this his birthday,
May all cause for warfare cease;
I toast the bird we love the best,—
Here's to the Dove of Peace.

GLADYS V. GOTTLIEB.

TOAST TO PREPAREDNESS.

(With apologies to John Kendrick Bangs, who recently used these same symbols in a satire on pacifism.)

If we would be prepared for war,

There are many things to do;

And of this long expansive list

I'll mention just a few.

On our own Campus we might start,
By raising *spears* of grass,
The blades of which might grow quite
sharp,
To keep off every lass.

Then flowers, too, we'd cultivate,
For surely you must know
That hidden *pistils* may be found,
In all the flower that grow.

And also we might plant some beans,
And many garden fruits,
Because you know that in the spring,
These sprout forth little *shoots*.

Our daily tasks we'll now begin,
We'll leave not one undone,
Because, beginning them, we'll find,
That they have been *begun*.

In none of our classes should we shine,
Our lessons must be *bomb*,
Because in this way we can show
Our teachers we are *dum-dum*.

To church we must on Sunday go,
Or we'll be left in the lurch,
Preparedness demands for all
The *canons* of the church.

And last of all, but not the least,
With all their wondrous charms,
We'll toast our noble *infantry*,
The little babes *in arms*.

FLORENCE WRIGHT.

TOAST TO PRESIDENT WILSON.
By Miss Hoffstadt, at the Johnston Hall
Banquet, February 22.

When your chairman handed me the
name of President Wilson to talk to you
about this evening, I said, "President
Wilson! Where have I heard of him
before?" My thoughts at once turned
to the latest "Floral Key" put out by
Uncle Sam. I had been reading it a
short time ago and the similarity of the
name and something I had seen there
struck me.

This is what I found and since I am
somewhat of a research student in Bot-
any I went on to look further into the
details of the matter:

Uncle Sam divides his plant kingdom
into several great divisions. The first
is "Presidentia". "That sounds," I said

to myself, "as if I were on the right
track." So I read on.

"Div. I Presidentia.

1. Highest division in the plant king-
dom shared by animals and human be-
ings, women excepted. Contains 26 gen-
era.

A. Families (Classification based on
early habitat.

1. Virginiaceae.

1. First found in Virginia. Stalwart
straight trees. Often change appearance
during four years of growth. Vary espe-
cially in their attitude toward war and
peace. Forms rare.

A Genera.

1. Genus Washingtonius.

1. Species *soldieri*—Known especially
by the expression "First in war, first in
peace, and first in the hearts of his coun-
trymen."

(For some reason the first statement
"first in war" and the last "first in the
hearts of his countrymen" did not seem
to fit so I ran my finger down to the bot-
tom of the page and came to this):

26. Genus *Wilsonibus*—a disputed
genus.

1. Species name—school teachericus.
(That sounded better.)

Description: Trees 6-6-1/2 ft. in height.
Roots deeply sunken in political theories.
Leaves either broad and thin or short
and thick. Fruit varies from small bit-
ter berries to rich peaches. All grad-
ations found. Best grown in intellectual
soil. Subject frequently to the action of
chilling frosts, especially from the Oys-
ter Bay region. Found mostly in the
White House. District of Columbia, U.
S. A. Spreads not infrequently to Vir-
ginia, New York and has been known as
far west as Milwaukee, Wisconsin, and
Kansas City, Mo. Reported during the
year 1915-1916 to have been found very
frequently closely associated with that
rare species *Pocahontas Galtia* about Hot
Springs, Virginia. Species name school-
teachericus from early profession. First
found by Col. George Harvey, 1910."

Now there are three things which
seemed odd in this description. 1st—
the climatic condition—2nd—the fruits,
and 3rd—the association with that rare
species *Pocahontas Galtia*. As every good

scientist should do I turned to my liter-
ature and got the opinions from the "Bo-
tanical Worlds' Work." *Botnaische Mil-
waukee Free Press.* *Centrablatt Nation.*
"Biological Outlook" and "New
York Sun's Botanical Report."

I have summarized my results in the
following statements:

1st. Climatic condition.

The peculiar frostings coming from the
Oyster Bay region were due to a very
strong chilling trade-wind which has been
blowing constantly saying, "weak kneed
—mollycotted—weak kneed—mollycot-
tled." A footnote to the article describ-
ing this spoke of a counter wind from the
vineyards of Nebraska saying "Pirate—
Pirate—armed to the teeth—armed to the
teeth." That seemed to me to be a sat-
isfactory explanation of the climatic sit-
uation.

2nd. The fruits.

How could bitter berries and luscious
peaches grow on the same tree! It seem-
ed to me to be almost impossible. But
there was description after description of
them. The results of the attitude toward
the Belgium condition and the Lusitania
incident—bitter sour berries—on the very
same tree with those luscious peaches—
the Currency Bill and the establishment
of The Federal Banks. There were those
runt, wormy civil service appointments,
(especially the New York Post office),
on the very same branch with the peach
of preparedness and the acceptance of
the resignation of that hardy perennial
from Nebraska.

This all seemed strange fruit to me but
stranger still there was no good explana-
tion for it all.

3rd. Now what about the association
with *Pocahontas Galtia*? In more than
400 different places I found it mention-
ed. Very often the species were very
close. So close finally that one bold Bot-
anist named "Preacher" made bold to
assert that the form must no longer be
called *Pocahontas Galtia* but *Galtia Wil-
sonius*.

I wish I could go on to develop this
strange form. But our time does not
permit. Botanists have reached no def-
inite conclusion as to its exact place in
the great plant kingdom.

One must admit that climatic condi-
tions under which this form is growing
are as hard as the world has ever known.
If one believes at all in the environmental
theory one must say that the form will
change under such circumstances. Who
knows but maybe some day some scien-
tist wiser than those of the present day
may place it in that rare group where we
have just two species *Washingtonius* and
Lincolnus?

Miss Lorna Dietz, 1916, has been rec-
ommended to the trustees and faculty of
the University of Wisconsin as candidate
for the graduate scholarship at the Uni-
versity awarded annually to a member
of the Senior Class of Milwaukee-Down-
er College. Miss Dietz expects to use
the scholarship for the year 1916-17.

Miss Doris Burgi, of Yankton, S. D.,
was given the pin by the Senior Home
Economics Class awarded to the member
of the Junior Home Economics Class who
had the highest scholarship average for
the first semester.

THE LIBRARY.

The following gifts have been present-
ed to the Library:—from Miss Sabin,
Pyle, *Personal hygiene* and Van Ant-
werp, *Stock exchange*; from Miss Rod-
man, Drayton, *Barons' wars*, Herrick,
Hesperides, and Jonson, *Plays and poems*.
Lucia Perry, 1916, has presented Coul-
ter, Barnes and Cowles, *Botany*, Euripi-
des, *Plays*, and Marlowe, *Plays*.

Miss Brown selected the following ti-
tles using part of the Christmas Revels
money:—Bradley, *Shakespearean trag-
edy*, Housman, *Shropshire lad*, Moore,
Discovering Evelina, Newman, *Drum of
Gerontius*, Rickert, *Ancient carols*, Scott,
Christmas treasury, Wither, *Christmas
carol*, and a collection called *Book of old
English ballads*.

The American Literature class has presented Canfield, *Hillsboro people*, Churchill, *Far country*, Ferber, *Dawn O'Hara*, Frost, *North of Boston*, Grayson, *Adventures in contentment and Adventures in friendship*, Grant, *Unleavened bread*, Gerould, *Great Tradition*, Harrison, *Angela's business*, Lindsay, *General William Booth*, Masters, *Spoon river anthology*, Norris, *Story of Julia Page*, Sedgwick, *Encounter and The nest*, Watts, *Rise of Jennie Cushing*, Wharton, *Descent of man and Ethan Frome*, and Wilson, *When a man comes to himself*.
The Calumet Baking Powder Company have presented their *Domestic Science*

text book; George Kennan his *Chicago and Alton case*; Sir Gilbert Parker, a series of pamphlets on the present war; Honorable Isaac Stephenson his *Recollections of a long life*; William W. Wight, Fea, *After Worcester, fight and The Memoirs of Delphine de Sabran*.

Complete sets of Aldrich, Eliot, O. Henry and Thackeray have been added to the Library. The Thackeray will be especially enjoyed because it is printed in large type. A copy of the *Cyclopedia of American agriculture*, edited by L. H. Bailey, has also been purchased from the Elizabeth L. Greene fund.

MARGARET REYNOLDS.

ALUMNAE NOTES.

1914.

Marie Adams is visitor for the United Charities, Chicago, Ill.

Ruth Dodge is occupying the position of Dietitian and House Manager in the Park Hospital, Mason City, Ia.

Margaret Howard is teaching Domestic Science in Northfield, Mass.

Blanche Jagers is teaching Domestic Science in Woodstock, Ill.

Alice Reynolds is teaching History in Grand Rapids, Wis.

Marinda Roberts is taking work in History at the University of Wisconsin. She holds the Milwaukee-Downer Scholarship for 1915-16.

Margaret Crosby is teaching in the grades in Ironwood, Mich.

Leona Lindstedt is teaching in the High School, Manitowoc, Wis.

Betty Lord has a position as librarian in Los Angeles, Cal.

Jannet McDonald is teaching in Botineau, N. D.

Louise Renner is teaching in Cambridge Springs, Penn.

Vera Prugger has a position with a Chicago Insurance Co., Chicago, Ill.

H. E. 1914.

Ursula Brown has charge of classes in Domestic Science and of the Cafeteria of the University Settlement, Milwaukee.

Florence Rilling is teaching Domestic Science in Sturgeon Bay, Wis.

M. Vadeboncoeur is substituting in the schools of Cleveland, O.

Inga Bjornaas is teaching Domestic Science in Rushford, Minn.

Ruth Edgerton is teaching Domestic Arts in Wausau, Wis.

Sadie Grebe is teaching Domestic Science in Kasson, Minn.

Jessie Griswold is teaching in the Girls' Trade School, Milwaukee.

Alice James is teaching Domestic Science and Domestic Arts in Lisbon, N. D.

Esther Murphy has charge of the Lackawanna Social Center, Lackawanna, N. Y.

Florence Reineking is teaching Home Economics in Tomah, Wis.

Meta Kroesing is teaching Domestic Science in the Milwaukee public schools.

MARRIAGES.

Oct. 16. Louise Merryman—William Murat Parker. Residence: Sauk Center, Minn.

Oct. 20. Marie Schaper—Dr. Charles Roy Davis. Residence: Detroit, Mich.

Oct. 21. Marguerite Brown—Henry F. Hammel. Residence: 300 Campbell St., Joliet, Mich.

Oct. 23. Hazel Hawley—Warren J. Bishop. Residence: 1117 Maryland Ave., Milwaukee.

Oct. 27. Le Ora Claire Catlin—David F. Barrett. Residence: 1718 Oxford St., Rockford, Ill.

Oct. 28. Eleanor Swan—Frank H.

Riddle. Residence: 111 North Ave., Aurora, Ill.

Nov. 10. Mary Cushing—Lieut. Ralph S. Parr, U. S. N. Residence: 860 Geary St., San Francisco, Cal.

Nov. 10. Frieda Gutenkunst—Wm. R. Kerner. Residence: 891 39th St., Milwaukee.

Nov. 16. Bonnie Blanchard—Michael Cleary. Residence: Madison, Wis.

Dec. 28. Gladys Holton—Oscar Helgeson. Residence: Miles City, Mont.

Dec. 30. Esther Stavrum—Dr. George H. Boyce. Residence: Iron Mountain, Mich.

Jan. 5. Portia Perry—Paul W. Kieser. Residence: Aberdeen, S. D.

Jan. 8. Marjorie Eastman—Frank D. McIntyre. Residence: Waldo, Wis.

Jan. 15. Florence Joys—Gerald E. Fitzgerald. Residence: 358 Hanover St., Milwaukee.

Jan. 25. Nora Buell—Harold H. Stewart. Residence: 5230 19th Ave., N. W., Seattle, Wash.

Jan. 25. Carrie Stiefel—G. Irving Latz. Residence: 829 Nelson St., Ft. Wayne, Ind.

Jan. 26. Elsie Donges—Fred Usinger, Jr. Residence: Milwaukee.

Jan. 29. Gretchen Eller—Carl W. Ema. Residence: 737 Maryland Ave., Milwaukee.

Feb. 5. Florence Poston—Orrick W. Whitehead. Residence: St. Louis, Mo.

BIRTHS.

Sept. 16. To Mr. and Mrs. Walter E. Spindler (Martha Rahr) a daughter, Mary Spindler.

Sept. 16. To Dr. and Mrs. J. Howard Young (Winifred Hooper) a son, George Edmund Young.

Oct. — To Lieut. and Mrs. C. C. Riner (Georgia Puffer) a daughter.

Oct. 2. To Mr. and Mrs. Robert E. Friend (Neita Oviatt) a son, Carl Oviatt Friend.

Oct. 20. To Mr. and Mrs. Thomas Snyder (Beatrice Marsh) a son, Charles Philip Snyder.

Jan. 1. To Mr. and Mrs. David G. Park (Marguerite Radcliffe) a son, Edward Radcliffe Park.

Jan. 27. To Mr. and Mrs. Burton Kilbourn (Vera Faber) a son, Thornton Faber Kilbourn.

CALENDAR.

Jan. 21. The Dramatic Club presented three one-act plays: "The Workhouse Ward," "In the Shadow of the Glen," and "The Twelve Pound Look."

Jan. 22. The Freshmen presented "A Procession of Days" in the Gymnasium.

Jan. 27. Miss Jüssen, active in the interests of the Milwaukee working-girl, talked to the members of the Consumers' League.

Jan. 28. Madame Guérin, assisted by her daughter, Renéé, portrayed in costume, the life of Marie Antoinette.

Jan. 29. McLaren Hall defeated Johnston Hall in a Basket Ball game.

Science meeting. Subject: Explosives.

Jan. 31. Afternoon classes were suspended, that the College might attempt to see and hear President Woodrow Wilson at the Auditorium. A few students and more teachers were successful.

Feb. 3. Y. W. C. A. meeting was led by Miss Haggard, secretary of the Student Volunteer Movement.

Feb. 4. John Masefield lectured on English Poetry, and read selections from his own writings.

Feb. 6. The annual College Day of Prayer Sunrise Service was led by President Sabin; Prof. Hill of Carleton College conducted the afternoon and evening services.

Feb. 7-11. Mid-year examinations.

Feb. 7. Y. W. C. A. Tea, in McLaren Hall, to meet Miss Hoff, Student Secretary of the Presbyterian Church.

Feb. 8. Announcement of the gift of \$100,000 from the Rockefeller Foundation.

Feb. 14. Opening of second semester. St. Valentine's Day was celebrated by parties in the three dining rooms.

Feb. 16. The Faculty-Holton Basket Ball game resulted in a triumph for Holton Hall.

Feb. 16. A large delegation attended the City Y. W. C. A. Jubilee Banquet.

Feb. 17. Miss Holmquist, Secretary of the National Board of the Y. W. C. A. addressed the students.

Feb. 18. Lecture by Mr. Arthur Doe on "The European War," arranged for the benefit of the Endowment Fund.

Feb. 19. McLaren Hall gave a dance in the College Gymnasium for the benefit of the Endowment Fund.

Feb. 21. City Students' Candy Sale for the Fund.

Feb. 22. The annual celebration of Washington's birthday.

Feb. 23. The City Student members of the Marie Wollpert Verein entertained the club in the City Student Organization Rooms.

Feb. 25. "Prunella," or "Love in a Dutch Garden," was presented by the Dramatic Club.

Feb. 26. The Y. W. C. A. gave a Mock Charity Ball for the benefit of the Grace H. Dodge Memorial Fund.

March 3. Y. W. C. A. banquet.

March 9. Mr. Crothers lectured.

March 10. Concert by Mr. Arthur Daniells.

March 12. Rev. C. A. Payne spoke on Mexico.

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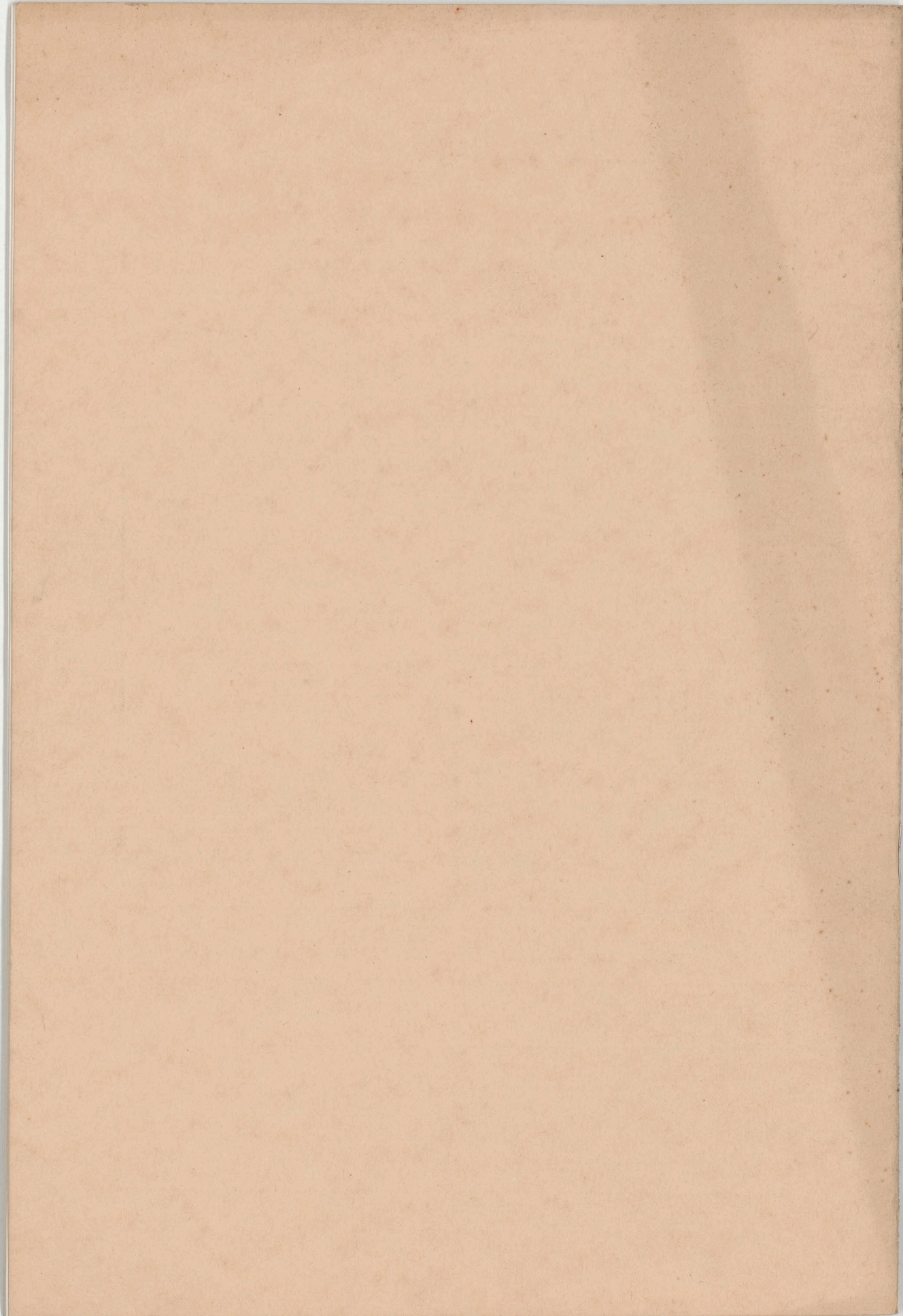
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MILWAUKEE, WISCONSIN

April, 1916

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CALENDAR

Mildred Collat.

William Shakespeare.

Mary Morsell, 1917.

Ruth Falkenau, 1918.

Esther Reimers, 1917.

Norma Karnopp, 1918.

Gladys Ruggles, 1918.

Mary Morsell, 1917.

Josephine Kapp, 1918.

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MOTTO: "MEHR LICHT."

Vol. XXI

Milwaukee-Downer College, Milwaukee, Wis.

No. 4

APRIL, 1916

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Literary contributions will be received by Bernice Fulton; items of college interest by Gladys Gottlieb. Alumnae news should be sent to Lillian Knell, 662 Thirty-third Street, Milwaukee.

Business communications and subscriptions may be sent to Grace Wilson, Milwaukee-Downer College.

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SHAKESPEARE'S TERCENTENARY.

1616—1916

S is for Shakespeare, the dramatist great.
H is Hamlet, how sad was his fate!
A is for Ariel, Prospero's sprite.
K is King Lear, who was crazed in the night.
E is for Eastcheap, where Falstaff "hung out."
S is for Shylock, a hero, no doubt.
P is for Puck, who heeds Oberon's command.
E for old Erpingham, Henry's right hand.
All's Well that Ends Well, we often do say;
Richard the Third, does not end quite that way.
Enter Othello, John, Henry,—the kings,—
Such are the great souls whom our Shakespeare sings.

Taming the Shrew was Petruchio's delight.
Excellent comedy is the Twelfth Night.
Romeo and Juliet were lovers they say.
Caesar and Brutus, they, too, had their day.
England her Shakespeare may proudly acclaim;
No other bard has attained so much fame.
Tercenary we now celebrate,
Everywhere honored with pageant and fête.
Nineteen sixteen we shall always hold dear,
As one in which we our Shakespeare revere.
Reecho his music from campus to hall,
Yea, honor the dramatist, best of them all.

Mildred Collat.

EDITORIALS.

SHAKESPEARE AND THE PUBLIC

In an article in *The English Journal* on "Shakespeare's Response to What the Public Wants," Prof. John L. Lowes, of Washington University, calls attention to two appeals made by Shakespeare to his public that are equally applicable to writers of to-day. First, he says, great art must appeal to what the *whole* public wants and *knows* that it wants. Second, great art will also give the public *more* than it knows that it wants. It builds on the hidden unconscious needs, but reaches these through appealing to the popular formulated tastes of the time.

There is consolation in this method for amateurs as well as for professionals—in any line of creative work. It is not the way of the high-brow, who disdains popular appeals. It is not the way of the low-brow, who courts them. It is the way of the real artist, who is not only "of an age but for all time."

* * * *

"Let not my love be called idolatry,
Nor my beloved as an idol show."

So every lover of Shakespeare feels, as the tercentenary approaches, with the hundreds of celebrations that follow in its wake. Gratifying as these expressions of interest are, there is danger of much unthinking admiration on the part of many who seldom open their Shakespeare or attend one of Shakespeare's plays. George Bernard Shaw protested against the kind of enthusiasm that is turned on to order, as it were, on April 23, and not felt on September 23, or October 23, or any other day of the year. Such is the danger, of course, in all anniversaries of popular idols. A recent newspaper editorial protests against what it calls "Barnumizing Shakespeare." Let us have "a safe and sane" celebration, the kind that will inspire hundreds of people who have never acquired the habit of reading Shakespeare to read him and to go to the theatre to see him, not once a year, but all the year round.

OUR SHAKESPEARE PAGEANT.

Preparations are now under way for our Shakespeare tercentenary pageant, to be presented in Hawthornden, under the direction of Miss Wilder, on the afternoon and evening of Monday, June 19. Should the weather prove unfavorable on this day, June 21 will be the alternate date. The afternoon program includes three episodes typical of out-of-door life in Shakespeare. The first episode, in charge of the Freshmen, consists of scenes from the Forest of Arden, where Robin Hood and all his merry men will again "fleet the time carelessly, as they did in the golden world." Once more the melancholy Jacques will "moralize the spectacle" of human life "into a thousand similes," as it presents itself to his whimsical fancy, in the humors of Touchstone, Rosalind, and Orlando. The second episode is the sheep-shearing feast from the fourth act of *Winter's Tale*. This will be handled by the Seminary girls, who will be village youths and maidens. Old English ballads, country dances, and the quaint customs of a village fair will appeal to all lovers of folk-lore. The third episode of the afternoon performance is based on the English chronicle plays: 1 and 2 *Henry IV* and *Henry V*. The Sophomores will be responsible for the tavern scenes, and the Juniors, for the coronation of Henry V and his reception by the Lord Mayor of London and other civic dignitaries. A Chorus will chant lines indicating the transition between Henry's coronation and his triumphal entrance into London after the victory of Agincourt.

The pageant, in which all will participate, will include, besides the classes already mentioned, the following: the Seniors, representing Oxford University and the Inns of Court; the Seniors in Home Economics, the Navy; the Juniors in Home Economics, the Welsh and Scotch soldiers; the Specials, the Irish; former students as mounted guards, courtiers, and ladies in the retinue of the King and Queen. The afternoon pageant will conclude with the ensemble singing

of "Deo gratias Anglia redde pro victoria," dating from 1415, and attributed to the famous composer, John Dowland. The incident on which this stirring hymn is based is the determination of Henry to give all the glory of the victory to God. This is mentioned in *Henry V*: iv; 8:

"O God, thy arm was here;
And not to us, but to thy arm alone,
Ascribe we all!"

"And be it death proclaimed through our
host
To boast of this or take that praise from
God
Which is His only."

"Do we all holy rites.
Let there be sung, *Non nobis* and *Te
Deum.*"

The evening program consists of woodland scenes from *Midsummer Night's Dream*, in which the light whimsical comedy of the fairies is delightfully contrasted with the broad comedy of the artisans in their rehearsal of *Pyramus and Thisbe*. This episode is followed by the Capulet ball, where the subsequent tragedy is recognized instantly by both lovers.

Romeo: "Is she a Capulet?
O dear account! my life is
my foe's debt."

Juliet: "My only love sprung from my
only hate!
Too early seen unknown,
and known too late!"

The third episode is the interrupted wedding of Claudio and Hero, when Benedick and Beatrice drop their masks and stand before each other, mutually-confessed lovers.

The last episode is based on the masque in *The Tempest*, at the conclusion of which Prospero, revealed in his true character as William Shakespeare, reviews his own creations. In the pageant that passes before his vision are included the characters that have already participated, and many more, chief of whom are Macbeth, Cleopatra, and Prince Hamlet. Thus chronicle play, low and high comedy, and tragedy will be represented.

An important feature of the pageant will be the music. Every attempt is being made to reproduce with faithful accuracy the dances, songs, and instrumental music of the period. Many of the best rôles will be taken by former students, who enacted these very parts, when in college. They will also cooperate with students now in college in the making of heraldic emblems, banners, and other properties. The College Alumnae Association has undertaken the business management of the pageant, the proceeds of which will be applied to the Endowment Fund.

SONNET LV.

Not marble, nor the gilded monuments
Of princes, shall outlive this powerful rime;
But you shall shine more bright in these contents
Than unswept stone besmear'd with sluttish time.
When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory
'Gainst death and all oblivious enmity
Shall you pace forth: your praise shall still find room
Even in the eyes of all posterity
That wear this world out to the ending doom.
So, till the judgment that yourself arise,
You live in this, and dwell in lovers' eyes.

Shakespeare.

SHAKESPEARE REDIVIVUS.

Again the Avon's banks are starred with
flowers
And hawthorn buds burst gaily into
bloom;
The lanes of sleepy Stratford seem to
wake
With something more than springtime
ecstasy,
As though they trembled into new-born
joy,

That nations should lay by their cares of
war
And with rekindled souls feel in their
midst
The living spirit of that bard who saw
So truly all the hidden soul of things
That still he lives after three hundred
years.

MARY MORSELL, 1917.

A SONNET TO SHAKESPEARE.

'Twas thou, O Shakespeare, opened sight-
less eyes
To good and evil humors held by man,
True love that bears sore wounds and
never dies,
And false that lives not up to Nature's
plan,
Deep friendship for which noble mortals
pine,
Sharp anger's biting tongue, undying
hate,
The love of war, not caused by mere
decline

Of moral or of spiritual state,
Kind Nature of such wondrous varied
arts,
Grim Death that comes to all at proper
time,
And jealousy that makes malicious hearts,
Mean avarice for which men walk in
crime.
We loathe a sinful man, predict his fall,
But thou, O Master, findest good in all.

RUTH FALKENAU, 1918.

CHANGING INTERPRETATIONS OF SHAKESPEARE.

As a usual thing the superficial theatre-goer and reader of Shakespeare thinks that there ought to be something absolute in presenting or editing a play of Shakespeare. The initiated, however,—those who make a careful study of editions, stage presentations, and criticisms of Shakespeare's plays,—discover that everything depends on contemporary interpretation. The actor, critic, teacher,—everyone,—interprets Shakespeare according to his own temperament and understanding. Even Shakespeare himself was not absolute. He was a man among men, and yet a product of his own age. He adopted the theatrical fashions and dramatic tastes of his time.

Shakespeare probably catered to the contemporary taste for blood and thunder in the writing of *Hamlet*, with its eight

deaths, ghost, duel, and all the rest. But *Hamlet* is redeemed from melodramatic sensationalism by the character of the hero. Strange as it may seem to us, it was not until the mid-Victorian period that critics saw that the action of the play was at all dependent upon the character of Hamlet. The idea has grown and grown since then, however, until to-day critics agree that the entire action hinges upon the weakness of the hero.

During Shakespeare's lifetime and, in fact, until 1632, the taste for the melodramatic and the ugly continued. Insanity, cruelty, sensational spectacle, and scenes of horror held their own on the public stage. During the Puritan domination, Shakespeare was not played in any form except in little puppet-shows, like that of

Bottom's play in *Midsummer Night's Dream*.

When the Puritan influence waned and the French romantic spirit was in the ascendancy, from 1660-1700, there was much sentimental heroic melodrama found in the presentation of his plays. It was during this period that *Richard III* and *Henry V* were turned into love plays. What had been impossible and uninteresting to the earlier Shakespearean audiences, a hero torn between love and ambition, was now expected. It was at this time, too, that the hue and cry was raised against the tragic ending of *King Lear*. It was twenty years after the Restoration that Nahum Tate altered *Lear* for the stage, providing a happy ending and substituting Edgar for the King of France, as Cordelia's lover. The happy ending held its own for 150 years—even such critics as Dr. Johnson approved of the happy ending in *King Lear*. It was not until 1823 that an attempt was made to return to the tragic ending in stage presentation. Charles Lamb's essays and Hazlitt's remonstrances against altering Shakespeare's version proved effectual, when, in 1838, the full Shakespearean text was finally restored. During the same period, *Romeo and Juliet* also fell victim to the mania for the happy ending.

The years have made a change in refinement as well as in the treatment of love and the ending. In Shakespeare's time the putting out of Gloucester's eyes in *King Lear* was accepted and heartily enjoyed by Elizabethan audiences. Later, however, it was thought an unnecessarily cruel and gruesome act. For that reason one would never find that particular scene in any stage presentation today. The sentiment in regard to the Jew has changed also. Up to probably the middle of the 17th century he was a despised creature to be trodden upon and jeered at wherever possible. In that period Shylock was greeted with howls of derision, and great was the rejoicing when Portia triumphed in the court scene. The element of pity never entered into the thoughts of the Elizabethans. Later, however, humanitarian impulses seem to have grown along with the sentimental ideals of the French

romantic period. Heinrich Heine, in 1838, relates an experience in the Drury Lane theatre. He stood watching a "pale Briton" who sat in a box, very much agitated over the play. Finally, at the close of the fourth act, the Englishman fell to weeping passionately, exclaiming again and again, "The poor man is wronged!" To-day Shylock receives more sympathy than the merchant, and is the real, if not the titular hero.

Although Falstaff has always been applauded as the greatest comic character in literature, even he has not been immune from criticism. In Elizabethan days he was accepted for what he was: a fat, jovial, cowardly, knightly knave. Soon, however, critics began to question his cowardice, until in the 18th century a paper was written to defend Falstaff against the charge of cowardice. Even to-day, opinion is fairly well divided in regard to Falstaff's lack of manly bravery.

The attitude of teachers of Shakespeare has undergone more or less of a change within the last twenty years. When Rudyard Kipling was at the height of his popularity, in the 1890's, Henry V was considered a great hero—a model of manly perfection. To-day, teachers believe that they have outgrown that sentiment; they treat the character rationally; they teach their students to see Henry as he is—a man with human weaknesses. Twenty years ago, too, students of Shakespeare were taught to swallow everything whole—"the king can do no wrong." Today Shakespeare is studied with eyes open to his faults as well as to his perfections.

Probably the one thing concerning which there has been little contention in the 300 years since Shakespeare's death is the fact that he is one of the greatest geniuses in the portrayal of humor and pathos. Human nature has not changed since Shakespeare wrote his plays, and since his humor and pathos possess real human qualities, the passage of time has made Shakespeare as dear to the present generation as he was to former generations.

ESTHER REIMERS, 1917.

MASEFIELD AND SHAKESPEARE.

John Masefield says, "Man is so eager to know about Shakespeare that he is tempted to find personal confessions in the plays." Likewise, the students of Milwaukee-Downer College are reading Masefield's Shakespeare to find the personal confessions of this poet whom we have seen and found to be so interesting.

Masefield's sense of justice is shown in the following comment on *Richard III*: "Much that is most wonderful in the play comes from the faith that the human soul, as the blood, has power to draw God's hand upon the guilty." Of *Henry IV*, he says, "The King is no longer the just, rather kind man of affairs who takes power in the earlier much finer plays. He is a swollen, soured, bullying man with all the ingratitude of a king and all the baseness of one who knows his cause to be wrong." Lord Percy is held high in Masefield's esteem, for he persuades the king to be just to a man who has suffered for him. "There are two scenes of deep tragedy in the play. They are the scene in the fourth act where John of Lancaster tricks and betrays the rebels and the other the scene at the end where the young king cuts his old friends with a word to the Lord Justice to put them into banishment."

Masefield's wonderful sense of forgiveness of sins is shown when he says, "One of the noblest things in the play is the forgiveness at the end;" these beautiful words are found in his criticism of *Two Gentlemen of Verona*. Masefield loves Friar Lawrence for recognizing the mingling of good and evil:

"For nought so vile that on earth doth live
But to the earth some special good doth give."

How human this poet seems to us, when he says, "Wisdom begins in justice. But who is so faultless that he can sit in judgment on others, who is so wise that he can see into the heart, weigh the act with the temptation and strike the balance?" Several times, both in his criticism of *Measure for Measure* and in *Hamlet*, he repeats this idea. "One of the tragedies of life," Masefield says, "is that an evil obsession blinds the judg-

ment on more sides than one. The obsessed are always without criticism." Masefield agrees with Shakespeare in *All's Well That Ends Well*: "The web of our life is of a mingled yarn, good and ill together."

To us, who have seen and heard Mr. Masefield, it is interesting to see the way in which this man expresses his love for locality and for nature. "The lyric at the end of *Love's Labour Lost* is the loveliest thing ever said about England." This shows how he loved his land. When he read for the Milwaukee-Downer girls, he chose such selections for illustration as "The Battle of Evesham," close to all English hearts, and he read such poems of his own as expressed the beauty of his country. He loves Shakespeare all the more for writing *Midsummer Night's Dream*, because it shows the beauty of the land itself. He says, "It is a strange and sad thing that the English poets have cared little for England, or, caring for England have had little sense of the spirit of the English." Masefield goes further to say that although many have written either botanical or braggart verses about their land, few have written so that "the indefinable soul of England has given their words something sacred and of the land." In *King John*, Masefield says, "Bastard is the most English figure in the plays, for he is an Englishman neither at his best nor at his worst, but at his commonest." How true are Masefield's words in his criticism of *The Winter's Tale*: "It is said that an old horse near to death turns towards the pastures where he was born. It is true of human beings. Man wanders home to the fields which bred him."

Most evident, however, is Masefield's love for reality when he expresses his love for Falstaff in the simple words, "Our justest, wisest brain dwelt upon Falstaff longer than upon any other character, because he is the world and the flesh, able to endure." He likes Falstaff, forgives his wrong-doings, and finds him deeply interesting, because, "although he is base he is wise." Because *Henry IV* has no good fellowship, sincerity and gratitude, Masefield does not like him.

In all cases, we find Masefield seeking the real thing and the beautiful thing. He, himself, is unusual and real; he is neither academic nor bookish.

He says, "The influence and importance of the little thing in the great event is marked in this scene," speaking of *Othello*, "as in half a dozen other scenes in the greater tragedies. We are all or may at any time become immensely important to the play of the world."

He thoroughly enjoys all the scenes of

the common folk in *Henry IV*. He says of them, "These scenes are like an apple-loft in some old barn, where the apples of last year lie sweet in the straw." He loves the elemental feelings in our human nature. He chooses from Cleopatra the words, "O Eastern Star! Peace, peace! Dost thou not see my baby at my breast, That sucks the nurse asleep?" as being among the most beautiful things ever written by man.

NORMA KARNOPP, 1918.

SHAKESPEARE AND MODERN SLANG.

The Professor sat in his study on April 23, comfortably clad in dressing-robe and slippers. He was tired, and it seemed good to be able to rest in peace with scarcely anything on his mind. Only last night had seen the completion of several months of hard work in preparation for a Shakespeare tercentenary celebration, and now it was all successfully over! No wonder he heaved a sigh of relief and settled back to scan the morning paper. At that moment the door opened quietly, and John, his valet, entered.

"Good morning, sir! Your coffee will be ready in a minute. O, sir, I took my girl to your celebration for Mr. Shakespeare last night, and by *Jove*, it was grand! She didn't want to go at first and said, 'Good night, John, you're getting notions all of a sudden, a green, ignorant fellow like you wanting to attend anything so swell as that.' I said, 'Oh, come on now, Jane, Shakespeare's a bully fellow if you only get to know him.' Then she said she'd go if I was so set on it and now I guess she's glad she did. Jane has a pretty hard time of it at home and I like to make it up to her if I can. She is in the dumps half the time because her tough old customer of a father since he quit his job, swaggers home at any time of the night and doesn't ever make her brother, the young *jackanapes*, behave.

Then, *to boot*, the little *brat* is always rushing in and making a *muss* with his old *trash*.

What I really wanted to ask you, though, sir, was if there wasn't some way I could show my respects to Mr. Shakespeare now when everyone is celebrating? I told Jane I was going to ask you and she said, 'Oh, *pooh!* you're too *cock-sure*, you can't do anything for him. It's *Greek* to you. Besides if he's been as dead as a *doornail* for all these years he won't care whether you do anything for him or not.' I told her I was going to *nose* around anyway and perhaps something would turn up that I could do for him if I kept myself always ready and in *trim*. You don't know how much I admire him; if only I could even learn to talk like him!"

"John," said the Professor gently, "you tell your Jane that you are honoring Shakespeare every day of your life. You may tell her that Shakespeare, though dead, still lives, for when you were talking I recognized many of your expressions as those he himself used in his immortal plays. You see, though you did not realize it, you are paying your little tribute to that great man by keeping alive in our modern slang the language of his day."

GLADYS RUGGLES, 1918.

SHAW ON SHAKESPEARE.

"If nothing were left of Shakespeare but his genius, our Shakespearolaters would miss all that they admire in him," says Shaw, in one of his dramatic opinions which appeared originally in the London Saturday Review. With De Quincey, Shaw feels that a man is more injured by his friends than by his foes. He worships Shakespeare "on this side of idolatry, as much as any," and, because of this affection, the sentimental adoration of his age is particularly abhorrent to him. So Shaw does not spare sarcasm in revealing Shakespeare's faults, but on the other hand, his passages of unstinted praise are characterized by rare sincerity and discernment.

Shakespeare's philosophy is the subject of Shaw's most searching criticism. Of our long-cherished philosophical gem, the "Seven Ages of Man," he scathingly remarks, "I do not see how anyone over the age of seven could find any pleasure in such a silly literary toy." The duke and his "sermons in stones, books in the running brooks," is revealed by Shaw as a "venerable impostor expanding on his mixed diet of pious twaddle and venison." "Paraphrase even some of the best and maturest of Shakespeare's work," says Shaw, "and you will find little more than the platitudes of proverbial philosophy." However, Shaw expresses a deep pity for the man who cannot enjoy Shakespeare, for "he has outlived thousands of abler thinkers and will outlast a thousand more."

Shakespeare's humor does not fare much better at Shaw's hands. "Benedick and Beatrice," he says, "are by a strange delusion supposed to be witty and entertaining people, whereas Benedick's wit could scarcely pass at a sing-song in a public house, and that of Beatrice is little better." Mercutio, Gratiano, and Biron receive equal censure. However, Dogberry and Lucio in *Measure for Measure* seem to compensate for the crudity of Shakespeare's earlier humor.

Shaw takes exception even to the conventional praise lavished upon Shakespeare's character creations. On this subject he remarks: "Thirty-six plays, in five blank verse acts, and not a single

hero. Only one man in them all who believes in life, who thinks life worth living, and has a sincere, unrheterical tear dropped over his deathbed—and that man is Falstaff! What a crew they are—these villains, fools, drunkards, lovers, hypochondriacs, who mistake themselves for philosophers, self-seekers of all kinds, keenly observed and masterfully drawn from the romantic-commercial point of view!" But he feels that great praise is due Shakespeare for his service in raising the desperation and cynicism of his era to something like sublimity in his tragedies, and for purifying the morbid, self-centered passions of the age by copious draughts of romantic poetry. His criticisms of individual characters are equally keen. Of Henry V he says: "One can hardly forgive Shakespeare for the worldly phase in which he tried to thrust such a jingo hero as this Henry V down our throats." Rosalind he does not consider a complete human being; she is simply an extension into five acts of the most affectionate, fortunate, and delightful five minutes in the life of a charming woman." Her three great charms, according to Shaw, are that she speaks blank verse for only a few minutes, wears skirts for only a few minutes, and makes love to the man. Shaw feels that the jealousy of Othello is melodramatic stage jealousy, but in Leontes he recognizes a masterly portrayal of real jealousy. These are but a few of Shaw's suggestive comments and criticisms on individual characters.

For word-music, Shaw, for once, grants Shakespeare unstinted praise. Even in the least mature of the plays, Shaw feels the mastery of blank verse and the magic of expression. The wrenching of a syllable, the stress of a wrong word, is to him torture. But the "heartless fustian and silly ingenuities," of the Elizabethan period, Shaw sincerely abhors. "These, he feels, make us wish to curse Shakespeare's stagestruckness and youthful inability to keep his brains quiet."

Withal Shaw says, "I admit that I am old-fashioned in my tastes. I am fond,

unaffectedly fond of Shakespeare." Yes, Shaw realized that to be a great lover, one must be a good hater. So we might imagine George and "Father William" engaged in whimsical repartee as follows:

"You are old, Father William," says George Bernard Shaw,

"Your philosophy's trite in these days;
Yet the world cries aloud that your work
has no flaw—

Do you think there is worth in such
praise?"

"In my time," Father William replied
with a smile,

"People went to see plays as they should,
And didn't spend years writing books
on my style—

O, pshaw! hang these critics of wood!"

"You are old, dearest Will, as I mentioned
before,

And your wit is quite frequently flat;
Yet the world will not say that it thinks
you a bore—

Pray, what is the reason of that?"

"In my youth," said the Poet, "we loved
not debate,
And on theories wasted no time;
Your Ibsenic doctrines may be very
great—
But they would not have done in my
prime."

"You are old," Shaw insists, "one would
really suppose,
That your work was as good as an-
other's,
Yet your plays cannot fill up the theatre
rows,
Like those of my dramatist brothers."

"I have answered two questions and that
is enough,"
Said poor William, his mind in a haze;
"Do you think I can listen all day to such
stuff?
Why don't you revise your own plays?"

MARY MORSELL, 1917.

SHAKESPEARE'S FOUR KATES.

Has it ever occurred to you that Shakespeare must have had a particular liking for the name Kate to give it to four of his women characters? Who knows but that he even had a definite lady in mind when he named these different characters? Are they not all types of the shrew that men are so fond of trying to tame? The only unmarried one, Henry V's Katherine, refuses to be kissed in company, even by her future husband. As for Petruchio's Kate, we are all aware of her shrewishness. Henry Percy's wife would like to know many of her husband's secrets. When she asks him what business he is about, he replies that she cannot utter what she does not know. Womanlike, however, she has her own little revenge. When Henry Percy says, in the presence of several lords and ladies, that he wishes to hear her song, she replies coolly: "Not mine, in good sooth."

There is still something unconquerable in her soul. As to Queen Katherine in *Henry VIII*, we may rightly say that she was a woman "more sinned against than sinning." Indeed, of all these four Kates, she is the only tragic character. Here, at last, is a Kate utterly humbled!

Striking as is the resemblance among these four Kates, all are of different nationalities and in different stages of the matrimonial game. The French princess, Henry V's Kate, might be called the heroine of Act I in a play of marriage "before, during and after taking." The Italian, Petruchio's Kate, would star in Act II. The English Kate, Lady Percy, might be the heroine of Act III, while the Spanish Katharine, proud victim of Henry VIII's fickleness, would qualify for the leading rôle of Act IV.

JOSEPHINE KAPP, 1918.

TWO TERCENTENARIES.

It is, without doubt, remarkable that two of the world's most famous, and probably most universally read, authors—Shakespeare and Cervantes—should have lived at the same time, and should have died on the same day. It is even more remarkable that their greatest creations, *Hamlet* and *Don Quixote*, those characters whom Turgenieff calls "the two eternal human types," should have appeared in the same year, 1603.

The characters have, of course, often been compared, frequently, it must be admitted, to the disparagement of the honored Hamlet, for Don Quixote is, indeed, the more lovable of the two. Turgenieff says that Hamlet is the type of person who constantly subjects his ideal to the analysis of his own reason, who, as Coleridge says, "procrastinates from thought, and loses the power of action in the energy of resolve." Don Quixote, on the other hand, is the type of person who has a ready-made ideal and who lives trying to square it to his own life. Consequently, we find a countless number of rash deeds on Don Quixote's part, blind actions which he would, without doubt, never have committed if he had been able, just for one moment, to stop and think. Dr. Goldberg in the *Boston Evening Transcript* says that in Don Quixote, in contrast with Hamlet, we have "an energy of action quite proportionate to the overheated thought that begot it." Dr. Goldberg believes that Don Quixote thought before he acted. Perhaps; but if he did, it was not analytical thought, it was merely an impulse to action. If Hamlet misses attaining his ideal because he expends his energy in a "rhapsody of words," Don Quixote misses attaining his goal because he wears himself out in a "rhapsody of deeds." In this rhapsodizing lies their greatest likeness, that "divine folly" common to them both.

And yet the characters are vastly different. Don Quixote represents faith, absolute and unalterable. Through all his adversities, Don Quixote retains the same dauntless confidence in the worthiness of his ideal. Even though he was called

"The Knight of the Woeful Countenance," he always "came up smiling." Don Quixote is an enthusiast; Hamlet, a skeptic. As Turgenieff says, Hamlet represents incredulity. He finds nothing in the whole world to which he can cling with all his heart. He cannot believe even in himself. Hamlet is reflective, conscientious, all-comprehensive; he has the spirit of the northerner, deep, strong, varied and independent. Don Quixote, on the other hand, represents the spirit of the southerner, light, merry, naïve, impressive; his is a nature that does not enter into the mysteries of life, that reflects phenomena rather than comprehends them.

The Russian critic, in comparing Hamlet with Don Quixote, calls attention to the fact that Hamlet is an egoist, that he lives only for himself, that he detests the masses. He also says that Hamlet does not love, that he only pretends. Those of us who love Hamlet do not believe this. He may or may not love Ophelia (personally, I think he was in love with love), but he surely loved his mother. Don Quixote, says Turgenieff, loves purely and ideally. In these days it is hard to believe that a love as blind as Don Quixote's is ideal, and it is difficult for us to attack any special virtue to purity in a love that was so absolutely impersonal. Don Quixote was not in love with a woman, he was in love with his ideal of that woman, which is an entirely different matter.

Marked as are the spiritual differences between these two men, their physical differences are still greater. Hamlet is spoken of as an athlete, he is young and handsome; Don Quixote is old, his strength is waning, he is so ridiculously ugly that his servant dubs him "The Knight of the Woeful Countenance." And yet we love Don Quixote much more deeply, much more personally than we would ever dare to love Hamlet. Perhaps this is because, as one writer suggests, him whom you have ridiculed you have already forgiven—are even ready to love. We laugh at Don Quixote while

we hardly presume to criticize Hamlet. Don Quixote is, it seems to me, a little more human than Hamlet, and that is why we love him more.

ELIZABETH SCHROEDER, 1917.

CHAPEL TALKS.

ADDRESS BY DR. SAMUEL CROTHERS.

On March 9, Dr. Crothers conducted chapel and spoke on "The Relation of Our Criticism to Our Admiration." He considered the connection between the training of the critical faculty in college and the sympathetic appreciation of people after leaving college. He quoted a remark made about a college graduate, over-trained in his critical faculties, to the effect that he had been unmade as a common man and not made over into an uncommon man.

He urged a reversal of the order of our appreciation. The good mind always acts on the assumption that there is good in everything, while the fault-finder sees the fault first and sees it out of proportion. The ideal order of appreciation is illustrated in Christ's attitude toward the rich young man: He "looked on him, loved him," and then tested his weakness. Many people are blind about really big things in their environment. They remind one of the cow looking out of a barn door, "with bovine incuriosity." The actual and immediate seem contemptible to many, who make the mistake of idealizing the distant. They resemble the Harvard students who longed to go to Labrador, because Dr. Grenfell had found in that far-away corner of the world something worth while. Yet there is scarcely anywhere a more unlovely place than this very Labrador.

If we feel a lack of sympathetic appreciation with the actual, can we not divine the possible? "Hope till hope creates the thing it contemplates." So our work here is to learn to supply the lack of appreciation. In accomplishing this we become true artists; for the artist is "he whose soul sees the perfect which his eyes do not yet see." Living thus becomes the finest of all the arts, for it requires infinite patience; and there is always the possibil-

ity of leaving anything that it brings us a little better than we found it. And this is the very essence of all art.

LORNA DIETZ, 1916.

MRS. COBURN'S TALK.

In the chapel on Thursday afternoon, March 16, Mrs. Coburn of the Coburn Players, gave a charming talk on the "Chinese Theatre." She said that many years ago the Chinese Emperor had a vision which he wished to interpret for the Empress. This vision was presented in the form of a play, under the pear trees, before her Majesty and the Court.

Ever since that time the Chinese actors have been called "Brothers of the Pear Tree Garden." Almost all their plays are performed by men. Although there is a group of actresses who present many plays, never do the two sexes play together. The Chinese plays are put on in a manner similar to the Elizabethan staging of Shakespearean plays. Their property man, who is supposedly invisible to the audience, appears in the most dramatic scenes. As he appears leading an imaginary horse, or holding a bamboo pole straight up in the air, as he does in *The Yellow Jacket*, the chorus—one man—explains that the bamboo pole is meant to represent a weeping willow tree. Also, as each prominent character appears, the orchestra always plays his particular motif.

Mrs. Coburn also said that the "Brothers of the Pear Tree Garden" were to Chinamen what base-ball is to American men. The Chinese gentlewomen never attend these performances. The men come not so much to see the play itself, but rather to enjoy the ability of the actor. Often they come, time and again, just to see how well each actor interprets his part. A Chinese banquet is never complete without a play and frequently

four or five plays are presented in one evening.

Then Mrs. Coburn spoke of *The Yellow Jacket*. She explained that this is entirely original. It is presented in a manner as similar as possible to the Chinese method of presentation. The elaborate costumes used in the play are imported from China. The producers of *The Yellow Jacket* have tried to reproduce as nearly as possible, the old Jackson Street Theatre in San Francisco, which was destroyed at the time of the first earthquake.

BERNICE FULTON, 1918.

PRESIDENT MACCRACKEN'S ADDRESS.

The address by the President of Vas-sar College, on March 27, was one of the most human and spontaneous addresses ever heard in our chapel. His subject was: Is College Life Real? The answer was decidedly in the affirmative. However, two hindrances to the achievement of reality in college were emphasized: the premature desire to see all of life at once, and a passive attitude of mind, blinding one to the spectacle of real life within the college walls. To illustrate his point, Mr. MacCracken cited the case of the student who left Yale at the end of his Sophomore year, "in order to see life," only to find the real life of a big city as far away as ever: a picture puzzle, the key of which

THE FRESHMAN RALLY.

Clever! seemed the fitting exclamation after every number in the "Freshman Evergreen" magazine, presented to the college by the Freshman class, on Saturday evening, March 25. The contemporary of this magazine, *The Kodak* board, occupied a box on this occasion. Conspicuous among the occupants of this box were two reporters and several handsome and fashionably gowned women.

The audience was taken through the magazine, from the editorials to the advertisements. There were two editorials on very timely topics: "Preparedness Plan for Choosing Major College Offi-

had been lost long ago. He then showed the varying expressions of this craving for reality from childhood to old age. The boy says, with Stevenson:

"I should like to rise and go
Where the golden apples grow."

The youth dreams, with Kipling, of how

"The Injian ocean sets an' smiles
So sof', so bright, so bloomin' blue."

In early manhood, he says, with Tagore,

"Man is a wanderer from his birth,
Yea, and before."

Lastly, with Tennyson, the mature man exclaims,

"I cannot rest from travel: I will drink
Life to the lees."

Those who remain in college through the four years often defeat this desire for reality by their mental attitude, "that remarkable inhospitality of the undergraduate mind to new ideas." Many students fail to relate their courses to one another. In emphasizing one science, for example, they fail to see the unity of all the sciences. Each separate course is a necessary evil, which they "take," as they "take a cold." They hope, as did the lama in *Kim*, that somehow these separate acts will be accounted to them for righteousness. They forget, however, that there is no "unit system" of admission to the intellectual paradise.

ADA PORTER, 1916.

cers," by Dorothy Halline, and a very humorous take-off on politics, "Wash Day in the Capitol," by Rosalie Oppenheimer, in the process of which, such clothes as the "Preparedness Shirt," the "Mexican Policy Petticoat," and the "Tariff Belt" were washed by Mr. Bryan in Grape Juice with Peace Soap.

The Literary Department of the magazine demonstrated the versatility of the Freshman editors. The first article, by Florence Deakin, was probably the most serious effort of the evening: "The Friendship Between Scott and Irving." Following this paper was a conversation

among the girls seated in the college girl's room, which formed the setting for the program. In this Gladys Beveridge told what the stubs of his check-book reveal, a tale of "What every college girl knows." "The Meeting," a very poetically written story by Frieda Umbreit, was of the surprise theme variety. Everyone expected the meeting to be between a charming young woman and a wonderful man, but the characters turned out to be a cow and a freight train. Marjorie Krauth then read a little poem concerning Mr. Young, the March wind, and a hat. Two numbers on allusions showed how thorough has been the training in this direction during the year. One of these was in prose by Eleanor Dana, and the other, in poetry, by Mary Gifford. Both were so cleverly written that neither detracted from the other. Evidently William James's essay on the "Social Value of the College Bread" has had a place in Freshman English, for besides numerous allusions to it, there was an article by Elma Wilson, called "Social Value of College Bread," proving, in James's style, why college girls should be expert in judging different kinds of dough. Marjorie Gray then read a poem, "Sunset." Ethel Davis reported a conversation among text-books in the registrar's office, and Marjorie Sexton gave an idea of what Holton Hall mirror thinks of the girls who seek its approval. "The Dandelion," by Ethel Garvin, was a pathetic little story of a disappointed tenement lad, who expected to find a dandelion, but

instead found only an orange peel. Elma Wilson appeared a second time to gossip about the Bell family from the unwelcome 6:30 Bell to Sally Study Bell and Fanny Fire Bell.

The Fashion Department was represented by Grace Vollmar with a little hat poem. Grace Sperry gave a clever review of the plays given at the college this year. Margaret Race, speaking for the Sporting News, read a letter relating the marvellous accomplishments of the Freshmen in athletics. The wondrous epistle was written in the most up-to-date slang we have heard in a long while.

Among the ads mentioned were the Shakespeare pageant, Mason jars, THE KODAK, the Cumtux, a book on "Search and Research" by Esther Cady and Vera Wunderlich, automatic hushers for House Committee. Ruth Gutwillig showed her skill as an impersonator in a clever take-off on the chorus in "The Yellow Jacket," in which she advertised the musical comedy to be presented on April 7.

This delightful entertainment was concluded by the class song by Ruth Barker, sung by the entire Freshman class, to the tune, "The Wearin' of the Green."

Great praise is due Leila Coleman, as chairman of the committee, and Ellida Murphy, class president; also the other members of the committee: Grace Sperry, Ruth Gutwillig, and Delia Proudfit. Nor should the invaluable help rendered by Miss Tomson and Miss Frink be unrecognized.

ESTHER REIMERS, 1917.

NEWS.

On March 28, a "community meeting" was held in the chapel. Dean Kerr read extracts from Student Government books and also an article on the subject in the Mt. Holyoke magazine. She then talked on college friendship and coöperation in college relations.

A meeting of Deans of Women of the Colleges and Normal Schools of Wisconsin was held at the college on Feb. 26.

On March 17, the following board of editors of *The Kodak* for 1916-1917 were

elected: Editor-in-Chief, Esther Reimers; business manager, Dorothy Hurlbut; literary editor, Grace Sperry; exchange editor, Josephine Kaap.

The election of the Y. W. C. A. officers for next year was held on March 23 and resulted as follows: President, Esther Cady; vice-president, Mildred Wright; treasurer, Elva Shields; secretary, Dorothy Hurlbut.

The Junior H. E.'s have elected the following officers: President, Sylvia

Woods; vice-president, Eugenia Foley; secretary and treasurer, Inez Rupel.

The Freshman class officers for this semester are: President, Ellida Murphy; vice-president, Marjorie Sexton; secretary, Dorothy Halline; treasurer, Marjorie Gray.

The Freshmen will begin their "Research Magnificent" on April 10.

On the morning of March 29, six blue-birds were seen by a few students on the campus. On the afternoon of the same day, at about 3:30, a flock of thirty black-birds was discovered by all the students. The latter proved to be very charming songsters. "Spring comes slowly up this way," but when it *does* come!—

At a Holton Hall house meeting held recently, it was decided to use the surplus in the treasury to buy a new wicker chair and re-cover the old Morris chair.

The City Students' Organization is considering the proposition of buying a Victrola. The expense will be met by contributions from the members of the organization.

Miss Noyes is making a bird calendar. Her plan is to list the names of the birds of the vicinity, with the date of their appearance in the spring, and something of their habits.

Johnston Hall does not need the Lawrence Glee Club to sing *Varsity* and the *Yellow and the Blue*. It has a worthy entertainer, a much beloved Victrola.

Miss Hoffstadt's Botany I class had a six o'clock dinner in their laboratory on Friday, March 31. The occasion of the celebration was the end of this quarter's work. The class consists of the following members: Elsie Buckstaff, Marjory Gray, Marjory Sexton, Evelyn Hammersley, Kathryn Bennett, Rosalie Oppenheimer; Alice Gronauer, and Marguerite Krauth. Clever place-cards were designed by Miss Hoffstadt.

Miss Ursula Brown, who is a graduate of the two-year Home Economic Department, visited Holton Hall recently. Miss Brown is teaching at the University Settlement in the city. She explained her work to the girls, and told of a coming social event that was to take place at the Settlement. She asked the girls if they would be willing

to help her raise money for the children's grab bag. The response was quick, and in a short time nearly ten dollars was raised.

Operations for drilling an Artesian well on the campus are under way. This is being done as an additional precaution against the possibility of typhoid or other diseases presumably caused by the impurity of city water.

WELL DRILLED.

I pointed with my finger fat
"Well, well," I murmured, just like that.
The table looked at me and sighed
"Too deep for you," I then replied.

JEAN LEAVENS.

"Le Triomphe de l'Amour."

On Saturday, April 15, the French Club will present "Le Triomphe de l'Amour." It is a three act, leap year play by Marivaux. The cast is as follows:

La Princesse.....Frederica Yockey
CorinePearl Davis
SophieGlem Miller
AgisMargaret Mundie
Hermocrate...Bessie Josephine Wolfner
ArlequinVivian Hodgson
DimasIrene Grant

The annual intercollegiate Latin contest will be held in Madison on April 28. The University of Illinois has made out the examinations this year. We shall send as our representatives: Doris Bell, Lorna Dietz, Edna Du Four, Grace Wilson, and Frederica Yockey.

At vespers, Sunday evening, March 19, Rev. Charles A. Payne came to us with his splendid lecture on Mexico, illustrated with most interesting stereopticon views. One who has lived among the Mexican people, the wealthy and the peons, as Mr. Payne has, fully understands the awful conditions existing there in Mexico. The lecture made one realize what difficulties the United States army is sure to have among those treacherous people, living as they do in a mountainous country.

The Equal Suffrage League held its first banquet in McLaren Hall on Friday evening, April 7, at six o'clock. It was an open meeting held to interest those

outside the organization. Mrs. Youmans of Waukesha, president of the Wisconsin Equal Suffrage League, was the speaker of the evening. Besides her interesting talk, suffrage toasts were given by Mrs. Haight, Mrs. Rogers, Pres. Sabin, Dr. Ford, Esther Cady, Dorothy Hurlbut.

On Saturday afternoon, March 25, "Arabella Evelina," alias Miss Belcher, celebrated her sixth birthday in the college gymnasium. Her grandmother, Glenn Miller in everyday life, was hostess to thirty-six happy little girls and boys, who at other times are recognized as Juniors. The little guests were fittingly entertained by such games as "drop the handkerchief," drawing contests, and "Predicament and Answer." Just as the children had lined up for the Virginia reel, refreshments were announced; and the lines broke up in eager confusion, each little child anxious to be served first with such goodies as "animule" cookies and stick candy. At six o'clock everybody went reluctantly home.

On Wednesday afternoon, March 29, a meeting of the Marie Wollpert Verein was held in Johnston Hall drawing-room. At this meeting, the members presented a Bismarck program, which consisted of a number of essays on his youth, his wife, his management of foreign affairs, and his relation with the emperors, William I and II, read by the Misses Koss, Braunfeld, Andrae, and Bennett, respectively. Miss Dassler read a number of Bismarck's letters to his family and friends. Among his letters, are some written to the American, Lothrop Motley, with whom he enjoyed a close friendship. The last number was the reading of a scene from Moser's "Private Secretary," by the Misses Du Four, Sparks, and Leavens. Some old German songs were sung, and then the refreshments, consisting of coffee, cookies, and "Kuchen," were served.

At the next meeting of the Marie Wollpert Verein, Schiller's "Puppet Show" will be given. This is going to be quite a novel entertainment and the girls are already beginning to fashion dolls' heads out of those potatoes which have a little round growth on one end. The preparation is no end of fun and

the "Puppen Spiel" will certainly prove to be amusing and interesting.

On Wednesday afternoon, March 15, the regular meeting of the Dramatic Club was held in the Students' Parlor. A short program was given, consisting of two contrasting numbers, a modern monologue, "The Piazza-Lady," by Beatrice Herford, given by Miss Florence Davenport, and a quaint little old English dialogue, "The Secrets of the Heart," by Austin Dobson, presented by Marie Lewis and Marjorie Gray. After the program Miss Wilder explained to the club some of the plans for the Commencement Pageant, and outlined the work of the club for the coming weeks. From now on regular meetings will be held every two weeks and at each meeting Shakespeare scenes will be presented, for the double purpose of giving the girls a chance to try out for parts in the pageant, and of creating an atmosphere of interest in Shakespeare in preparation for the big event in June. At the meeting on Wednesday, April 5, rival casts from Miss Wilder's Vocal Expression classes presented some broad comedy scenes from *A Midsummer Night's Dream*.

On Friday evening, March 10, a delightful recital was presented in the college chapel by Mr. G. Arthur Daniels, assisted by members of the music faculty of the college. The program consisted of two groups of songs by Mr. Daniels and two ensemble numbers, one for the piano and organ, played by Miss McPheeters and Mrs. Williams, and the other for two pianos, played by Miss McPheeters and Miss Dodge. Mr. Daniels was at a disadvantage in suffering from a severe cold that night, but nevertheless he greatly pleased his hearers by his artistic rendition of the songs on his program. His last number, "War," by Rogers, was particularly pleasing, as it offered a splendid opportunity for the full volume of his strong, baritone voice.

The Milwaukee-Downer Y. W. C. A. celebrated the fiftieth birthday of the national Y. W. C. A. by a jubilee banquet held in McLaren Hall on Friday evening, March 3. The history of the national association was told by Miss Hoffstadt and that of the Milwaukee-Downer Asso-

ciation by Miss Sabin. Miss Tomson gave a summary of the Y. W. C. A. benevolences. Miss Belcher responded to the toast, "The Ideal Leader." Other toasts were effectively given, outlining the needs and ambitions of the Milwaukee-Downer Association by the Misses Reimers, Hodgson, Hammelton, Hansen, Miller, and Sperry.

The last two meetings of the Leibling Club were especially interesting. Russian music was studied at the one and Scandinavian music at the other. Piano numbers from Russian and Scandinavian composers, rendered by different members of the club, made the programs very interesting. Marjorie Sexton read an interesting paper, and Harriet Niehaus, Grace Hammelton, Della Staples, and Lillian Warloe played.

Many interesting concerts have been given in the city: Thursday evening March 23, Mischa Elman, the violinist, was in the city; Saturday evening, March 25, Josef Hoffman, appeared with the New York Symphony; Thursday evening, March 30, Schumann-Heink was heard.

The classes in dressmaking and sewing exhibited their work in Kimberley Hall on March 12.

On March 20, the Institutional Management Class, accompanied by Miss West and Mrs. Smith, visited the serving rooms, supply rooms, kitchen and laundry of the Pfister Hotel.

The Textile Class have had three interesting trips during the last few weeks: one to Gerretson's to see their velvets, silks and satins; another to the worsted mill to see the preparation of yarn; and the last to the Western Worsted mill to see the processes in weaving and dyeing.

Miss Frye took a number of the Senior Home Economics girls to visit the trade school. The girls were very enthusiastic about the beautiful work that was done there.

The art students and city students have combined their forces in their new project of publishing and selling Shakespearean post-cards. The art students are designing them, and they are to be printed soon.

On Thursday afternoon, March 30,

Miss Partridge gave a tea for the city faculty and students, which was the first of a series of teas to be given in the studio.

The History of Art class visited the Milwaukee Art Society to report on the pictures shown by the exhibiting artists last week.

ATHLETICS.

On Tuesday, March 21, the championship basket-ball game was played between the Juniors and the Freshmen. At the end of the first half the Juniors decided that they would have to work harder, for the score was 9-7 in favor of the Freshmen. At the end of the game the score was 19-11 in favor of the Juniors, and they were declared basket-ball champions for the year 1916.

On Thursday, March 23, an interclass basket-ball game for second place was held. This game was almost as exciting and interesting as the Junior-Freshmen, for the teams were so evenly matched. The two teams playing were the Sophomores and Freshmen. The score was 21-16, and thus the Freshmen won second place.

The results of all the basket-ball games played this season are as follows:

Feb. 24. Seniors vs. Freshmen, 17-22.
 March 2. Seniors vs. Sophomores, 4-32.
 March 6. Sophomores vs. Juniors, 14-22.
 March 21. Freshmen vs. Juniors, 11-19.
 March 22. Seniors vs. Juniors, 10-28.
 March 23. Sophomores vs. Freshmen, 16-21.

The cup went to the class of 1917.

While the flashlight has been turned upon the basketball players, the bowlers have been preparing themselves for the tournament with the Seminary, on April 12. The try-outs and interclass contests have revealed wonderful speed and skill. There have been some pretty plays; one Junior H. E. rolled three strikes and a spare in six frames. With the help of upperclassmen, who will bowl in the college try-out, the college should have a winning team.

The members of the class teams are: Sophomores—Elva Shields, Helene Dassler, Helen Eggers; Junior H. E.'s.—Marie Karlen, Alyce Jacobs, Louise Breuer;

and Freshmen—Margaret Warren, Mabeth Mellen, Elanor Dana.

Now the H. E.s have shone indeed! Their bowling team has brought them into the limelight. On Tuesday, March 28, they won a glorious victory from the Freshman trio by a lead of 67 points. Marie Karlen, with strikes to spare, was quite the heroine of the hour. The H. E.'s deserved to win, since the entire class had a deep interest in the game. Alas for the Freshmen! Only four of the class furnished lung power enough to urge them on.

The Seniors of McLaren Hall showed their spirit when, after being defeated for the last time in basketball, they answered the Junior champion songs with, "We'd do the same thing over, over again." Do what? Get beaten! This is good sportsmanship.

On March 22, the Juniors were banqueted in McLaren Hall, in honor of their winning the championship in basketball. They not only sing, "We're the grandest class you've ever seen," but they prove it, as well.

The class captains for the Indoor Meet, on April 8, are: Sophomore, Amanda Zeisler; Freshman, Sidney Sayre; Junior H. E., Ruby Engsburg.

The Athletic Association has had song books printed, containing all the songs now used at the games.

It was decided by the Athletic Board that all numerals and chevrons shall be made hereafter by the members on the Board, instead of being ordered from Spaulding's. This reduces the price and makes it possible to have all these emblems of the same shade of blue.

On March 30, the college basketball team gathered in front of Merrill Hall to have its picture taken. If we are lucky enough to win the game, the team will have its picture taken again, with another member, *the Cup!* The members of the team are: Jumping center, Dorothy Ledgerwood; side center, Louise Nelson; forwards, Ruth Tufts and Pearl Davis; guards, Alta Hansen and Grace Wilson.

Since the above item was written, the college team won, so that the cup is now restored to its original owner.

It was unfortunate for the Seminary that their game with the College took place on April 1. Knowing the nature of the day, they should have chosen a more auspicious time. Great enthusiasm was aroused at the game, everyone yelling and cheering the teams on. The game was splendidly played, the Seminary stubbornly contesting every score. The game was characterized by clean playing, marvellously swift passing, and excellent team work. The College certainly deserved her victory, for the team was not a "one star player" team, but every player on it was a star. The score was 25 to 10 in favor of the College. At the close of the game, Miss Sabin presented the cup to the captain of the College team, Alta Hansen. The champion class teams of both Seminary and College received their cups, and the members of the class teams received their respective M. D.'s, chevrons and numerals.

DEATH OF MRS. CLEMENT E. WARNER.

On Thursday, March 30, Mrs. Clement E. Warner passed from earth. Mrs. Warner, formerly Eliza I. Noble, was a member of the second graduating class of Downer College, 1863. Within a few years after her graduation, she became the wife of Col. Warner of the town of Windsor, and thereafter her home was on a farm in that township. Mrs. Warner's life has been a striking illustration of the value of educated, consecrated Christian womanhood. In the church, the neighborhood and in Christian organizations throughout the state, Mrs. Warner has exerted a strong and helpful influence. She will be remembered for her loyalty to her principles, and for her sunny temperament that made her presence an inspiration of cheerfulness and courage. To her husband, who has been a trustee of this College for more than twenty-five years, and her family, we offer our sincere and respectful sympathy.

E. C. SABIN.

PERSONALS.

Florence Wright has accepted the position of principal of the High School in Drayton, North Dakota.

Marguerite Stockwell is to teach English and history in the Wausau High School.

Mildred Wright was a delegate to the Congressional Conference of the National American Suffrage Association, held in this city on March 24 and 25.

Ethel Davis has been awarded the Day prize of twenty-five dollars, given each year to the Seminary graduate who enters the Freshman class with the highest average. Her sister, Pearl Davis, received this prize two years ago.

The engagement of Marian Brigham to Mr. Gus Reiman was announced recently.

Ruth Edgerton, Ruth McCoy, Josephine Caldwell, Norma Edmonds, Ruth Goewey, Margaret Rowland, Jeannete Reid, Blanche Jagers and Leona Lindstedt visited the College recently.

FACULTY NOTES.

President Sabin attended the meeting of the North Central Association of Colleges and Secondary Schools held in Chicago on March 24-25.

Dr. Tromanhauser has completed a series of three lectures on Italian Art before the Milwaukee Art Society.

Dean Kerr attended the meeting of the Association of American Colleges held in Chicago in the latter part of February.

Miss Upham is spending six weeks in California. During her absence, Mr. Troutman of Chicago, an expert craftsman in lamps, is taking her work.

Miss West gave a laundry demonstration before the Social Economics Club.

Miss McKinney was a judge in a bread and pie contest held at South Division High School.

Dr. Amelia C. Ford spoke before the Waukesha Woman's Club on New England Women in Colonial Days.

Miss Crooks has planned the year's program for the newly organized East Milwaukee Home Economics Club.

Miss Frye spent a day in Chicago recently, to see the display of spring styles.

Miss Helen Sherman, formerly of our Faculty, was instrumental in bringing to us recently the lectures by Mr. Arthur Doe and Dr. W. E. B. Du Bois.

INTERCOLLEGIATE NEWS.

Mt. Holyoke won the intercollegiate triangular debate with Vassar and Wellesley. The subject of the debate was: "Resolved, That the federal government should own and control the railroads of the United States."

Prof. George P. Baker offers two courses on the drama at the Harvard Summer School this year.

Vassar, Wellesley, Smith, and Mt. Holyoke have abandoned the certificate system and adopted a new method of admission, which will go into effect in 1919. By this new method three requirements are made: Entire record of subjects and grades in preparatory or high school, certificate of character from the school principal, and four entrance examinations: English or history, a foreign language, physics, mathematics or chemistry, and an elective. If a student fails of admission she will not be considered again for a year.

We wish to congratulate Marquette University most heartily on obtaining the \$500,000 Endowment Fund.

Smith seniors are to wear the cap and gown for Commencement this year.

Columbia University has instituted a new intercollegiate magazine, "The Challenge."

Mt. Holyoke has presented a "Tempestuous Drama," a satire on Shakespeare's "Tempest."

Yale is planning a very elaborate pageant for next October, to commemorate the removal of the college from Saybrook to New Haven two hundred years ago. Six thousand actors on the stage at one time form the largest cast ever known in the history of the drama. Allegorical and historical scenes will be portrayed.

SKIMBLE-SKAMBLE STUFF.

Henry IV: III: 1: 153.

Sing a song o' Shakespeare
A pageant full of art.
Comedy and tragedy
Enough to fill one's heart.
If you're fond of beauty,
If you're fond of sound,
Come, and see this spectacle
Where one and all abound.

ELEANOR DANA, 1919.

Noble Will Shakespeare
Come blow your horn,
We're staging a pageant
You're bound not to scorn.
For on our back campus,
Right under a tree,
Melpomene and Thalia
Will soon have a spree.

ELEANOR DANA, 1919.

A SLIP OF THE TONGUE OR OTHERWISE.

Oh Ignorance! 'tis well to know
What comes along in June,
The faculty and students all
Do work to make it boom.

A pageant, then, we'll all behold,
A monstrous "Much Ado,"
'Twill be the thing of all the year.
Old classes help it, too.

Not all know this, for one young maid
This pageant well did name,
Perhaps she thought a movie show
Was come to bring us fame.

Preposterous as it may seem,
To this the name she gave,
"Ten-cent-ery" for dear old Will,
Who long ago wrote plays.

JANET E. LINDSAY.

Query: Why were the H. E. Seniors chosen to represent the navy in the pageant?

Answer: Ask Pauline Saylor.

A BALLAD OF SUICIDE.

(With due apologies to Gilbert K. Chesterton.)

I'm tired of life! I have so much to do!
We have a quiz in Latin prose today;
My English quarterly will soon be due;
I know I never can read Immensée;
And History—I'm swamped! But, is it true,

Professor Gayley comes the second of May?

I think I'll wait to hear him, wouldn't you?

I think I will not hang myself today.

The Prom is coming off the fifth of May,
The Landgraf Opera is nothing small.
The French play will be splendid, so they say.

Perhaps with these attractions, life won't pall.

The city pageant is exceptional.
The Workshop Players give a Shakespeare play

And our own pageant will be best of all!
I think I will not hang myself today!

DOROTHY ALLEN, 1919.

ADVICE TO THE FRESHMEN.

(To be sung to the tune of "We're the Class that sets the pace for the College," with apologies to the Junior Class.)

You'll find it in the Furness Variorum,
All you need to know for English 3;
All about Will Shakespeare's plays,
Rhymes and puns and roundelays,
Plots and counterplots and unity,
So hie ye always to the Variorum
Take advice from one who ought to know.

Who's the author? H. Furness,
Whom the Sophomores surely bless,
Read it well and save yourself much woe.
RUTH FALKENAU, 1918.

SHAKESPEARE MODERNIZED.

Uneasy is the tooth that wears a crown.
Love, give me strength! and strength shall help afford (a Ford). *Romeo and Juliet.*

SHAKESPEARE UNMODERNIZED.
War.

—"it was great pity, so it was,
This villainous salt-petre should be
digged
Out of the bowels of the harmless earth."
Ironic Prophecy.

Shalt not thou and I, between Saint
Denis and Saint George, compound a
boy, half French, half English, that shall
go to Constantinople and take the Turk
by the beard? *Henry V: v: 2; 207.*

Vacation.
Like youthful steers unyok'd, they take
their courses

East, west, north, south; or, like a school
broke up,

Each hurries toward his home and sport-
ing-place.

2 Henry IV; iv; 2, 103-5.
March in Milwaukee.

Through the sharp hawthorn blow the
winds.

King Lear.

April in Milwaukee.

Still through the hawthorn blows the
cold wind.

Ibid.

When well apparelled April on the heel
Of limping Winter treads.

Romeo and Juliet.

AN OLD SHAKESPEARE PUZZLE.

(The key to this old puzzle is given be-
low.)

Who were the lovers? What was
their courtship like? What was her an-
swer to his proposal? At what time of
the month were they married? Of whom
did they buy the ring? Who were the
best man and the maid of honor? Who
were the ushers? Who gave the recep-

tion? In what kind of place did they
live? What was his occupation after mar-
riage? What was her disposition like?
What caused their first quarrel? What
did their courtship prove to be? What
did their married life resemble? What
did they give each other? What Roman
ruler brought about a reconciliation?
What did their friends say? What did
old gossips call it? What English king
wrote the marriage hymn? What Eng-
lish king sent the bridegroom off to the
war?

A KEY TO SHAKESPEARE.

It so happened that on *The Twelfth
Night* after *The Tempest*, I overheard
Julius Caesar and *King Lear* telling
Hamlet that the *Two Gentlemen of Ve-
rona* were discussing *The Tragedy of
Coriolanus*. *Hamlet* said, "You may take
it *As You Like It*, but I don't believe
it. I shall ask *The Merry Wives of
Windsor*."

Hamlet strolled over to *Romeo and
Juliet*, who declared *Love's Labour's Lost*,
when *Troilus and Cressida* stole *The
Comedy of Errors* and sold it to the *Mer-
chant of Venice*. Now, they said, "*Ti-
mon of Athens* and *Cymbeline* will think
it a clever joke, as they drink *Measure
for Measure* with *King John*." *Richard
III* announced that he had written *A
Winter's Tale*, and *Henry IV*, although
he did not believe it, said, "Why make
Much Ado About Nothing about what is
only *A Midsummer Night's Dream*?"

Since *Othello* was disputing a point of
manners with *Henry VIII*, and *Richard
II* was busy *Taming the Shrew*, *Hamlet*
took *Henry IV's* advice and went home,
adding, *All's Well That Ends Well*.

MILDRED BECK, 1918.

THE ENDOWMENT.

The effort to increase the Endowment
Fund by \$500,000 has received encour-
agement since our last issue of THE
KODAK. One great gift of \$25,000 brought
the Fund forward with a leap. Other
gifts have caused it to reach, including
the conditional contribution of \$100,000

from the General Education Board, the
amount of \$265,000.

In addition, the College Endowment
Association, a generous and steadfast
friend for twenty-six years, has voted the
sum of \$1,600 toward the Fund.

The general interest, even enthusiasm,

toward accomplishing the great undertak-
ing is auspicious. And the spirit of glad-
ness that accompanies the contributions,

reminds us of the givers of old, "the wise
hearted," "who brought the willing offer-
ing."
E. C. S.

INTERESTING BOOKS ON SHAKESPEARE.

*Baker, G. P. The development of
Shakespeare as a dramatist.

*Bennett, John. Master Skylark: a story
of Shakespeare's time.

Meant for young people, but splendid for
one who wants to read about the actors of
Shakespeare's times.

*Dowden, Edward. Shakespeare.
A useful primer.

Howells, W. D. The seen and unseen
at Stratford-on-Avon; a fantasy.

A delightful tale, the author wanders
through Stratford with the ghosts of
Shakespeare and Bacon.

*Lamb, Charles and Mary. Tales from
Shakespeare.

For young people.

*Lee, Sidney. A life of William Shake-
speare.

The author is considered the most emi-
nent living authority on the known facts of
Shakespeare's life.

Masefield, John. William Shakespeare.

This book would stimulate the reader's
desire for familiarity with the plays of
Shakespeare.

Matthews, Brander. Shakespere as a
playwright.

"A study of his stage-craft."

Neilson, W. A. and A. H. Thorndike.
The facts about Shakespeare.

Considers the Baconian theories.

Rolfe, W. G. A life of William Shake-
speare.

Shaw, G. B. The dark lady of the Son-
nets; in the volume entitled "Misalli-
ance."

Shakespeare and Queen Elizabeth form
the characters about whom this whimsical
comedy is written.

Winter, William. Shakespeare on the
Stage, 2v.

Reminiscences of famous Shakespearean
actors and actresses.

*———. Shakespeare's England.

This list is part of one suggested by
Edmund Lester Pearson for use in the
libraries of Greater New York. The
titles starred are in the College Library;
others may be obtained at the Public Li-
brary.

MARGARET REYNOLDS.

ALUMNAE NOTES.

ENGAGEMENTS.

Florence Riner, 1914, to Dr. S. Moon
Taylor.

Ruth Wheeler, 1915, to Dr. F. J. Mar-
tin, of Hudson.

Helen Stafford, H. E. 1913, to Mr.
Jefferson, of Milwaukee.

Ada Lennon, H. E. 1914, to Lane Gay-
nor, of Sioux City, Ia.

Hazle Schimmings, H. E. 1915, to Vic-
tor Walker, of Delavan.

MARRIAGES.

Feb. 6-'16. Ruth Davies-Ralph War-
ren Wilson. Res. 1432 Main St., Racine,
Wis.

Mar. 2. Helen Christianson-Edward
Vincent. Res. Rapid City, Iowa.

April 8. Marguerite Zohrlaut-Robert
C. Mitchell. Res. 1046 Seventeenth St.,
Rock Island, Ill.

BIRTHS.

Aug. 17-'15. To Mr. and Mrs. James
Clark (Mary Todd Reid), a son, Samuel
Walker Clark.

CALENDAR.

- March 1. Meeting of the French Club.
 March 3. Jubilee Banquet given by the Y. W. C. A. in McLaren Hall.
 March 4. Holton Hall Informal.
 March 6. Juniors defeated the Sophomores in basketball.
 March 9. Address by Rev. Samuel McChord Crothers in Assembly.
 March 10. Recital given by Mr. Arthur Daniels, assisted by members of the Music Faculty.
 Meeting of the Science Club.
 March 11. Johnston Hall Informal.
 March 12. Rev. C. A. Payne talked at Vespers on "Mexico."
 March 13. Students' Recital.
 March 16. Mrs. Coburn, of the Coburn Players, talked on the "Chinese Theatre," in connection with "The Yellow Jacket."
 March 17. Students' Recital.
 March 18. McLaren Hall Informal.
 March 19. Miss Ethel de Long talked at Vespers on "The Mountain People of Kentucky."
 March 21. Library Economy Lecture.
 March 22. Prof. W. E. B. Du Bois lectured on "The Theory of Exclusiveness."
 March 23. Meeting of the Liebling Club.
 March 24. A number of students and members of the faculty attended the address by Mrs. Carrie Chapman Catt at Scottish Rite Cathedral.
 March 25. The Annual Freshman Rally was exceptionally clever.
 March 26. Rabbi Hirshberg talked at Vespers on the "Value of the Commonplace."
 March 27. President Henry Noble MacCracken of Vassar College addressed the students at Assembly.
 March 29. Meeting of the Marie Wollpert Verein.
 March 30. Concert by Lawrence College Glee Club.
 March 31. Lecture by Prof. Hohlfeld on "The Dramatic Art of Wagner."
 April 1. College-Seminary basketball game.
 April 5. Concert by Ripon College Glee Club.
 April 6. Deaconess Goodwin led the regular meeting of the Y. W. C. A.
 April 7. The Undergraduate Committee of the Endowment Fund presented the musical comedy, "The Other Side of the Subject," the words and music of which were the work of Corinne Landgraf. Banquet of the Equal Suffrage League.
 April 8. Annual Indoor Meet.
 April 14. Meeting of the Science Club.
 April 15. The French Department presented its annual play.

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The Kodak

MILWAUKEE-DOWNER COLLEGE
MILWAUKEE, WISCONSIN

June, 1916

EDITORIALS

Coming Events Cast Their Shadows Before Twenty-five Years of THE KODAK Kodak Fiends	Lorna Dietz. Esther Reimers. Grace Sperry.
THE FLY ON THE CANVAS	Frances McGovern.
TIME'S REVENGES	Dorothy Allen.
THE ARK OF SAFETY	Ada Porter.
THE CONSERVATION OF OUR EMOTIONAL RESOURCES	Helen Kermott.
HOW JEAN SAVED THE DAY	Lydia Andrae.
VICE VERSA	Elizabeth Schroeder.
THE MILWAUKEE-DOWNER BELL FAMILY	Elma Wilson.
THE INSANITY OF THE SANE	Mary Morsell.
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FLASH LIGHTS	
FACULTY NOTES	Katherine S. Arnold.
INTERCOLLEGIATE NEWS	Josephine Kapp.
SNAPSHOTS	
ALUMNAE SECTION	Lillian Knell.
THE ENDOWMENT CAMPAIGN	E. C. Sabin.
THE SHAKESPEARE PAGEANT	

Milwaukee-Downer College.

The College and Seminary Campus is a tract of over forty acres of land, situated in the northeastern part of the City of Milwaukee, about fifteen minutes' walk from Lake Michigan on the east, and the same distance from Milwaukee River on the west. The location is beautiful and healthful. The buildings are convenient and suitable for their purpose.

The quality of work done is attested by three facts:

1. The diploma of the College is recognized by every State Department of Education to which application has been made by the granting upon it of unlimited certificates for teaching.
2. Other Colleges and Universities of the first rank have for years granted credit hour for hour for the work done in the College.
3. The North Central Association of Colleges and Secondary Schools placed this College on its first list of approved Standard Colleges.

Excellent advantages are furnished in the Departments of Art, Home Economics, and Music.

Care of the health receives much attention. A graduate nurse is in residence and a well-appointed infirmary is maintained.

Every student is advised respecting her selection of work by the President of the College. An able faculty, small classes, and individual attention promote the progress of students.

* * * * *

The Seminary is a college preparatory school whose graduates are accepted on recommendation by all Colleges and Universities that offer Certificate privilege. It enjoys peculiar advantages because of its proximity to the College.

* * * * *

Both College and Seminary open for the scholastic year 1916-1917 on Wednesday, September the Twentieth.

For information address

MISS MARY L. LANGERS,
Registrar.

THE KODAK

"MEHR LICHT"

Vol. XXI

Milwaukee-Downer College, Milwaukee, Wis.

No. 6

JUNE, 1916

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The Kodak is published six times during the college year by a board of editors chosen by the students.

Literary contributions will be received by Bernice Fulton; items of college interest by Gladys Gottlieb. Alumnæ news should be sent to Lillian Knell, 662 Thirty-third Street, Milwaukee.

Business communications and subscriptions may be sent to Grace Wilson, Milwaukee-Downer College.

Subscription, one dollar per annum. Single copies, twenty cents each.

EDITORIALS.

THE KODAK congratulates President Sabin upon the occasion of the twenty-fifth anniversary of her connection with Milwaukee-Downer College.

We quote the following item from the exchange column of *The Radcliffe Magazine* for June:

THE KODAK has a Shakespeare number which far outdoes the memorials paid to the great poet in any of the magazines. The article on "Changing Interpretations of Shakespeare" and the short essay on "Shakespeare's Four Kates" are of especial interest. "Shakespeare and Modern Slang" is amusing and enlightening. Whether or not it be true that the Germans discovered Shakespeare, certainly these "German-Americans" have celebrated his tercentenary with more zeal than has any other college magazine.

COMING EVENTS CAST THEIR SHADOWS BEFORE.

In our senior year we feel qualified to sit back occasionally to make psychological analyses of recurring phenomena. Thus we have found through experience that coming events invariably cast their shadows before. Portentous signs are more efficacious than are clocks and calendars. For after all, the shadows of events are inevitable, and clocks are mere man-made devices. Why, Milwaukee is even going to defy the clock and set it an hour ahead. The lost hour may be a lost opportunity, but the clock is impotent to store one up against the evil day.

Now take a coming event. It always sends on its advance guards. Stubble fields predict Thanksgiving; Willy's saintliness, Christmas; the I. W. W., a general strike; egg dyes, Easter. At present we have a point in case: the end approaches. Its shadows are cast before. The finding of the hat predicts the approach of the twenty-ninth of May which in turn heralds the approaching end. The examination Bulletin in Room 6 casts stormy shadows with forecasts of showers. Campus violets and the crowning of the May Queen are more joyous portents of the last day.

How many shadows one event casts! Class Day rehearsals, Cumtux anticipations, field day, meetings and meetings, renewed high-pressure scholastic interest, beach parties, returned old-timers, the regatta, and so on, ad infinitum.

What is the value of the shadows? The Spartan Dienece during the Graeco-Persian Wars, when told that the Persian arrows were so numerous that they cast a shadow, said: "Thank the gods! We shall then fight in the shade!" We say practically the same thing: In the heat of the conflict we must keep a cool head. The anticipating shadow is the last word in preparedness

TWENTY-FIVE YEARS OF THE KODAK.

THE KODAK refuses to be behind the times. In this great year of Shakespeare-, Cervantes-, and Charlotte Brontë-anniversaries, of College semi- and quarter-centennials, THE KODAK celebrates the twenty-fifth anniversary of its founding.

When the magazine was first issued at Downer College, Fox Lake, it was a thin little paper of eight pages, issued quarterly by students and faculty for the exorbitant sum of twenty-five cents a year. At that time kodak-cameras were just beginning to be known. It was at this time that such headings as "Instantaneous Exposures," "Flashlights," "Snapshots," and "Developments" were devised. For this reason, if for no other, when we are inclined to think it time for a change in headings, we should remember the long association of the terms with our paper.

In this connection we must acknowledge our great indebtedness to the founder and first faculty adviser of THE KODAK, Miss Orpha E. Leavitt, acting president of Downer College in 1890-91, and professor of history 1890-1901. It was she who originated the ingenious headings still in use to-day. It is safe to say that though in time some college magazine would have inevitably developed, our college paper, as it is, would never have been, had Miss Leavitt not fostered its interests in those early days.

It is an interesting experience to go over the old files of THE KODAK and trace the history of the college through its pages. In those days THE KODAK had advertisements, even. The December number of 1892 devoted over four long columns to the advantages of studying mathematics! One wonders at the necessity of defending mathematics, when such a short time after (for twenty-five years is a short time, after all) it is Latin and Greek that beg for defenders. In 1893 Miss Sabin contributed an article on "Why Do We Study?" We find that our old friend, the skeleton, Ichabod Crane, was formally introduced to the public in 1891. The following poem written for the occasion commemorates his arrival:

Well! Ichabod Boniface Crane, so that is your name.

How much is appropriate I will try to explain.
Would you like to know where your name started?

'T'was because the glory of Israel departed,
First Samuel, chapter four, tells all about it,
Those who read the Bible never would doubt it.
Is your glory departed? Just look around,
And tell us where one more admired is found.
Bright eyes, rosy cheeks, in their beauty appear,
Your biography written, and speech to give cheer

To welcome you here, to this Downer College
To impart to these students most wonderful knowledge:

Now, Boniface, just one word with you,
Never name given that was ever so true,
For you are a "benefactor," as herein before written,
And all in this college with that fact are smitten.

O! Mr. Crane! Your surname comes last,
Yet you, among bipeds, should first one be classed.

For you are prepared for all kinds of weather,
Though you are not shielded, by even a feather.
These long limbs of thine, slender and white,
Surely would give a taxidermist delight.
You could stand in the water, all the day through,
And not feel the cold, as we mortals do.

Ichabod Boniface Crane, you are a beauty,
Yet I must tell this, as a matter of duty,
You lack in some things, especially in nose,
And can't be a dude, for you are lacking in—wardrobe.

Your eyes are wide open, and weird is their stare,
As you gaze on this throng, with that wondrous glare.

You have been "wired" in time long ago,
Yet no answer you sent, so far as I know.
Now, old fellow, I'll not see thee again,
So farewell to thee, Ichabod Boniface Crane.

The first numbers after the union of Milwaukee and Downer colleges were full of plans for the new buildings, acknowledgments of gifts, such as the chapel in Merrill Hall, the work of the Endowment Committee, which seems startlingly recent. There must have existed, even then, a feeling against hyphenated names, for several times we find ourselves termed "Milwaukee and Downer Colleges."

In 1901 THE KODAK was placed in the hands of the students, with an undergraduate editor and business manager, and a faculty adviser, as we have now. THE KODAK of that time was ahead of us in that it was entered as second class matter in the Milwaukee post office. If we think we have inaugurated anything new in putting our tables of contents on the cover, we need but to look back to

some of the earliest issues to find a similar arrangement.

The year 1907 saw the disappearance of advertisements and the introduction of cuts and illustrations, a state of affairs which we are glad to see reversed now. In April, 1907, Inez Strohm contributed a clever campus masque edited for the benefit of William Shakespeare, after the manner of the Furness Variorum editions of his plays. In 1909, a column called "Kodak Finder" published answers to questions about beauty conduct, etc. Was it a bona fide column? In April, 1911, we find the tercentenary of the King James Version of the Bible. The issues of 1912 are reminders of the Dickens and Browning centenaries.

In 1913, a column, "Points of View," was introduced, for the free expression of opinion on subjects of college interest. It occurs to us that this column should be reinstated.

One might go on indefinitely telling of the interesting findings through twenty-five years. We have made a steady advance in form and substance. The magazine has increased in size and quality. There has been an evident striving to maintain a high standard in all departments. This year has seen the reinstatement of advertisements, improvement in reporting lectures, increase in news items, and progress in the definition of policy, which will make the work lighter for succeeding editors. Our success is due in a large measure to the untiring efforts of one who has seen THE KODAK rise almost from its inception to its present position and who has given unsparingly of her time and energy to its interests.

The files in the library record the following student-editors: Ethel Potter, Victoria Rich, Hazel Savage, Ella Wyman, Inez Strohm, Ruth Battis, Margaret Davison, Frieda Miller, Ruth Sterling, Lillian Knell, Catherine Tainsh, Lucile Polacheck, Lorna Dietz.

KODAK FIENDS.

Mankind in general is prone to fads. There is hardly anyone who has not some kind of hobby. With many, it is

automobiles. A few years ago there were innumerable bicycle fiends, who have most of them changed into motorcycle maniacs. Then there is the boy who thinks of nothing but his stamp collection. He is funny, is he not? Of course you have all met the kodak fiend. Can you find anything more unpleasant or bothersome? He is continually wanting to "snap" you in this pose or that. You are forever in fear lest he "snap" you when you are not expecting it, and then show your friends the ridiculous result.

Could a kodak fiend ever be agreeable? Yes, decidedly! A Kodak fiend or many Kodak fiends would be more than acceptable at Milwaukee-Downer College, providing that the name begins with a capital "K".

What might this college be if the majority of the students were Kodak fiends? Every one would talk Kodak, think Kodak, and even subscribe for THE KODAK. The more they liked it the more anxious they would be to make it a success and to have a part in its victory. They would contribute essays, jokes, news items, and stories without being begged and entreated to do so. They would hear lectures and see plays with a view to their use as Kodak material.

What a Kodak we would have! There would be the ideas and opinions of many rather than of a few. There would be enthusiasm in every contribution. The magazine would be talked of in other colleges and read by outside subscribers. A Kodak such as ours would be would inevitably mean a larger and a stronger college and a more enthusiastic group of students.

If fiends are usually a pest, let us prove the rule by a decided exception and show the value of a Kodak fiend.

(Heard in a conversation over the telephone, two weeks before the Downer hat was found.)

"The hat found? Yes...er...I don't know! Just one minute—I'll go ask someone."

THE FLY ON THE CANVAS.

The Rev. Dr. Titsworth, in speaking on the subject of "Faith" and the necessity of gaining the true perspective, if we wish true faith, told a little story of a fly on the canvas of the great picture the "Annunciation." The poor fly knew nothing of the significance of the picture and could not even see the beauty of it, he saw only the coarse grain of the canvas and the daubs of paint. The ignorant fly did not know enough to get the proper focal distance to see and understand the picture, nor did he probably care to. Our attitude toward our college could be compared to the fly's, if it be a petty one. But we, fortunately, can have an understanding of the work of this or any similar institution if we but care to. There is a comparatively simple remedy for our pettiness, and that is, gaining the right perspective. Time may do it for us, but the right focusing of our attitude of mind just now is the best cure for troubles so near the surface, that bother even the best of us. The occupation of keeping one's nose to the grindstone closely in doing the work of to-day, important though it is, should not be carried on so thoroughly that it obscures the purpose, and, best of all, the final result of the grinding. Lessons and assignments, little successes and total failures should not blot out our appreciation of the blessings of being in college. Let us try to get away from our own little interests, our own little lessons, and even our own little

friends for a short time, in our minds at least, to see what it is all about and to see as a unity the beauty of the purpose of a college such as ours. And maybe, after having been away to view it all in spirit, the daily seams of college life will not be so apparent if we keep in remembrance the smoothness of the whole.

FRANCES MCGOVERN, 1917.

THE POET TO HIS SONG.

O child of song, long clamoring for birth,
What call insistent bids me send thee forth?
Swiftly thou cam'st, and like a sharp-edge knife,
I felt thy piercing cry, "Life! give me life!"
Yea, at thy call, I bore thee, child of song,
And now my soul, my entire being long,
To shield thy youth against the cruel day,
Fire-kindled child, remote from common clay.
The mother clasps her child close to her breast;
Why must I lose thee at this strange behest?
Then makes a voice, a calm low voice reply;
Nay, if thou keepst me, I must surely die.
So child of song, farewell I say to thee—
O, could I keep thee but a while with me!
How lone I am when you are fled away!
But go, my song-child, I cannot bid thee stay.

MARY MORSELL, 1917.

PREPAREDNESS.

The word most popular to-day
Is not so hard to find,
We see it in the daily news,
It's stamped upon our mind.

We hear it in the classroom,
We talk it in the hall,
Our last exams we do not fear,
"Preparedness" wins all.

NORMA KARNOPP, 1918.

TIME'S REVENGES.

Suppose that when John Alden was wooing the maiden Priscilla for the brave Miles Standish (brave in all save love,) Priscilla, instead of coyly murmuring her famous "Why don't you speak for yourself, John?", had been won by John's ardent plea, and accepted the captain. The whole matrimonial system might have been changed, and something like this would have taken place.

John Alden returned home, a sadder

and a wiser man. Priscilla and Miles Standish were married soon after, and the matter seemed closed.

But the tale of courting by proxy had spread throughout Plymouth town, and John Alden was very much surprised a few days later when a bashful young swain shyly requested that John propose for him to the little blue-eyed girl who lived down the lane. John's astonished refusal was overcome by the evident ter-

ror of the youth, and reluctantly he set about his undertaking, which, however, proved successful.

By this time John had established a reputation, and within a month no less than four cases had been placed in his protesting hands. But at last he hit upon a plan to stop the requests. To the next man who appealed, John replied that he would propose for a certain sum of money. To his horror, the man gladly accepted the terms.

This proved to be the last straw. It was now the fashion to be courted by John Alden, and no girl felt that she had been properly wooed unless she were visited by John Alden for the final step. John was forced to give up his business and devote all his time to his newly established profession.

As the country became more and more settled, the profession spread and developed rapidly. John soon dropped his active work and instituted a school to train others to carry on the business.

Like all other professions, this one became more complicated as time passed, until in 1916 a perfect system had been established. In honor of the founder, men of this profession were called "aldens," and the degree given in colleges was "J. A."

The descendants of John Alden still headed the work, and the Alden Company was the greatest agency in the

world. By its marvelous system, the girl was courted in a wonderful fashion. From the novice who attended to the candy, flowers, dances, theatres, to the specialist who proposed, nothing was to be desired. No conflicting engagements were possible, because the agency kept its books in so perfect a condition.

Up to the present time, no flaw in the arrangement could be found. However, a few days ago something occurred which seemed to threaten the very existence of the entire profession.

According to the newspapers, the known facts are as follows:

John Alden, J. A., head of the famous Alden Company, direct descendant of its founder, John Alden, eloped with Miss Priscilla Standish, who traces her ancestry back to Captain Miles Standish and Priscilla. The story goes that John Alden, in spite of his importance as head of his profession, had consented to woo Miss Standish, the beautiful New York heiress, for a Chicago packer. When he had brought forth all his persuasive powers and proposed in a masterly manner, Priscilla Standish looked up with a timorous smile, and murmured, "Why don't you speak for yourself, John?"

They were married that night in Plymouth.

"Thus the whirligig of time brings in his revenges."

DOROTHY ALLEN, 1919.

THE ARK OF SAFETY.

THE ARK OF SAFETY.

And the days of the war grew ever darker and more fearful. The wild animals, the Great Bear, the Lion of the Occasion, the Elks, and all the Little Deers, terrified at the strange thunderous, smoke-breathing machines of men, had fled to the depth of the Black Forest. Nightly now, from the hills, came down the weird, blood-chilling roar of the British Lion, the barking cry of the Fox of the Baltics; and from the edge of the wood, a lonesome howl, voice of the Wolf of Gubbio,—

The World is cold. W—uff!
The World is old

High in the air the Night-hawk, the Spread-eagle, and even the Bird of Ill-Omen fled from the fearsome man-made birds which infested the air; and under the sea, the Land-shark, the Turn-turtle, and even the All-day Sucker trembled and hid in the sand at the approach of the new, murderous race of fish which had lately come to dwell in their waters. There seemed neither in the air, earth, or sea, escape from the deadly machines of men.

At length, the Papal Bull decreed that in the interests of safety, an ark should be built for a refuge; and that therein,

the animals should enter and ride high and dry on the Waves of Public Opinion. The Cock of the Walk proclaimed the news, assisted by a far-flying Round-robin, and by the Little Bird that Told. The Democratic Donkey and the G. O. P. Elephant rounded up their constituents, and the Dogs of War hounded out all non-partisans.

The Woggle-bug for his great learning, and mathematical ability, was chosen Purser. The Saw-buck sawed the boards for the Ark, and the Beaver—a mighty dam builder—sewed them together with a Devil's Darning Needle.

The hour and place for launching having been set, seven o'clock on a lonely mountain, the hordes began to gather. As they traveled, there arose a heated dispute about war and neutrality. The Tammany Tiger snarled at the Russian Bear, and the Bull Moose bellowed out hotly:

"I say either be armed or not armed! Hold the Teutons to strict accounta—" "Aw, cheese it," grunted the Blind Pig with elegance of speech to match his calling. "You got bats in your belfry. Anyhow you're a deader these five years already, and don't cut no more ice."

The Dogs of War, scenting a fight, began to gather round with grinning teeth—led by the Hound of the Baskervilles. Up the trails to join them, came the Under-dog, the Dog in the Manger, the Dog of Flanders, and all the yellow Sun-dogs. Just over their heads, the Dove of Peace in dismay, uselessly fluttered a little white handkerchief. Far ahead up the mountain, the shrill scream of the U. S. Eagle cut the air, like a battle-fife. The Fishy Female jumped at the sound, and shivered peevisly,—

"I don't like all this noise and talk about war. It makes me nervous.—And I suppose this Ark has no modern conveniences whatever." She and the Old Cat and the Old Hen had gossiped spitefully all the way up.

The animals were crowding thick into the trail now. In the lead were a bunch of horses,—the Sawhorse, the Dark Horse, and the Horse of Another Color; also Crompton's Mule; and close behind, a sedate group made up of John Bull, a

Papal Bull, several Irish Bulls, and a large herd of Bulls and Bears from Wall Street. Suddenly the sunlight was darkened overhead by a dense cloud of Blue-devils flying low, four Speed-demons, and a Dope-fiend.

"Here!" neighed the Nightmare violently, "you're no animals." But the Speed-demons honked jeeringly, and they all showed their horns and hoofs most convincingly.

Just then, the March Hare, scuttling through the sage-brush, fell into a deep hole. The Ocean Greyhound, trailing her, sniffed excitedly and jumped in after. "A pond!" quacked the Ugly Duckling to the Tailor's Goose. "Let's try it." "A buried treasure, perhaps," chirped the Jail-bird. "A most excellent hole to crawl into," grunted the Ground-hog; and he did so, while the rest all stood around, peering down into the blackness.

Soon the Ocean Greyhound came up again with some small round objects in his mouth. "Spanish reals!" from the Gold-bug, excitedly. "Acorns!" grunted the Inveterate Boar, with a gluttonous glint of the eye. "Robin's eggs, you mean," hissed the Snake in the Grass, greedily. "Come on, brother Black-snake."

But the Woggle-bug hastily intercepted them, and bent his learned gaze upon the articles, with a great show of scientific interest.

"Ah!" he observed finally, with extreme sadness, "I perceive that we have here the remains of a departed brother animal; in fact, some Crocodile Tears."

Upon investigation, the hole appeared to be an ancient burying ground, and yielded various parts of defunct animals.—a Bull's eye, a Rabbit-foot, some Goose-flesh still quivery, two or three scholastic looking Sheepskins, and a bunch of Monkeyshines.

Probing still further, in a truly Sherlock Holmes spirit, the Ground-hog unearthed a number of uncanny, weird-looking objects. The Woggle-bug again considered, and at length pronounced upon them learnedly:

"These are remains of prehistoric animals—that is, animals still in the process

of evolution. They possess each some marks of the animal, which still are in a state of preservation. For instance, these," holding up some fantastically-branching objects, "are the Horns of a Dilemma; this the Bosom of the Sea, that, the Flank of a Mountain, and these, Bowels of Compassion. And here we have a Turkey-trot, a Kangaroo-walk, a Tongue of Land, some Ribs of Rock, and the Teeth of the Wind—all still in excellent condition."

Just then the round red sun came up through the Gap, and faintly, far below in the valley, blew the morning factory whistles. The Woggle-bug started up with almost painful haste.

Exactly on time, the Purser's office opened at 7 A. M. The gang-plank was policed by the Cat-o'-nine-Tails, the Blacksnake and the Scarecrow. Perfect good order was maintained throughout, save for one slight altercation which occurred between the Road-louse and the Jack-rabbit (commercially known as the Apperson car). The Jack-rabbit persisted in reading from a small blue book, jokes beginning,—"Why is a Ford like a—?" and the Road-louse failed to laugh.

As the long line moved up the gang-

plank in double file, the Jail-bird began to sing,

"The Animals went in, two by two,
Good-by, my love, good-by."

The Elephant and the Kangaroo, and the Blind-pig responded,

"I've been to the Animal Fair,

The birds and the beasts were there"—
But a menacing crack of the Black-snake restored order, and the work of registration began.

There were many insects to register: the Society-bug, the Humbug, the Book-worm, the Worm of the Dust, the Worm That Turned, the Bee in His Bonnet, the Spider, Cricket, etc. Some of the bird passengers were: the Jim-Crow, the Owl, the Lark, the Bird in the Hand, the Bird in the Bush, the Night-hawk, and others. Just as the gong blew, a last frantic group hurled themselves breathlessly up the gang-plank—the Shorn Lamb, the Goat, the Cheshire Cat, two Copy-Cats, a Candy-kid, and the Fly of a Tent.

Just then, the Tide of Public Opinion rose high enough to lift the Ark from her moorings, and she floated out from the mountain.

ADA PORTER.

THE CONSERVATION OF OUR EMOTIONAL RESOURCES.

"Pity, as an emotion, passes. Pity, as a motive, remains." This was the reply of a great physician, Dr. Alfred Livingston Trudeau, to the query as to whether he had not become so used to tragedy that it no longer affected his emotions. Is this not one of the great questions that we Americans have before us in these days during which the greatest tragedies of history are occurring?

What can we do to justify ourselves, when we hear the repeated accusations made by our friends abroad or by those of our fellow-countrymen who have earned the right to judge us? Do we deserve the criticism made in a recent issue of *The New Republic*, that we are aroused by the great atrocities of which we hear, but soon forget; that we are again aroused, but forget again; aroused,

filled with compassion, forget; the later wrongs eclipsing the former, merely because of their newness, and leading to no great actions? If we do deserve this censure, what are we going to do about it?

Is there any way that a young woman can help and should help to alleviate the awful conditions we are continually bemoaning? Besides, of course, knitting mufflers and socks, which we might better afford to buy, and thus use our time to greater advantage. Should we remain impassive or should we act? And if the latter, in what direction? We talk and talk, get worked up into a more or less enjoyable state of excitement, and beyond that—nothing.

We may say we are too far removed from the trouble. Then, of course, we

are the ones who expect to attend the next meeting of the Consumers' League, to learn how we can help solve the working girls' problems.

Can we, as college women, even now, conscientiously shift the settlement of our obligations in this direction?

HELEN KERMOTT, 1917.

HOW JEAN SAVED THE DAY.

The Sophomore class was in despair! What chance in the world was there to win the Indoor Meet if they couldn't win enough first places in the entries? Their marching was not very good, either. But what bothered the Sophomores most of all, was the fact that no one had come out for the swing or scissors jump. And, with these two places assured, they felt sure of winning the meet. So they anxiously watched everyone to see if any promising material presented itself.

"We haven't any chance unless some of us go in for these two events," said one of the Sophomores after "gym" class. "I'd like to, but I'm too short and fat." She turned suddenly to one of the girls, "Jean, why don't you come out for either swing or scissors jump, or, better still, both," she added. "You were the best in class yesterday!" "Oh, I don't know," replied Jean indifferently, "I don't quite feel like it." "You played splendidly in hockey, though," interrupted a third girl. "That's different," explained Jean. "One can get excited and angry in hockey. Why one simply swings over and waits for the next turn here." Then she strolled leisurely out of the room.

"Girls, I've got an idea!" cried one of the Sophomores, excitedly. "Did you hear what she said? Come here in this corner and I'll tell you about it!" Six girls withdrew into a corner and conversed in excited whispers. The rest stood around curiously, only hearing such chance phrases as: "We've got to get it. . . . our only hope. . . . make her angry. . . . that's it exactly. . . . she won't know. . . . she always works best when mad. . . . can't bear being laughed at. . . . we'll try it anyway." Then with many a final word of warning, the group scattered.

The day of try-outs for the Indoor Meet came, and Jean, much to her surprise, found her name on the list. Indo-

lently she lolled about the gymnasium, and half-heartedly entered the high jump and swing jump contests. Naturally light and wiry, she easily kept towards the fore. She was rather surprised, however, to find her name again included in the final list. "One requirement for eligibility in the Indoor Meet," Jean had read on the bulletin board, "is promptness of response and enthusiasm." "Why did they pick me out then, I wonder—I'm not interested in their old meet!"

The final and deciding events of the evening were about to be witnessed by the audience gathered to see the Indoor Meet. The scissors jump was to come first and the swing jump was scheduled to follow. Jean was contesting in both of these events.

The whistle blew, the first girl swung herself lightly over the pole. A round of applause greeted her. None dropped out for some time. Then the pole was raised to four feet. Only three girls were left and Jean, the only Sophomore. Four feet one—only Jean and the Freshman left. Four feet two—the Freshman, a tall lanky girl, jumped, and cleared the bar with inches to spare. Ah! now it was Jean's turn. All eyes were turned upon her. She ran, cleared the pole herself, but her bloomer brushed it and the pole fell to the ground. All was silent—then a shrill, mocking, scornful laugh pierced the air. Jean wheeled about like a small fury! If there was one thing which could enrage her to a white heat, it was being laughed at. In an instant she had made her decision! They should laugh at her no more. She would now show them what she *could* do, despite a lanky Freshman. She strode with clenched fists to her place. Her mouth was drawn into a thin white line, her face seemed haggard with the determination to "win or die" to get first place.

All the contestants but three had grad-

ually dropped out of the meet. A Junior H. E., the lanky Freshman, and Jean were left. The Freshman led off easily, swinging high over the pole each time. The Junior H. E. dropped out, leaving the contest to be decided by the lanky Freshman and Jean. There was one thing in Jean's favor, however—the Freshman had grown a little self-confident and was not measuring her jump as accurately as before.

The pole was raised to the top notch. Either one or the other must beat now, or the meet would be tied. Amid an intense silence, the Freshman grasped the ropes, walked back, poised on tip-toe for a few moments, measured her distance, and started her jump. She swung up, above the bar—an "Ah" of relief came from the Freshmen. "What has happened?" they asked one another. For, in falling, one foot had not been swung over enough, and the pole fell with the girl to the mat.

All eyes were now turned upon Jean. Her face, were it possible, had become even more white and determined-looking. It was not pretty to look at. No one would have imagined that one sneering laugh could so change a girl's appearance.

Jean grasped the ropes, waited for them to become quiet and taut, and swayed back. Suddenly the sentence, "I am the master of my fate," flashed through her mind, and she straightened up with new courage. She measured her distance and started to run. She jumped, swung herself still higher up, with her arms, and then, with a dexterous side twist cleared the bar! A thunder of applause broke the awed silence, and Jean knew that she had won the Meet for her class. But she never knew how she had been made to do it!

LYDIA ANDRAE, 1918.

VICE VERSA.

Miss Mary Day felt very much like the peasant, who, for some service done to a fairy in distress, had received as a reward the promise that his next three wishes should be promptly gratified. You will perhaps remember that this unusual gift proved to be more of a burden than a blessing, for the poor man made his first wish without thinking of the consequences, then had to make his second to relieve him of the consequences of the first, and, sad to relate, was forced to make his third to relieve himself of the consequences of the first and second. And so it happened to poor Miss Mary Day.

Miss Day, or more properly speaking, Dr. Day, was head of the English department in a mid-western college. Harried to death by the thought that her English composition class was doing nothing and getting nowhere, she remarked one day, after a long lecture on the deplorable lack of interest in the topics of the day, in matters going on the world outside the classroom walls, that she wished the students would read the articles she put

on the bulletin board, or, better still, bring articles of general interest, submit them to her for approval, and thus keep the board going themselves.

No sooner said than done! Stung into action by Miss Day's accusation that they did not make their college life real, that they were dreamers and dawdlers, the class "got busy." Miss Day's classroom, her study, even her bedroom were littered with clippings to be read and approved for the bulletin board. She began to grow desperate. Rapid reader though she was, she could not keep up with a dozen diligent students. Therefore, after spending an entire vacation trying in vain to "catch up," she suggested that the students give her a little time to do her reading, and wished instead that they would write short reviews of and responses to some of the articles which had already been posted.

But the following day found her in a worse dilemma than before. Her desk was heaped with illegible manuscripts. Being a kind-hearted person, and wishing to spare both her students' feelings

and her own eyes, she suggested reading the papers in class. But the papers were clever and they led to discussion; time flew, and half the pile remained. At the end of the day, the harassed instructor noted in despair that the stack had increased. Numberless girls had trooped in with "just something for 'The Snap Shot,'" the college magazine. She read and read. She grew interested and read to her friends. Still the papers kept coming in faster than she could return them. Finally, convinced that her students were really producing worth-while material, she suggested writing with a definite aim in mind; she said she wished they would send some of their themes to the magazines, adding that even if they were not accepted it would be good experience. She herself went on reading, trying, as always, to "catch up." When Saturday came, she was so absorbed that

she forgot until late at night to write an article for "The State." Sunday, instead of enjoying the afternoon, she had to rush down to the post-office to get her manuscript off on time.

The next Saturday she received her weekly copy of "The State" and a polite letter from the editor, saying that they had received her article, but, owing to its tardiness, had already selected a review by a very promising young writer, Miss Julia Dare. At this, the letter fluttered out of Miss Day's hand and she reached for "The State," hunted for the column in which she was so accustomed to see her own work, and read. Yes, it was really true, she recognized the style. Julia Dare, one of her own pupils, had outdone her. She was no longer needed as a composition teacher. Her pupils had reached the goal.

ELIZABETH SCHROEDER, 1917.

THE MILWAUKEE-DOWNER BELL FAMILY.

It seems at times as if a college day were nothing but a series of visits from the impish family of Bells. One of the dictionary definitions of the word "Belle" is attractive, handsome, or beautiful. This meaning does not apply to the family as a whole; there are only one or two agreeable members.

The first caller proves his spiteful nature by coming at the unearthly hour of 6:30 a. m. His name is Mr. Dressing Bell. Now, whoever heard of a considerate, tactful, well-liked person calling in the gray, cold dawn of a winter morning? Why, he even comes before we are up. No one is ready for him. He rings so loudly that there is no ignoring him. You may think that you will discourage him by treating him grouchy. But no, sensitiveness is not a characteristic of the Bell family. Receive him warmly or frigidly, it makes no difference to him; he will continue to visit you every morning at the same hour.

Miss Breakfast Bell is our next caller. She is a little more pleasing than her brother. She, too, has the family failing of coming too soon. Her clock must be at least ten minutes faster than ours, for

we are just wearily pulling on our shoes and stockings when she announces in harsh tones that she is at the door.

Mrs. Class Bell runs in so often that she is positively a nuisance. She is charming at first, but becomes a bore upon further acquaintance.

Little Lemuel Lunch Bell is quite the merriest, happiest one of all. Is it not strange that he, alone of all this group, should lack promptness? He quite leans in the other direction.

Positively the most quarrelsome and unhappy Bells are Sally Study Bell and Fanny Fire Bell. They take pleasure in making others miserable. Sally's favorite trick is breaking up happy groups, and sending them to their rooms. Fanny's is routing poor, sleepy mortals out of bed on cold, shivering nights. You can fairly hear the laughter in their strident tones.

Chapel Bell, Quiet Hour Bell, Church Bell, Dinner Bell are all members of this same group. Complaining, dissenting, troublesome as most of them are, we can not get along without them.

ELMA WILSON, 1919.

THE INSANITY OF THE SANE.

Insane people have strait-jackets put upon them, but did it ever occur to you that some of our most rational citizens spend their entire lives making strait-jackets for their own souls? Probably you have a few schedule and program-making people among your acquaintances—alas, most of us have! Their outer characteristics are frequently a devotion to hair-nets and rubber heels. Communities as a whole regard them as "so well-balanced and intellectual." Probably you also know how they squeeze every atom of adventure and wonder out of life—how our necessary business and social schedules are quite insufficient for them—how they hasten to annihilate the small adventure-fraught portion of the day by programmatizing it neatly and exactly. So at six in the morning they commence their individual schedules, which provide for every moment of unemployed time.

One of my acquaintances is quite typical of the genus. She is a Busy Woman. (This she always says of herself in such a way that one feels the capitalization in the very tones of her voice.) She conscientiously cultivates her soul during spare moments. So many minutes every day for "Selections from the Poets," so many minutes for scheduled relaxation, so many minutes in which to study the masterpieces of painting. The other day I dropped in upon her at about five in the afternoon. It was lovely outside—a few daring sunset-clouds had floated in between the crowded houses; here a bit of pink, there a gleam of lavender. It seemed as if nature were sending the city a few daintily tinted notes of invitation to come out to the fields and enjoy her color party. I found my friend bent over Corot's "Dance of the Nymphs," which, with the rest of her collection, was neatly pasted in a five-cent note book. Her lips were firmly set, the knowledge of righteousness gleamed in her eyes. I begged her to come out for a walk—but no, she could not break her schedule—Corot must be finished that week!

Such people not only strait-jacket themselves, but sometimes they act as missionaries to the community. If they

like Ethelbert Nevin, my taste must concur; if *Lucille* is their favorite poem, it must also be mine. If I have to find my religion by going off alone away from crowds, then they immediately try by various means to lure me back into the fold.

Now a so-called insane friend of mine is in an asylum. She thinks that she is queen of Albania—quite a pleasant and harmless delusion. When I go to call upon her, I enjoy myself immensely. She has a piece of red mosquito netting pinned to her dress, which serves her excellently for a train. Her crown is of gilt paper. An old gas-lighter by her side makes a very adequate scepter. She expects me to approach her with due reverence. I kiss the hem of her skirt; she graciously grants me a seat at her right; then she tells me of the burdens of royalty, and I advise with her upon the problems of state. I steep myself in make-believe. When I go, I do not feel a bit over eight or nine years old. As I glance down at my skirts I feel as if I were only a little girl playing grown-up. She always does me good. I leave the insane asylum feeling emotionally and intellectually refreshed. How differently I feel after an encounter with one of my schedule-making acquaintances!

I suppose that I and all my friends are more or less insane. One may be quite insanely in love, and waste a tremendous amount of time in letter-writing and dreaming. How much better to subordinate being in love, say some. Why not confine oneself to one letter a week, when practically the same thing is repeated every day? Another friend is quite insane in his devotion to poetry. To spend years working on a single short poem! To live all one's deepest life merely in devotion to beauty, when practicality's the big thing! Truly, it's quite insane! Perhaps this feeling can never be changed. Those who live for bread can never think those who live for hyacinths anything but insane. Conventions, a philistine respect for the arts, may slightly disguise this feeling, but it is nevertheless present. The two classes

cannot understand each other, and perhaps they never will. Yet to me life governed by the ideal and not by the practical, seems life in its highest form. Perhaps it is saner to devote oneself to the activities which are necessary for the maintenance of life; in fact, I admit that it is far saner. But life only becomes great when something of the insane enters, some devotion so deep that it transcends all questions of need and efficacy, some vision so glowing that it ceases to be purely earthly. Without this spark, which by many is called insanity, nothing

of lasting value can be accomplished in the world.

It is really a very funny world. Everyone detects at least a modicum of insanity in his neighbor—usually a good deal. Maybe we are all insane, as this would seem to indicate. Perhaps our striving for sanity is a vain attempt to attain the impossible. At least I doubt whether a little imaginative insanity could do us any harm. Why can we not be Greeks instead of Spartans?

MARY MORSELL, 1917.

HAT HISTORY.

Just a quarter of a century ago the Hat tradition began, when the Class of 1894 had great fun with the other classes in hiding the silk hat of Mr. Ames, Methodist minister in Fox Lake, who had loaned it to them for theatricals. This was just one year before Downer was moved from Fox Lake to Milwaukee. From that time the senior class hid the Hat every year and the whole college searched for it, until the class of 1908, then sophomores, hid it from the freshmen. From that time Hat-hunting has been an affair between freshmen and sophomores with the upper classmen as interested observers.

This year the search was launched on April 10, at 6 a. m., by Esther Cady and Margaret Mundie, the junior Hat girls. Not much hunting was done before the spring vacation. The inexperienced hunters would cover the entire ground in one afternoon after classes, whereas a little later those used to hunting would spend two hours in one hole or register or gable of the attic. A girl would be seen perched on the top of a ladder or lying prone on the floor with her arm or head or both in some hole or under some board, at any place in Merrill Hall after four o'clock.

On May 12, one faithful searcher, Helen Turner, found in the bowling alley, the real Hat that had been lost for four years. The finding of the "Old Lost Bonnet" created great excitement and Helen was the subject of several songs

in the dining-rooms that evening. The following Monday there was a celebration in chapel. All the Hat girls marched in with Helen, and the rest of the college sang Hat songs.

The first "hunch" was posted at eight o'clock on the evening of May 19. It stated that "fat girls" needn't give up, and that the hunters needed crowbar, pick, and rake. Of course the "hunch" caused the searching to be renewed with more enthusiasm. The hunting waxed most furious during the week beginning May 22, because if the Hat were not found before, the sophomores would celebrate the anniversary of their finding it, Wednesday, in Chapel. The dining-rooms were without freshmen at dinner, for the searchers even refused to answer the call of hunger, until 7:10, when Hat rules required them to answer the call of the study bell.

The sophomore celebration in chapel on Wednesday was very effective, with the girls dressed in red and white, all singing good Hat songs. But the sophomore day of rejoicing was going to prove itself a friend to the freshmen, as well. As soon as classes were over, every freshman donned middy and bloomers and began to hunt. Nearly everyone looked in Johnston Hall basement, for the general impression was that the Hat was there. The sophomore Hat girls seemed very much interested and frequently appeared on the scene of action. At 6 p. m., the second "hunch" was

posted just before the sophomores gathered in Holton Hall dining-room for their big spread.

About 6:15 the tapping and digging and prying was interrupted by a hissing whisper, "She has It. Gladys has it." There were several minutes of tense silence while truces were being posted; then at the sound of one cry those in Johnston dining-room literally poured into the basement.

A few minutes later the campus was alive with noisy, excited girls. Gladys Beveridge, the finder, was high on the shoulders of her classmates, who were dancing and running around the horseshoe, wildly singing "Hat" and "Because We Found It." The contrast between the freshmen with their grimy faces, dirty middies, and dusty bloomers, and the members of the other classes in their fresh dinner dresses, was a striking one. A green and white banner was suspended from the Merrill Hall window and a green middy tie was raised on the flagpole. After the freshmen had sung themselves hoarse, the sophomores invited them into the dining room, where they were served with strawberry shortcake.

In the meantime the juniors had seen to the building of the huge bonfire on the back campus, and very soon there was a circle of singing girls around it. They sang songs composed on the spur of the moment, and traditional ones, also. Every class sang and cheered for every other class. There were songs to both hats and their finders, and many musical inquiries as to "the third girl." After the bonfire celebration the freshmen met in Albert Hall and composed more Hat songs.

On Thursday morning, the freshmen

in green and white marched through the halls singing. Then they encircled the campus still singing their own Hat songs, and songs to Hat girls in the other classes.

At 6:30 they all filed into Holton Hall. The juniors entertained them at breakfast. There were songs and cheers and there was a vain attempt on the part of some not to appear excited.

After breakfast the freshmen gathered in the gymnasium to practice the songs written the evening before. At noon the juniors gave every freshman some white sweetpeas and the Hat girl a green and white corsage bouquet. Nearly every member of the class wore a green band over her left shoulder. Led by the Hat girl they marched into chapel singing a Hat song written to the tune of "The Hunt Is Up." When everyone was in her place, the sophomores sang a dirge so mournful as to cause the shedding of many tears. After the dirge the freshmen sang several more Hat songs. After chapel there was more singing on the campus. The Hat festivities included a beach party given by the sophomores on the night of May 25. The Hat banquet on May 29 in Holton Hall concluded the "Hat Season." A silver hat pin was presented to Helen Turner, and a gold hat pin to Gladys Beveridge, the finder, to Ellida Murphy, the class president, and to Margaret Steffen, "the third girl."

The finding of the Hat proved an experience more exciting than the combined arts by the juniors and sophomores had been able to paint it. And were the ghost of Mr. Ames here, I know that it would hear the freshmen singing with as much enthusiasm as the other classes,

"May the tradition of the Hat ne'er die!"

GRACE SPERRY, 1919.

FLASH LIGHTS.

The Baccalaureate Address will be delivered by the Rev. James G. K. McClure, D. D., L. L. D., in Immanuel Church on June 18, at 7:30 p. m.

A neat booklet, dedicated to incoming students, has just been published under

the auspices of the S. G. A. It gives compact information about the clubs and other organizations of the College.

The chief event of Field Day, on June 3, from the College point of view, was the breaking of the world's record in base

ball by Elizabeth Faville, who threw the distance of 228 feet, thus raising the record 1 foot. Miss Faville also broke the record in basket ball. Almost all the other honors went to the Seminary.

Dr. Edwin Herbert Lewis, head of the English department in Lewis Institute and author of the recent story, *Those About Trench*, visited the college on the afternoon of May 11. Dr. Lewis is our commencement orator this year. His subject is "The Graduate's Resources."

In the Suffrage Contest open to all the college students in the state, the first prize of ten dollars for the best argument for woman's suffrage has been awarded to Lydia Andrae, 1918.

Many students saw Maude Adams in *The Little Minister* at the Davidson theatre on May 30. Later in the week came another theatrical attraction in the form of an elaborate presentation of *A Midsummer Night's Dream* at the Pabst. This was the Wisconsin Players' contribution to the Shakespeare Tercentenary. The Milwaukee-Downer girls who were present experienced one more Tercentenary thrill.

The French Club has given fifty dollars, the proceeds from the play, to the Library. Part of the books which were purchased with the money have already arrived; the rest, which have been ordered in Paris, will probably not be in circulation until next September.

Plans are being made for a shrub nursery to be planted next year; it will probably be west of the Seminary athletic field.

A small painting of Mr. Jason Downer has been placed in the chapel next to President Sabin's picture. This picture in a cheap gilt frame has hung in the general office for many years. Mr. Chapman had pasted a piece of paper with the name, Jason Downer, on the back, for many people mistook it for his. Recently it has been reframed in a fine wooden frame. The black walnut block upon which the gold-washed plate is mounted is a piece of the museum cases, which were made smaller upon being moved into the museum from the Upham home two years ago.

Beach parties have been as frequent

this season as in former years. On May 12, the seniors entertained the faculty at an *al fresco* supper; on May 19, the Y. W. C. A. had a beach party for the purpose of arousing interest in the Lake Geneva Conference to be held in August; on May 23, the city students established, what their guests on that occasion hope will be a precedent, and entertained the Seminary boarding students, Dean Rodman, Miss Ferris, and the city faculty of the College at a delightful supper on the shore of old Lake Michigan; on May 31, the Marie Wollpert Verein held its fortnightly meeting down on the beach; all this in addition to the usual class parties in connection with the finding of the Hat.

On May 13, the class in Dietetics visited the Gridley Dairy. In the afternoon of the same day Miss West took her Laundry class through Campbell's Laundry. On May 27, the class in Institutional Management visited the Muirdale Sanitarium at Wauwatosa. Miss Hoffstadt took her class on a botanizing trip on the dummy line on May 24. This is one of many excursions made by the class this spring.

On May 25, Sara Frances Bain, ex-1907, supervisor of public school art in Clifton, Arizona, visited the college. Miss Bain is the sister of Martha Bain, H. E., 1912.

Pauline Saylor has accepted a position as teacher of Domestic Science in Sturgeon Bay.

Norma Jordan is to teach Domestic Science in Waverly, Iowa.

Mildred Peterson, a former student here, spent Wednesday, May 24, at the college.

Esther Klingler, a former student, is to be married on June 14.

On Friday, May 12, Josephine Kapp entertained the members of the class of music graduates at dinner at the Parx Tea Shop. On the same day Alice Gronauer and Hermoise Levy had a birthday party.

On Wednesday, May 17, Miss McPheeters entertained the graduates of the music department at dinner at Gimbels.

Dorothy Fish entertained her friends at a birthday dinner on May 20.

The Junior H. E. class in cookery entertained Miss McKinney and Miss Fisher on May 23.

Ethel Elmergreen and Lorna Dietz entertained the seniors at a theatre party and coffee on May 27.

On Saturday evening, May 20, Grace Vollmar, Leila Coleman, and Dorothy Heiss entertained the freshmen of McLaren Hall. It was the first social gathering of all the McLaren Hall freshmen and it was certainly delightful. Just before "winks" good things to eat from home were served.

On Saturday, May 20, the juniors, with their class officer, Miss Belcher, entertained the seniors and their class officer, Miss Brown, on an all-day trip to Lake Nagawicka. A special car left the college at nine o'clock. About sixty were in the party. After the ample repast served by the hostesses on the shore of the lake, the girls walked over to St. John's Military Academy. Here they met the president, Dr. Sidney T. Smythe, who related interesting incidents of the life at the school. The following week the presidents of both the junior and senior classes received invitations to the exercises of commencement week held at St. John's on June 9, 10, and 11.

There has been some discussion the latter part of this semester among the upper class students regarding the organization of a class in Descriptive Astronomy for next year. The course, as before, will be made especially interesting and instructive by the use of the good telescope which the college possesses. It is hoped that a number of students will find it possible to include this course in their schedules, for "these eclipses of the sun and moon portend no good to us as college students in this day and age."

The May meeting of the Science Club was held in the Science Reading Room on May 22. The program was impromptu. The old members of the club were questioned on the scientific knowledge gained by them as a result of their club membership. Several members were admitted after undergoing a questionnaire on their motives and expectations in joining the club.

The benefit for the Milwaukee-Downer Endowment fund under the direction of the Seminary netted over \$200. Photo-plays were presented in Merrill Hall on May 27 at 2, 3:30 and 8:30 p. m. We are indebted to Mr. J. R. Freuler for these.

"Blow, trumpet, for the world is white with May," rang forth from the sophomores as, led by Dorothy Fish, the May Queen, they slowly marched from McLaren Hall under the stately old tree in Hawthornden. The queen was then crowned by the sophomore class president, Gladys Ruggles, after which all sang the old English song, "The Queen of the May." The scene was a very pretty one. All wore light dresses, the sophomores with girdles of red, their class color. Refreshments were served and various games were played the rest of the afternoon.

On Friday evening, May 19, Professor Alexander Rudolph Hohlfeld, of the University of Wisconsin, delivered a lecture on Goethe's *Faust*. He said that while critics do not always agree concerning the relative importance and merit of the two parts of the tragedy, nevertheless they all maintain that neither part is in any way complete without the other. The poem can easily be divided into five great episodes, the first two in Part I being concerned with the "little world," and the other three in Part II being concerned with the "great world."

The first episode represents the coarsest drunken revelry, as shown in Auerbach's cellar, from which Faust turns in disgust. Next comes the Gretchen episode, the story of woman's love, which leaves Faust a better and an humbly repentant man. The first episode in the "great world" is in the emperor's court, at which Faust enters the field of unscrupulous political activity. The fourth is the Helena episode, which represents classic, aesthetic culture, the first sphere of activity of Faust's own choosing; and the last, that of helpful service for humanity, is the only one in which he gains honest satisfaction. Thus we can see that Faust's progress from selfish revelry

to philanthropic activity follows in general, an upward path.

Mrs. Ida Vose Woodbury, field worker of the A. M. A., gave a very interesting talk on "The Language of the Mountain Whites" in Chapel on May 22. She related very clearly and very amusingly some of her own experiences among these mountain people. She gave many of their colloquial expressions, most of which would need a translation before they would be understood. Some of them are more intelligible, such as: "You ain't no business to borrow off of yesterday or tomorrow to make trouble for today"; or "Temptations may come, but you ain't got no call to set 'em a cheer"; or "What is to be, will be, and that what ain't, might happen"; or "There's a whole day tomorrow that ain't been teched."

On May 25, Miss Corbett, Y. W. C. A. student secretary, spoke in chapel on the international gathering at Lake Mohonk. She also addressed the Y. W. C. A. meeting that evening.

Miss Tracy Copp of the Industrial Commission Board of Wisconsin spoke before the Consumers' League on May 25 on her work in the inspection of factories.

On May 26 Colonel Watrous, of the G. A. R., spoke to the students in chapel on Preparedness.

RECENT ELECTIONS.

Dramatic Club: President, Dorothy Ledgerwood; vice-president, Constance Manchester; secretary-treasurer, Florence Deakin.

French Club: President, Bessie Wolfner; secretary-treasurer, Margaret Mundie.

Science Club: President, Carolyn Conlee; secretary-treasurer, Gladys Ruggles.

Equal Suffrage League: President, Margaret Mundie; vice-president, Bernice Fulton; secretary-treasurer, Miriam Chute.

Consumers' League: President, Kathryn Skinner; vice-president, Ethel Mc-

Donald; secretary-treasurer, Ruth Falkenau.

Leibling Club: President, Fredrica Yockey; vice-president, Dorothy Fish; secretary-treasurer, Ora Christianson.

Studio Club: President, Pearl Davis; secretary-treasurer, Mary Anne Hathaway.

Athletic Association: President, Gladys MacDonald; vice-president, Esther Neprud; secretary, Ellida Murphy; treasurer, Lillian Wilding; hockey, Esther Neprud; basketball, Amanda Zeisler; rowing, Barbara Watkins; baseball, Alice Gronauer; tennis, Vivian Hodgson; bowling, Mabeth Mellen; walking, Ethel McDonald; field and track, Lydia Andrae.

HOME ECONOMICS DEPARTMENT.

One Tuesday morning, May 23, about thirty members of the junior cookery class visited the downtown City market, which is at Fifth and Poplar streets. They were accompanied by Miss MacNair and Miss Behre. They left the Lodge at 5:25 and reached the market shortly after 6 a. m. Here truck gardeners had arrived more than an hour before with their large wagons of farm produce, including fresh vegetables and flowers. These products were being sold at wholesale prices to private purchasers, as well as to retail dealers. Many economical housewives of Milwaukee save a great deal of money in doing their shopping early in the morning at this market.

The junior cooking classes have been serving breakfasts and luncheons during their various cooking periods, for practice in cooking and serving. The members of each class have taken turns at the positions of cooks, waitresses, host, hostess and critics. The Home Economics faculty and a few outsiders have been guests.

On May 22, the Institutional Management Class planned and cooked the luncheon for Johnston Hall. Favorable reports came from the girls of that hall after luncheon.

The girls taking senior sewing are making clothes for children between the

ages of one and four. These dresses, as well as graduation gowns, will be exhibited in Kimberly on Saturday, June 3.

The work of the sewing class at All Saints' Cathedral, which has been under the direction of Lida Fake, 1916, was exhibited at the Guild Hall on the evening of June 1. The children whose work was exhibited were entertained at Kimberly Hall on May 31 by the Home Economics seniors who have been teaching them on Saturday mornings.

MUSIC NOTES.

The last meeting of the Leibling Club was held in Alumnae Hall, Thursday afternoon, May 18. Members of the club were each allowed to invite a guest, and the members of the music faculty were also guests of the club. Current events in the musical world were given in answer to roll-call, and the subject of the program was the life and works of Edward McDowell. A short discussion of his place among American composers, was followed by a program consisting almost entirely of McDowell compositions. Other numbers on the program were a group of songs by modern American composers sung by Evelyn Hammersley, and a charming group of children's songs by John Alden Carpenter, sung by Marion Connor. The club's work for the year has been a study of modern music and this last meeting was devoted to American composers, with McDowell taken as the chief exponent of American tendencies.

Lillian Warloe is composing a suite called "The Seasons," which she will play at the graduation recital of the department of music this year.

The following nature program entertained a large audience on Saturday evening, June 3:

- The Awakening of the Lion.....*De Kontski*
(For two Pianos)
Fredrica Yockey, Grace Hammelton,
Della Staples, Elma Wilson
- Vocal Swallows.....*Cowen*
Esther Stark
- Vocal—The Linnet is tuning her Lute.....*Bauer*
Mrs. Tracey Hale
- Piano—The Eagle.....*MacDowell*
Rosa Brown

- Vocal—The Little Kitten.....*Carrie Jacobs Bond*
- The Discontented Duckling.....*Gaynor*
Marian Connor
- Piano—The Hen.....*Rameau*
Josephine Kapp
- Vocal—The Yellow Hammer.....*Liza Lehmann*
The Wren
Gertrude Van Dyke
- Piano—Butterflies.....*Ole Oleson*
Fredrica Yockey
- Organ—Swan Song (from "Lohengrin").....
.....*Wagner*
Florence Wright
- Vocal—The Cow.....*Reinecke*
The Coyote.....*La Forge*
Elenore Knoll
- Piano—The Elephant's Lullaby.....*Debussy*
Grace Hammelton
- Vocal—The Wood Pigeon.....*Lehmann*
The Nightingale has a Lyre of gold.
.....*Whelpley*
Evelyn Hammersley
- Piano—The Bees.....*Dubois*
By the Frog Pond.....*Seeboeck*
Corinne Landgraf
- Vocal—The Porcupine.....*Kramer*
The Lamb.....*Densmore*
Marian Ward
- Piano—Fireflies.....*Mrs. H. H. A. Beach*
"Naitre avec le printemps,
Mourie avec les roses."—*Lamartine*
Helen Eggers
- Piano—Of Br'er Rabbit.....*MacDowell*
Della Staples
- Vocal—Bird Raptures.....*Schneider*
Eleanor Gausewitz

The following students graduate from the Music department: In Piano,—Rosa Brown, Ursula Dunham, Helen Eggers, Josephine Kapp, Corinne Landgraf, Mildred Lucas, Esther Stark, Lillian Warloe; Vocal,—Marian Connor, Gretna Fetzer, Esther Stark.

At the Medal Contest the judge will be Mrs. Annie Peat-Fink. The contestants will be Rosa Brown, Helen Eggers, Della Staples, Elma Wilson. The compositions to be played are:

- Kreisleriana, No. 2.....*Schumann*
- Prelude, No. 16.....*Chopin*
- Etude in D flat.....*Liszt*

The Commencement Concert on the evening of June 20, will be given by Helen Calhoun, pianist, music class of 1913, Jean Currie, soprano, music class of 1913, Florence Wright, organist, music class of 1915.

Jean Currie is teaching, and filling a church position in Philadelphia. Helen Calhoun is studying with Glenn Dillond Gunn of Chicago. Helen Fish has a studio in Manistee, Mich., and is organist in

the Presbyterian church of that city. Mrs. Maude De Voe Kline has just returned from a successful concert tour through northern Wisconsin with Warren Procter, tenor, of the Chicago Grand Opera Co.

ART NOTES.

The Misses Upham, Partridge, and Frame entertained the art students of the College and Seminary at a studio tea, on May 24.

Miss Upham and Miss Partridge presented ways in which the art students might help the Endowment Fund. The students showed much interest in the plans presented them and already have begun work.

Miss Partridge suggested that the art students organize and form a club. The suggestion was acted upon immediately, and Pearl Davis was elected president

and Mary Anne Hathaway secretary-treasurer. Committees were appointed to take charge of the work. Ethel Davis was made business manager, Hope Hawley chairman of the painting committee, and Gretchen Koss and May Prugger in charge of the selling.

On June 2, Mr. Dudley Craft Watson lectured on Spanish Life and Art.

The Exhibition of the Art Department will be held in the studios, June 14-20, from 3 to 5 p. m.

The attractive Bulletin of the Department of Art deserves more space than it is receiving in this issue. The frontispiece is an etching of Merrill Hall tower by Katherine Merrill. Photographs of students' work in both fine and applied arts make attractive illustrations and give a good idea of the quality and variety of the work of this important department of our College.

FACULTY NOTES.

President Sabin spoke before the Woman's Clubs of Delavan on "The Changing College."

Dean Kerr spent the day in White-water recently where she addressed the women students of the Normal school at assembly.

Dr. Freda M. Bachmann, formerly of our faculty and now of the University of Wisconsin, was a recent visitor at the College.

Miss Partridge and Miss Upham attended the meeting of the Western Association of Drawing and Manual Training Teachers held in Grand Rapids, Michigan, early in May.

President Sabin and Miss McPheeters gave *Enoch Arden* at Eau Claire two weeks ago.

Miss Ellinor H. Behre, a graduate student at the University of Chicago, is taking the place of Miss Noyes, instructor in zoology, who was obliged to give up her work for the rest of the semester on account of illness. Miss Behre will return to the University of Chicago to continue her work during the summer quarter.

Miss Frink spent the week-end of May 27 at Madison, where she saw the performance of *Two Gentlemen of Verona*, presented on Friday evening by the English department in the new open air theatre, on the University campus.

Miss Behre went on a geological trip with her brother from Madison to Devil's Lake the week-end of May 27.

Miss Hoffstadt attended the celebration of the quarter-centennial of the University of Chicago, June 2-5. Monday and Tuesday were given over to the meetings of the Association of Doctors of Philosophy and special departmental meetings. The speakers at the meetings were graduates of the University. Of the 900 living doctors graduated in the last twenty-five years the majority were represented.

The Misses Jean and Bessie Tainsh and Miss Stark entertained the faculty on Wednesday, June 7, at the home of Miss Tainsh, 500 Park place.

A number of the members of the faculty will spend very interesting vacations this summer. Miss Belcher will sail on June 29 from Vancouver for a two-

months' trip in China and Japan. The Commonwealth Art Colony, at Boothbay Harbor, Maine, will have several Milwaukee-Downer faculty and students studying art. Miss Partridge is to teach design at the colony. Miss Frame of the art faculty will study, as will Julia Hooker and Hope Hawley, art students in the Seminary. Miss Reynolds will also spend a large part of her vacation at the art colony. Miss Smith will study with Professor Sherman at Columbia. Miss Arnold will be in New England most of the summer, in the White Mountains chiefly. Miss Lee is going for a motor trip through Wisconsin and Minnesota. Miss Frye will teach at the University of Minnesota. Miss Brown is planning to study at Harvard with Professor Baker. Miss Sérafon is considering a visit to Paris.

COLONEL CLEMENT E. WARNER.

It was with personal sorrow and with appreciation of a great loss to Wisconsin that the writer of this tribute learned of the death of Colonel Warner, which took place on May 22 at his home in Windsor, Dane County, Wisconsin. Colonel Warner had attained four score years and had lived in Windsor since his boyhood. He was a farmer by occupation, and his business life illustrated the dignity, independence, and success that attend the intelligent care of land in this favored state.

Colonel Warner won his title in the Civil war, where he served with distinguished gallantry. He lost his left arm in an attack on the entrenchments before Petersburg, Virginia, in 1864. Following the war, Colonel Warner served in the state legislature, and thereafter he was constantly in the public service in one or another capacity. He was a man of great personal influence, which was always exerted for the general good, and he was rewarded for his own generous interest in all with whom he came in contact by a multitude of devoted personal friends. Nothing gratified him more than the successes or worthy achievements of those whom he knew, especially if they sprang from Dane county.

His geniality, mental keenness, ready wit, and shrewd common sense made him a most enjoyable companion.

It was not long after the close of the war, that Col. Warner and Eliza I. Noble, a graduate of Downer College in the class of 1865, were married; and together they made an ideal Christian home of right living and high thinking. The great companionship endured more than fifty years, until the close of Mrs. Warner's life in March of the present year.

Col. Warner was a trustee of Downer College, and, since its reorganization, of Milwaukee-Downer. He was a supporter of the union of Milwaukee and Downer colleges, and was warmly interested in the later development of the institution.

In Col. Warner's death the church has lost a sincere and loyal son, the community, and the state, a noble citizen, every good cause, an interested and wise co-operator for its advancement, and loving friends, one who was wise in counsel and sympathetic in their sorrows and in their good fortune. To the bereaved sisters, sons and daughters, this College offers its sincere tribute of sympathy.

E. C. SABIN.

THE COLLEGE CATALOGUE OF 1916.

Some changes occur in the new catalogue. In the following departments, new courses are offered for 1916-1917: Botany, a course in Ecology; Chemistry, a Teachers' Course; Education, the course in Library Economy, listed for the first time, although it has been given during the present year; English, a new one-hour Composition Course; French, a Cours de Style and a study of the evolution of the French novel; German, a new course in Goethe's *Faust*; Latin, a course in Tacitus and a History of Greek Literature; Philosophy, an Introduction to Philosophy, and a History of Philosophy, in place of the Greek and Modern Philosophy courses in 1915-1916; Zoology, courses in Theoretical Biology, in which a former course in Heredity is included, and Field Zoology.

In the Department of Art, the new cat-

ologue states that the College reserves the right of selecting each year two drawings from each student of every class for the permanent collection of the College. Also, there is a change in regard to the credits in Art which may be offered toward the B. A. or B. S. degrees, and several new courses have been added. In the department of Hygiene and Physical Education, a new course in Gymnasium Practise is open to all advanced students; and in Music, a new Public School Music Course.

Under Student Organizations, there appears the Marie Wollpert Verein, organized in November, 1915. An addition has been made to the list of scholarships, one now being available for use in the Art Department.

A list of gifts received by the College since April 1, 1915, is recorded, amounting to \$2,370.64. The indebtedness on the Seminary buildings has been reduced from \$95,000 to \$45,000. Also an account of the effort to increase the endowment by \$500,000 is included, stating that subscriptions of more than \$250,000 have been received towards this sum. A financial statement of the total annual running expenses is given in the catalogue for 1916-1917, for the first time.

THE 1916 CUMTUX.

The Cumtux of the class of 1917 marks several departures from the traditions of the college annual. For one thing, the increased cost of paper and other publishing materials has made it necessary to raise the price to \$2. The cover has also been changed. In previous years the Cumtux cover has been either of burlap or vellum; this year it is of black seal grain leather. The book itself is larger and thicker, the number of pages being increased from 160 to 175. The size of the printed page is also larger. The organization of the various departments of the book is carried out on a military plan. Each department has for its title-page a cut illustrating the department of war which the section represents. The Cumtux board was very fortunate in securing a number of clever art students to assist in the art work. Pearl Davis

was efficient as chairman of the committee in recruiting aids. She designed the seal for the cover, besides many of the drawings and cuts in the book. Among the contributors are Gretchen Koss, Eleanor Dana, Elizabeth Schroeder and Jeanette Reid.

The Cumtux is dedicated to Dean Kerr. The board of editors is as follows: Editor-in-chief, Grace Hammelton; business manager, Esther Reimers; art, Pearl Davis; calendar, Helen Kermott; photography, Elsie Corliss; cuts and grinds, Dorothy Ledgerwood; literary department, Janet Levens; organization, Constance Manchester. Every member of the junior class served on some one of these committees. The faculty adviser, who acted also as censor, was Professor Belcher, the junior class officer.

THE MILWAUKEE-DOWNER CLUB IN CHICAGO.

The Milwaukee-Downer Club of Chicago, under the presidency of Elizabeth Mundie, 1914, gave a benefit performance for the Endowment Fund on the evening of Tuesday, May 23. The performance was given in Central Music Hall before a capacity house. The Wisconsin Society of Chicago gave the undertaking its most cordial co-operation and by its generous aid made the evening a social and financial success. The list of patronesses included many names of prominent society ladies and among them many former students of our College or Seminary. The Executive Committee consisted of Mrs. Harry F. Atwood, Miss Elizabeth Mundie, and Mrs. Charles A. Vilas.

Mr. Charles W. Folds, president of the Wisconsin Society, spoke of his recent trip to the Pacific Coast and the prominence of Badgers in business and social circles everywhere, and introduced President Sabin, who briefly told of the present status of the College and the movement to secure the endowment, which is so greatly stimulated by the promise of the General Education Board to contribute \$100,000, if \$400,000 besides is raised.

Mrs. Charles L. Krum, Ella Lewis, Downer, 1875, sang charmingly, and Marjorie Valentine and Mrs. Vilas each participated in an interesting dramatic representation. The singing of two groups of songs by Miss Myrtle Moses of the Chicago Grand Opera Co. was a contribution of high order. The entire program furnished a very pleasing evening's entertainment. The programs were of exceptional beauty, with a picture of Merrill Hall and the College Seal on the cover.

CLASS DAY.

The senior Class Day exercises, as usual, are shrouded in mystery, class secrets not constituting part of the publicity campaign. However, the following items have escaped class censorship. The exercises will be held on Tuesday, June 20, at four o'clock in Hawthornden. In case the weather is unfavorable, the scene will be transferred to the chapel. The juniors, led by Glenn Miller, their president, will escort the seniors with the cedar chain, while all sing as they advance, "Blow Trumpet." The program has been arranged and the dialogue written by Gretna Fetzer of Sturgeon Bay, chairman of the Class Day committee. She impersonates Fancy's Child, a wood sprite, who becomes a witness of the

senior play. Lida Fake, of Bonne Terre, class president, makes the opening address; Marguerite Stockwell, of Willmar, Minn., is class historian; Ethel Carey, of Racine, is the prophetess; Izero English, of Baraboo, reads the will; Gladys Gottlieb, of Kenosha, is class poet, and Catherine Sparks, of Lodi, class orator; Florence Wright, of Ft. Dodge, Ia., has composed the music for the class song, the words of which have been written by Gretna Fetzer. Miss Fetzer has also adapted a popular song to this occasion. The exercises include the ceremony of ivy-planting and the presentation of the class gift.

There are twenty-five in the class of 1916. The class roll includes, in addition to the names already mentioned, the following: Doris Bell, of Elgin, Ill.; Lavisa Bird, of Melette, S. D.; Ella Cutler, of Dodgeville; Lorna Dietz and Ethel Elmergreen, of Milwaukee; Lita Keller, of Batavia, Ill.; Hazel Laing, of Gladstone, Mich.; Lois Latimer, of Waukesha; Elva Neff, of West Allis; Louise Nelson, of Litchfield, Minn.; Lucia Perry, of Ft. Atkinson; Helen Peterson, of Rockford, Ill.; Jeanette Rodger, of Fox Lake; Ruth Rugland, of Fergus Falls, Minn.; Mary Truesdell, of Waupaca; Florence Watkins, of Bisbee, Ariz.; and Irene Webb, of Plymouth.

INTERCOLLEGIATE NEWS.

The Laurentian calls itself America's Greatest College Weekly, and it certainly is the largest of our weekly exchanges. It is a splendid example of what enthusiasm and loyalty can accomplish for a college publication.

One of our most popular exchanges is *The Wellesley College News*, in which the greatest amount of news seems to be comprised in the smallest possible space. In the weekly the arrangement of material is admirable, while the book reviews in the Magazine Supplement are excellent. There is an atmosphere of sincerity and honest conviction in the review of "The Bent Twig," which appears in the May issue.

The Smith College Weekly is headed

by the calendar, a most convenient arrangement. It also has a department called "World News," in which it prints comments on happenings outside of college life, and an interesting column headed "Public Opinion." Editorial comment in the issue of March 13 called attention to the fifth anniversary of the paper.

Vassar College now has three publications: a weekly, an undergraduate monthly, and a graduate quarterly.

The *Connecticut College News* is the name of the paper recently established in the new college for women at New London.

Secret societies have been definitely placed under the ban at Barnard College,

by vote of the students. These societies had been suspended by the faculty three years ago for a term of three years. This vote was upon their revival.

Sixty hours are now required for graduation at Smith College, instead of fifty-six as formerly. Two of these additional four hours include gymnasium work. Professor Rice has been appointed to take the place left vacant by President McCracken of Vassar.

In his offer of autographed copies of his poems as prizes for the best poem

and the best prose writing in the senior class at Wellesley each year, Mr. John Masfield has established an admirable precedent for other poets visiting our colleges.

This seems to be the popular year for anniversaries. Milwaukee-Downer celebrates her coming of age; Chicago University, her twenty-fifth birthday; Ripon, her fiftieth; and Fordham University caps the climax with a diamond jubilee, upon the completion of seventy-five years.

SNAPSHOTS.

FOR A FLUNK SLIP.

Alas! the Hapsburgs, I knew them not,
In my last History test;
What they were famed for was forgot—
This fact with all the rest.
But one thing stayed firm in my mind,
More great to me than law;
I thought I had a wondrous find,
Twas this, the Hapsburg jaw!
I filled a page with this fine point,
To Miss Ford's great dismay.
O dear, the times are out of joint,
And I have flunked to-day.

FRANCES MCGOVERN, 1917.

Elsie Corliss (pointing to picture of the Kaiser, saying, "Erin go bragh"): You know German—please translate that for me.

In English class one freshman volunteered the startling information that Mark Twain was absolutely without ancestors.

Miss Sérafon has coined a new verb to be called into service during the Hat season. It is *bluffer*, a regular verb of the first conjugation.

There is much rivalry in the freshman-sophomore songs. As a result, the specials have put the following sign over their class table in Johnston Hall:

"We are neutral."

SOMBRERO?

One night I dreamed the strangest dream
Of dear old M. D. C.
It seemed a strange convention scene,
Of U. S. G. O. P.

I saw T. R. a-hunting hat,
'Twas lost far in the ring.
He deeply sighed, "Oh for a hunch,
Then I'll in chapel sing."

I left him hunting grubbily,
Alone in Johnston Hall;
I climbed to Lab-Biology,
Whence came a bird-like call.

I saw on perch a whiskered bird
Who shrieked aloud "Hat, hat!"
He was the justice of a court,
What do you think of that?

The Downer hat, a president,
Ex, now, or is to be?
On campus rolled the elephant,
Alone in happy glee.

"You fickle beast," I said to him,
"Could you please tell me that—
Will it be donkey, bird, March fourth,
Or our own dear loved hat?"
FRANCES MCGOVERN, 1917.

When the baggagemen came out to Milwaukee-Downer College to sell tickets to students and arrange for their baggage, one of the girls said:

"One ticket to Madison, please, and a trunk."

She left the room and suddenly discovered that she had forgotten to give her name. When she asked the baggageman if she *had* given her name, he looked up and said:

"Yes, here it is: Anna Trump."

AN INTERLUDE.

It was in English class on the second day of June. The day was uncomfortable, and relations between "teacher and

taught" were becoming slightly strained. Suddenly, as if inspired by a brilliant idea that might bring her *en rapport* with her pupils, Miss X, running the gamut of the first, the second, and the third estate, inquired, "And now, Miss Conn, what do you understand by "the fourth estate?" "Schoolteachers," was the prompt reply. Was she thinking of "the third American sex?"

THE LAST FEW MINUTES.

Let me picture to you the foot-sore, unhappy freshmen as they sat on trunks, on the bottom rungs of broken ladders or reclined against hard brick walls, of which not a brick was loose. Despair was written in every line of their begrimed faces. In their hands were flashlights, burned out and exhausted like their owners. The hunch wouldn't be posted until seven, and the quest would not be ended on the 24th. But, pricked by a bothersome conscience, the hat girls relented and posted it at six. When one girl rushed madly among the gloomy freshmen crying, "The post is hunched, the post is hunched," the girls got to hunting without waiting to discover the contents of the valuable paper, and inside of half an hour, wild and confused screams proclaimed to the other classes that the hat was found.

GRACE SPERRY, 1919.

"Where, O where are those grand old Torten? Safe now, in the big ice-box!"

This new version of the song was applied on Wednesday night, May 24, when the sophomores, after buying six toothsome Torten to celebrate their Hat day by a spread, found to their dismay that their plans had been discovered, and the Torten placed safely out of reach in the ice-box. "Man's inhumanity to man makes countless thousands mourn!"

MAY 23.

Time: the day before the big day;
Place: the attic dark and drear;
Act: a maiden weeping sadly;
Speech: "Oh dear!" (sob-sob) "Oh dear!"

Enter: editor, sweet and smiling;
Deed: a rush toward maiden blue;

Talk: Ah! there you are Miss Sperry;
Request: Just write a joke or two!

Bang! The door slams on the editor;
Crash! The maiden faints on floor;
Sh-h! Miss Fisher with her pill-box;
Finis: Our "Joker" is no more.

FLORENCE DEAKIN, 1919.

THE HAT BANQUET.

The Braunfeld hat had just been found and there was great excitement. Many saucy freshmen had been Warren(ed) that the hat banquet was near at hand. Everything looked Gray for the freshmen. The day had arrived and everyone was Cummin(s) except a Deakin and a Sexton. These two had not yet decided whether or not they cared to be present at such a cruel affair. At last the Gates to the banquet hall were closed and the stunts began. The grave and learned seniors were seated on Davenport(s). A Barker who was one of the sophomore Spies, announced the stunts in a Hefty voice. First two girls ran a three-legged Race, which caused much merriment. Then a Jung girl, who was far from being as willowy as a Reed, danced to the so-called music given by a freshman, who imitated a Piper. One of the girls had to Turner 'round like a Ferris wheel until she became very "Heiss." The sophomores, holding their sides and laughing, called, "Look! Look!" There was great commotion because one girl was asked to howl like a Wolff to drown out the noise of a Coleman who was depositing his load in the cellar, Addington to ton.

The banquet itself was surely queer, the first course being Kuepper herring. The Beveridge was particularly Good and everyone was asking for Moore. Though it did not come from a Bierbauer, it came from a Case, being bottled Spring water. Best of all, however, were the Bon (Bons). The seniors, who had been so well entertained left, saying, "Wunderlich! Wunderlich!"

VERA BIERBAUFR, 1919.

HELEN TURNER, 1919.

AT THE COLISEUM, JUNE 7.

All the animals had assembled at the convention, when suddenly an odd-look-

ing whiskered bird appeared. It might have been the Dodo, for aught the other animals knew; so they plied it with questions.

"Have you a judicial mind?" asked the G. O. P. elephant carefully.

"Do you believe in Watchful Waiting?" asked the donkey anxiously.

"Deelighted! Do you believe in Preparedness?" called the Bull Moose raucously.

"Do you believe in Woman Suffrage?" questioned the "fishy females."

"Why, he's even too proud to fight!" said the catty women.

"Have you ever ridden me?" asked the Nightmare.

"He could show a nice broad grin, like mine," said the Cheshire cat proudly, "if he only wouldn't cover it up with those whiskers."

"You should cultivate spontaneity," said the Irish bull.

"Speak, or I forbid you to enter here!" declaimed the Papal bull.

All awaited the strange creature's reply. "I can not commit myself," said he modestly. And then indeed, they knew why he had "whiskers like Hughes."

LYDIA ANDRAE, 1918.

ALUMNAE SECTION.

AN EX-EDITOR'S REFLECTIONS.

In this year of anniversaries when THE KODAK celebrates its twenty-fifth birthday, we who have been intimately connected with it feel a special interest in surveying its history. (The ex-editor of a local daily assures us that this is a wholly fitting and proper interest on the part of an ex-editor; else should we not dare make public our thoughts on the subject.)

THE KODAK has not changed a great deal since its first editor toiled to make non-board members contribute. Reading between the lines and filling in blank spaces in recent issues are proofs sufficient that the trials of THE KODAK editor are as unchanging as the spelling of the word trouble.

The annual sloughing of its cover is really the only absolute change poor little KODAK experiences. Of course, sometimes editors hope, as editors will, and then a new department, like "Points of View," sprouts. But the tender shoot soon droops, and dies of malnutrition—or is killed maliciously by the editor as an unworthy illusion of her brain. Short story contests come and go without there ever being a competing story handed in. Freshman poetry is pressed into service annually. Month-old alumnae news is ever present. When a faculty member apologizes to the waste basket for tipping it over, the joke is made to serve

for at least three years along with "required" limericks and breakfast table repartee. Where is THE KODAK editor who has not blessed "literary allusions" for saving her from being driven to the cup that cheers without inebriating in order to supply the five or six hundred words for a space filler? And what editor has not thrice blessed "co-operation"? Printers of 1916 omit hyphens and supply commas in the same old way in vogue in 1909. And the problem of finances still turns tresses grey when "ads" are not.

THE ALUMNAE BULLETIN.

Once again "the world is white with May," and with the hawthorn blooms comes the second number of Vol. viii of the Alumnae Bulletin. "To be brief and to be read" is their aim for this little ten-page pamphlet, the editors tell us; and knowing that brevity cannot be the soul of literary style they wisely refrain from attempting the unattainable, contenting themselves with the bare chronicling of events and items of interest to all alumnae. Mrs. Heller's editorial on "Three Anniversaries" is a sincere expression of earnest feeling for Miss Sabin, to whom our college owes everything. Miss Patterson's list of only thirteen "lost" alumnae speaks paragraphs for the untiring effort of the association's zealous permanent secretary.

But the Bulletin shall not pass without criticism. Where is the "unpaid dues" notice? How did the Farrar Chair Fund escape the editor's passion for reviewing funds? And why the scarcity of M. D. C. news? Is editor No. 4 growing less alert?

M. D. C. ALUMNAE AND GRADUATE WORK.

Sarah Ferris, 1898, M. A., Radcliffe College.

Mariele Schirmer, 1910, M. A., University of Wisconsin.

Faith Smith, 1911, M. A. in Journalism, University of Wisconsin.

Mrs. Howard E. Pulling (Mildred Hosler, 1911), M. A. in Botany, University of Wisconsin.

Madaline Perry, 1911, will receive the degree of M. A. in English at Columbia University in June, 1916.

Frieda Mueller, 1911, has very nearly completed work in the University of Chicago for the Ph. D. degree in Economics.

Anna Kjelgren, 1912, M. A. in Sociology, University of Wisconsin.

Helen Beckler, 1912, will receive the degree of M. A. in English at the University of Texas in June, 1916.

Gertrude White, 1913, who received the degree of M. A. in Zoology at the University of Wisconsin in 1914, now has a Fellowship there, and is working for a Ph. D. degree in the same subject.

Georgette Engelhardt, 1913, will receive the degree of M. A. in English in the University of Wisconsin in 1917.

Alice M. Reynolds, 1914, M. A. in History, University of Wisconsin.

Marinda Roberts, 1914, will receive the

degree of M. A. in History at the University of Wisconsin in June, 1916.

Inez Strohm, 1908, has scored another success in the clever device of the Shakespearean setting which she wrote and put on at the Washington High School in May. Scenes from *Midsummer Night's Dream* and *The Merchant of Venice* were presented by Miss Strohm's pupils on this occasion.

Engagements.

Marie Adams to Homer P. Macnamara.

Marion Camp to Roger Wolcott Newberry.

Charlotte Philp to Willard Freeman Collins.

Marie Cavaney to Harrison L. Davis.

Marriages.

April 26. Else Sutterle and Louis R. Taylor. Residence: Milwaukee.

June 3. Loretta Von Syburg and John E. Urquhart. Residence: Milwaukee.

June 3. Maud Christensen and Hampton B. Leedom. Residence: 722 Prospect avenue, Milwaukee.

Births.

May 3. To Mr. and Mrs. Orrin H. Larrabee (Gena Hanson), a daughter, Louise Larrabee.

1916 Reunions.

Classes holding quinquennial reunions this year are:

Milwaukee College—1856, 1861, 1866, 1871, 1876, 1881, 1886.

Downer College—1866, 1871, 1881, 1886.

Milwaukee-Downer College — 1901, 1906, 1911.

ENDOWMENT CAMPAIGN.

As we go to press the preliminaries of the Endowment Campaign are near completion. The manager is Mr. F. C. Barber of New York. The organization includes an Executive Council, of which August H. Vogel is president and William Stark Smith vice-president. Next are the Field Marshals, each of whom is charged with the engaging of three Cap-

tains, and each Captain is to secure nine workers who are to ask the givers for contributions.

The preliminaries include the opening of Campaign headquarters, which are in the Pfister Hotel, and a daily conference at luncheon. The Campaign proper opened with a dinner at 6 p. m. Monday, June 5, at the Pfister Hotel, when all

the campaign forces met, heard addresses, and made the final arrangements for the "great drive." The Faculty and the graduating classes were guests at this dinner. Enthusiastic speeches were made by Mr. Vogel, President Sabin, Ex-Governor Francis E. McGovern, the Rev. Charles Beale, and Mr. F. C. Barber.

Applause followed the arrival of Mr. H. L. Chapman, of Pasadena, Cal., who returned to Milwaukee to take part in the campaign.

The singing of College songs by the students was a special feature. These songs were adapted by Miss Tomson and Corinne Landgraf, for this occasion. They are as follows:

The hunt is up,
The hunt is up,
And we are out to win;
Our captains so brave
Have gone hunting,
To bring the Endowment in.

On Endowment, on Endowment,
We are after gold,
We just want \$500,000,
As you have been told.

THE ENDOWED COLLEGE.

Those who ask for money for the larger endowment of Milwaukee-Downer are sometimes met with the statement, "Milwaukee-Downer is a rich man's college and does not need endowment. The state institutions for which I pay my apportionment of taxes are good enough for anyone, and those who want something else should pay for it themselves." Probably those who contribute to the support of an endowed institution consider that a great state should have more than one form of educational opportunity. They believe that there should be military academies; girls' schools, denominational colleges, noncoeducational colleges, and other forms of educational institutions. They recognize the value to the country of Harvard and Yale as well as of the state universities. They believe that our country would be disastrously affected were our endowed universities and colleges wiped out and state-sup-

ported institutions of equal financial strength were substituted for them.

The endowed college is free and independent and is distinguished for initiative. This is conspicuously illustrated by the University of Chicago that has just completed its first twenty-five years of existence. The effect of this university upon the educational life of this whole country and especially of this section has been wonderful. The University of Chicago gave, from the first, a mighty impulse not only to universities and colleges, but also to secondary schools. New and efficient methods of administration (e. g. the four sessions a year), superior instruction, personal relations with students, all this stimulated others to new life, and gave illustrations that have been eagerly imitated in many important particulars by all other similar institutions. Recognizing the great service of such institutions, many people have thought and many do

One more week in which to do it;
That means rapid work,
On, Trustees, on
And no one else will shirk.
On, Field Marshals,
Onward, Captains,
Onward, Workers all;
To great efforts now we urge you,
Hear the Campaign Call,
Put your forces all in motion,
Let nothing interfere.
Bring back to us
\$500,000 clear.

(Tune: We've been working on the railroad.)

We are from Milwaukee-Downer,
We are proud of that, you know;
We want her ever to grow better,
But she must have the dough.
Now we want 500,000,
And we will get it, too,
Don't you hear the Campaign calling?
A check is due from you!

We are from Milwaukee-Downer,
We work the livelong day;
But now we're after lots of money,
To help us on our way;
For we need increased Endowment,
We're going to raise it too.
Don't you hear the Campaign calling?
A check is due from you!

think that they can in no other way more satisfactorily make the investment whose dividends are perpetual and for the public good than by supporting such institutions. So Judge Jason Downer thought. He left no sons to perpetuate his honored name, but he will be remembered forever through the college that bears his name. So have thought the many who, by large or small gifts, have made Milwaukee-Downer attain its present firm position as a permanent college, and those who seek now by sacrifices to increase its service to society.

In no endowed college does the tuition cover more than a small portion of the cost of the instruction given. These institutions have accumulated wealth in land, buildings, libraries, endowment, to say nothing of precious traditions and "atmosphere" that money has made possible, but that money cannot now pay for. The expenses to the student are not higher than in similar institutions supported by taxation. Harvard is known as "the poor man's college," so numerous are the provisions for enabling a man to work his way wholly or partially. The charges, for room, board, tuition and a considerable amount of laundry are lower in Milwaukee-Downer than in any college that I know that furnishes as comfortable and suitable accommodations. It is surprising that many people who pay for lodging in one place, board in another, and fees at various desks, do not foot them up and really know the cost of a year's schooling. Milwaukee-Downer's comprehensive statement in the catalogue looks big to them, though analysis and comparison would reveal its moderate-ness.

Such colleges as Amherst, Beloit, Wellesley, and Milwaukee-Downer are in no sense private schools. No person or corporation is enriched by profits from the "plant." These are public institutions, existing for the benefit of the region they serve. Eton, Harrow, and Rugby are examples of similar foundations and are known as "public schools." The colleges of Wisconsin should be regarded by all as in every sense a part of the school system of the state, and that whatever enriches one of them is a public benefit.

They derive their support from tuition, and the income from their endowment, and are controlled by trustees who derive their authority from the state. Their charters are granted by the state, their graduates go out to serve the public. Those who support the endowed institutions by patronage or gifts are among our most enlightened and public-spirited citizens. Only a large public service would appeal to them as worthy of their consideration. They believe such schools and colleges are needed; therefore they support them. The list of those who have found the appeal of education stronger than any other and have believed in the great importance of opportunity for women in the woman's college from Matthew Vassar, Henry Durant and Edward D. Holton, to those engaged in this campaign include those who are among our most patriotic, democratic, and far-thinking men and women.

There seems to be, unfortunately, a suspicion of any school or college that maintains any distinctive character. All must be of precisely the same stuff and stamped with the same die or else be subject to the criticism of making some assumption of superiority and then labeled "aristocratic"! The fact is that our endowed institutions are the bulwarks of true democracy. It should be true that they earnestly seek excellence, superiority, but they stand staunchly for the same chance for all to rise "above the bars of circumstance." No caste system checks or suppresses merit. At the risk of criticism, I state my own conviction that this country needs all of effort to achieve excellence that can be received from any source. The danger to democracy which is our highest faith and most sacred trust, is the dead level of mediocrity; the reducing all to the lock-step movement; the suppression of enthusiasm; the suspicion of what is superior. Milwaukee-Downer, like other colleges, is the supporter of the best interests and finest conceptions of democracy. It seeks constant progress. It would maintain the best standards of ways of living, of conduct, of intellectual and moral culture. It, therefore, seeks to benefit, with others, the girl of small means. It has a moderate charge that it may reach the many. It seeks endowment

to enable it to do a better work for a larger number.

No more valuable contribution has been made to American life than has been given by the American college. It is an institution peculiar to America. Milwau-

kee-Downer is unique in Wisconsin. It differs from other colleges in being for women only. It differs from public institutions in freedom to act according to its best inspirations.

E. C. SABIN.

SHAKESPEARE PAGEANT.

THE SHAKESPEARE PAGEANT.

Plans for the pageant to be held on June 19 on the Campus northwest of McLaren Hall are nearing completion. The scenes are as follows:

AFTERNOON.

1. SCENES IN THE FOREST OF ARDEN.

Hunting Songs by a chorus of sixty hunters.
Blow thy horn, hunter
The hunt is up
What shall he have that killed the deer?
Under the Greenwood Tree.....Amiens
Mrs. Hester Adams Nisen
There was a lover and his lass.

The Banished Duke.....Otilie Kuehn
Jaques.....Mrs. Mary Kuemmel Baker
Rosalind.....Mrs. Faith Van Valkenburg Vilas
Celia.....Alice Haughan
Orlando.....Margaret Rowland
Audrey.....Frances Kennan
Touchstone.....Jessie Mabbott

2. WINTER'S TALE: THE SHEEP-SHEARING.

Autolycus.....Marian Ward
When daffodils begin to peer.
Jog on, jog on, the footpath way.
Clown.....Mabel Moore
Florizel.....Ruth Gutwillig
Perdita.....Mildred Hemsing
Dance and Singing: Shepherds and Shepherdesses.
Summer is ycumen in
Willy, prithe, go to bed.

3. SCENES FROM 1 and 2 HENRY IV.

THE BOAR'S HEAD TAVERN AT EASTCHEAP.

Hal.....Marie Lewis
Falstaff.....Hermine Foelske
Boy.....Catherine Munson
Nell Quickly.....Norma Karnopp
Doll Tearsheet.....Katherine McCurdy
Poins.....Margaret Bundy
Peto.....Adelaide Cummins
Pistol.....Letha Hoskins
Nym.....Bernice Fulton
Drawers.....{ Marion West
 { Ora Christianson

Shallow.....Barbara Watkins
Silence.....Bernice Lycin
Mouldy.....Dorothy Hurlbut
Feeble.....Amanda Zeisler
Wart.....Hulda Friedrich
Shadow.....Marion Fox
Bulcalf.....Lydia Andrae
Musicians: Songs—

Troll the bowl
Greensleeves.

THE REJECTION OF FALSTAFF.

Heralds, Trumpeters, etc.

Sergeant of the Mace.....Della Staples
Sheriff.....Lucile Davis
Chief Justice.....Dorothy Ledgerwood
Pages and Acolytes.
Knight of the Bath.....Ethel McDonald
 { Eleanor Hatton
Princes.....{ Frances McGovern
 { Ada Porter

Cardinals.....{ Elizabeth Schroeder
 { Alta Hansen
The Archbishop of Canterbury...Helen Kermott
King Henry V.....Marie Lewis
Chorus from "Henry V".....Edna Du Four

LONDON'S WELCOME TO HENRY V.

Lord Mayor of London.....Esther Cady
Aldermen.....{ Glenn Miller
 { Frances Terry
Mounted Noblemen:

Caroline Upham Helen Phillips
Gertrude Elser Mae Dickson
Alice Lull Mildred Hummel
Elizabeth Auer Mary Hackney
Margaret Fitch Katharine Green

Henry V, Mounted on Charger...Edith Courteen
Katherine.....
.....Mrs. Gertrude Nunnemacher Schuchardt

Chorus: God Save the King.
Deo Gratias Anglia.

EVENING.

1. MIDSUMMER NIGHT'S DREAM.

ACT III, SCENE 1.

BY THE SEMINARY.

Song: I know a bank.....{ Elenore Knoll
 { Eleanor Gausewitz
Puck.....Valeska Koss
Titania.....Anita Lasché
Peaseblossom.....Hildegard Luedke
MustardSeed.....Margaret Emmerling
Cobweb.....Jane Furlong
Moth.....Carol O'Brien
Bottom.....Marion Bullamore
Quince.....Anna Reed
Snout.....Erna Mayer
Snug.....Constance Kennan
Flute.....Margaret McDowell
Starveling.....Elizabeth Candee
Dancers.....Forty-eight Seminary Girls

2. THE MEETING OF ROMEO AND JULIET.

ACT I, SCENE 5.

BY THE FRESHMEN.

Romeo.....Majorie Gray
Juliet.....Mildred Wright
Beñvolio.....Sidney Sayre
Mercutio.....Marjorie Sexton
Tybalt.....Alice Gronauer
Lord Capulet.....Eleanor Dana
Lady Capulet.....Margaret Race
Maskers and Dancers

3. TWELFTH NIGHT.

ACT II, SCENES 4 AND 5.

Duke Orsino.....Rachel Horner
Viola.....Mrs. Frances Winkler Ogden
Sir Toby Belch.....Helen Sawyer
Sir Andrew Aguecheck.....Dorothy Ledgerwood
Fabian.....Esther Cady
Song—Come Away Death.....
Mrs. Hester Adams Nisen

Malvolio.....Herminie Foelske
Maria.....Mariele Schirmer

4. MUCH ADO ABOUT NOTHING.

ACT IV, SCENE 1.

Leonato.....Lois Latimer
Friar Francis.....Annabel Wood
Claudio.....Lorraine Haskin
Benedict.....Mrs. Sarah Kimball Carhart
Hero.....Norma Karnopp
Beatrice.....Mrs. Edith Chapman Tracy
Don Pedro.....Emily Kalvelage

5. THE TEMPEST.

PARTS OF ACTS IV AND V.

Prospero.....Vivian Hodgson
Ariel.....Frances Kennan
Ferdinand.....Edith Courteen
Miranda.....Marie Lewis
Juno.....
Ceres.....
Iris.....Ruth Gutwillig
Nymphs and Reapers.....Senior H. E.'s
Songs—Evelyn Hammersley
Elenore Knoll
Bessie Tainsh

6. PAGEANT: PROSPERO, AS SHAKESPEARE, BEHOLDS HIS OWN CREATIONS.

Henry V. and His People.
Chorus: Deo Gratias Anglia.
Shakespeare's Lovers.
English, French, Italian, Greek, Sicilian,
Roman, and Egyptian.
The Dead Hamlet.....Esther Reimers
"How should I your true love know?"
Fairies, Nymphs, and Shepherds.
Final Chorus: Shakespeare's 18th Sonnet.

General Director.....Miss Wilder
Music.....Miss Carpenter
Dances.....Miss Gooch
Seminary Episode.....Miss Voorhees and Miss MacMullen
Program.....Miss Brown

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MILWAUKEE-DOWNER

SHAKESPEARE PAGEANT

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Single Performance \$1.00
Both Performances \$1.50

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JUNE 19, 1916

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come on June 21,
4:00 P. M. and 8:00 P. M.

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- I STANDS FOR INVITING
REPAIR WORK FROM YOU.
- T STANDS FOR THIS IS THE
RIGHT PLACE TO CHOOSE.
- Z STANDS FOR ZEALOUSLY
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Afternoon Teas
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