

Religion Needed

Individual Responsibility Cannot Be Shifted to Others.

"What part, exactly, do we take in working out the religion of the world?" asked the Rev. William Pierson Merrill in Chapel, on Sunday evening, November 13.

"Are we able, by the strength of our souls, to master the giant mechanisms which we have released? Or will they eventually become the masters and we the slaves? The need for some kind of practical religion is great among the modern conditions of life.

"Where, then, can we find a religion to fill our present day needs? Most people feel that it is the problem of the Church and thereby feel their consciences freed from all responsibility. It is a characteristic of the age that people should strive to shift the responsibility from their own shoulders. Instead of gathering in groups to 'sing of an evening,' we turn on the radio. In short, we are becoming a people who are willing to sit back and let professionals do for us the things we have hitherto done ourselves.

"Religion and politics are two phases of life which must be carried on by the individual himself and cannot be shifted to someone else. There have been suggestions to the effect that the Rotary Clubs of the country are concocting 'an American religion for American people.' We hope this is not authentic.

"One of the greatest problems of religion is the fact that the young people of today feel they have no place in it. The fact is, however, that every educated man and woman has a sacred duty toward religion. Every one should work honestly with a sense of personal responsibility.

"The greatest guide for us in assuming this task is to realize that what we need is not a new religion, but a clearing up of the age-old and age-tried Christianity. It is not even decent for a man to receive an education, if he has not sometime before he graduates from college examined the facts about Christ and come to some definite conclusion concerning them.

True religion is what we need to conquer the massive forces of modern civilization.

Educational Clinic at Thorne School Thrives

The work of the Educational Clinic under the direction of the Education Department of Bryn Mawr College is being developed and extended. It has been sponsored this year by the Parents' Association of the Thorne School and is held on the first floor of Cartref, one of the school buildings. All the pupils of the Thorne School receive the benefit of individual examinations under the direction of this clinic, which also supervises the survey of educational attainment by group tests for the school. There will also be a general psychological service extended to all schools which will include the giving of individual examinations for purposes of educational guidance and placement. Analysis will be made of the individual disabilities of pupils who are having special difficulties with school work.

For Binet-Simon mental examinations the fee is \$15. For diagnosis of special educational deficiencies and prescription of remedies and for supervision of treatment, the fee varies from \$30 up in proportion to the time required. It is possible to arrange through the clinic for the administration of group tests, either with a view to reclassification of pupils, or for measuring their achievement in terms of standards determined for comparable schools. For the administration of group tests the cost will vary with the length of the test and the number of pupils. The charge for furnishing test material, for giving and scoring tests will be approximately \$1.50 for an hour test per pupil, and in proportion for longer tests.

The staff of the clinic includes Professor Agnes L. Rogers, Director, Professor of Education and Psychology in Bryn Mawr College; Miss Ella M. Gardner, Assistant Director, who will specialize in the placement of children in their proper groups for purposes of instruction and social adjustment, and Dr. Ilse Forest, Associate in the Department of Education, specialist in the examination of the pre-school child. In addition the clinic will have the services of a medical consultant and other special consultants. Miss Gardner will have charge of the usual mental examinations given. For special consultation Dr. Rogers and Dr. Forest will be available also.

DESCLOS ON MONET

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ested in "la beauté et la poesie de la nature," theirs was a desire for sincerity and scrupulous exactitude.

Hard to Gain Publicity.

In 1857 Monet went to Paris. There the artistic public opinion was moulded entirely by the conventional members of the Academie des Beaux Arts; such a man as Monet was forced to hold a private salon, or not get his works before the public. With Renoir the young artist set off for Switzerland and freedom. There they met Cezanne, Pissarro, and others, and it was this group of independent, truth-seeking painters who founded the Impressionist school. They were interested only in art, and each did his own technical research, so that, although fundamentally the work of the group expounded the same artistic theories, still each artist developed in his individual way. In 1874 the group held their first exhibition; the critics, of course, did not approve. However, by 1885 the battle had been partially won, and in 1888 Monet gave a private exhibition. Among the distinguished group who first recognized the merits of this work were Zola, Daudet, and Clemenceau, who was a life-long friend of Monet's.

The first period of Monet's work is that which shows the influence of Courbet and Manet. He paints interiors and portraits, in which the design and composition are excellent, and the colors rich. During this period, too, come his earliest landscapes.

Uses Only Six Colors.

In about 1876 we come upon Monet's great period of work; he has absorbed the external influences, and he reflects only the impressions which he has received directly. Too, Monet has now learned the secrets of light which are to impart the most individuality to his work. He uses only six colors, and still he is able to paint the white light which he realizes results from a combination of the fundamental colors. To pass from Rousseau to Monet, said M. Desclos, is to go from a dark hall into the bright open sunlight. During the second and third periods of his work Monet continues to experiment in painting sunlight, and he finally reaches the point where he is even able to paint the sun's rays. By means of "petites touches de couleur-pur" he gives to his pictures an unusual clarity; though he knows what the color of a thing actually is, he paints it just exactly as it appears to him. In order to do this he was forced to oppose all the technique of the period, and he traveled all over Europe studying directly from nature. His work portrayed not a place, but an instant.

In 1890 comes Monet's fourth period; this includes series of pictures in which he portrays the different aspects of one subject. In this work M. Desclos compared Monet to a musician; one color is to a series of pictures as the main theme is to an entire symphony. It is remarkable to see all the poetry and beauty which he is able to find in the most commonplace of objects.

The fifth of Monet's periods is also his last; here again his interest lies in the most fluid and immaterial of all things, light itself. In the series of pictures which are now contained in the Monet Museum his chief interest is in light as it is reflected in water.

In all, Monet is described as calm, profound, and "degage." His was a life consecrated to an ideal; in his search for beauty all tradition and convention are thrown to the winds. Monet penetrates to the significant and profound harmony of the beauty of day itself. This realist, who was also an idealist, studied the most fugitive aspects of life.

ALPHABET

CONTINUED FROM PAGE 1

written nearly two hundred years before Moses' time."

Twofold Importance of Discoveries. There are two reasons why these recent discoveries are of vast importance. In the first place, they prove that there were Semites who, two hundred years before Moses, were advanced enough to write, and write the Semitic language in dialect. And secondly, they throw a new light on the origin, and development of the alphabet. The Phoenician origin is now in dispute. It appears that the Phoenicians had, at least, some very definite assistance from an outside source.

The inscriptions are representative of the beginning of the Semitic alphabet, and date back five or six hundred years earlier than anything else hitherto known.

Need for Nurses

Work Is Not All Drudgery; Calls for an Interest in People.

"There is an enormous need in the work of preventive medicine for women with a higher education" said Miss Alice Taylor, who spoke in chapel on Friday, November 11.

One of the greatest oppositions to the increase in the number of college women who go into nursing is the fact that most students have a disagreeable idea of the work which nursing involves. This idea is not ill-founded. The former status of nurses has not been favorable to an enlargement of the number of workers in this field, although the present conditions are greatly improved.

The maternal death rate in the United States due to poor prenatal care is the highest in the world. Here is one of the greatest need for nurses. The mothers must be taught maternal hygiene, the right kind of a diet, and the necessity of getting enough calcium. A better background of Economics and Sociology for nurses would enable them to interpret the meaning of science in connection with their work. The college education is not, as some believe, wasted in this line.

Yale School Requires College Work.

The Yale School of Nursing has many advantages resulting from a scientific survey of the general situation of nurses needs. It has definite college requirements for entrance and a B. N. may be obtained after twenty-eight months training. The school is separately endowed from the university and yet it has the advantage of being situated in an excellent atmosphere. And finally, the school lays special emphasis on preventive medicine and health, which many of the older nurses' colleges do not.

One does not have to be a giant for drudgery to go into nursing. The only requisite is good health and a real interest in people.

Juniors Defeated

1928 Struggles to Outplay Initial Flying Start of 1929

The Seniors broke away to a flying start in Monday's play-off with the Juniors, and shot in four goals before the unhappy Reds had time to realize that the game was on. After this initial disaster 1929 came to with a jerk and battled gamely until the end. But the four-goal lead was too much, and the game ended 7-4 in favor of the Light Blues. It was a fast game, as class games go, but neither team as a whole distinguished

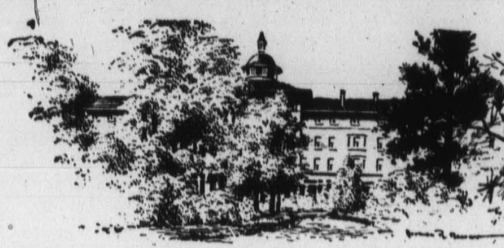
itself. The Blue forward line won the game for the Seniors, as their backs were unusually poor. Tuttle and Guiterman had marvelous team-work; Loites got off pretty runs, and Fowler at center played the best game of his career.

There were no outstanding stars for the Juniors, although their forward line also was much better than the defense, Wills, Friend and Humphreys all being excellent.

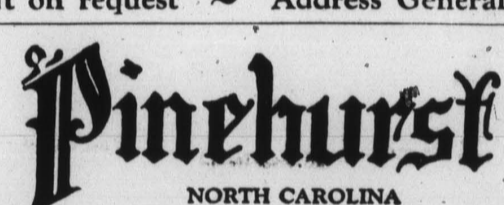
The line-ups were: 1928, Tuttle*, H. Guiterman****, M. Fowler**, A. Palache, B. Loines, C. Field, J. Stetson, J. Huddleston, E. Rhett, F. Bethel, A. Bruere.

1929: H. Wright, M. Packard, R. Wills****, E. Friend, Humphreys, C. Henry, K. Balch, E. Boyd, C. Swan, B. Freeman, N. Woodward.

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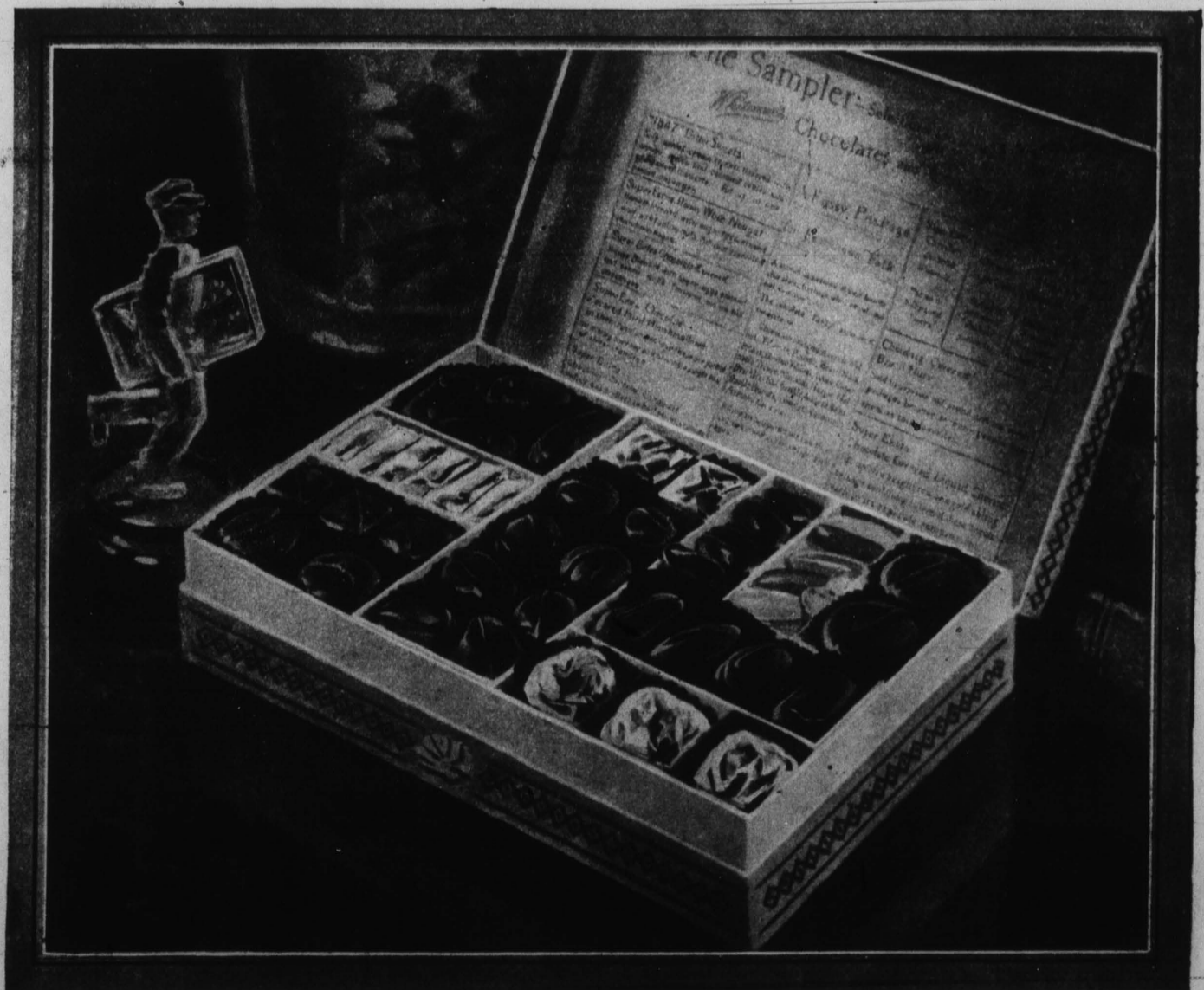
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