SUMMER SCHOOL IN DULUTH.

One This Year, If Sufficient Interest Be Manifested.

For some weeks past the project has been discussed of establishing this season a summer school in Duluth. No place could be better fitted to become a summer resort than Duluth, and it is also true that no place is better adapted to intellectual work in summer than Duluth. These two facts are enough to make it certain that a summer school will be opened here some day, and when we realize the unusual railroad facilities of the city, and the heavy travel expected this summer, the time seems ripe for at least a small beginning. The location of the Maynard school, accessible, yet removed from the heart of the city, the attractiveness of the building, and the unsurpassed views from its spacious verandas, leave nothing to be desired as to the home of the new project. Miss Jones has been in correspondence with certain officers of Chautauqua, probably the oldest of summer schools, and with certain of the faculty of the University of Chicago. Bishop McGolrick gives the enterprise his heartiest support, while Mr. Greatinger and some others feel that it will do great things for Duluth.

Before final steps can be taken, however, it will be necessary to gain some idea whether Duluth would welcome such a movement, and whether a sufficient financial support can be given to make even a beginning possible. If in the city, Bishop McGolrick has most generously promised to conduct a class for the study of Dante, and it is possible that Professor Woolman may be persuaded to take a class in local geology. Miss Jones might also offer a course of botany lectures, if such a line of study proved attractive. As plans are perfected, it would be more desirable to call upon Duluth to furnish leaders for other lines of study as well. If outside talent is in demand, there is a large variety of subjects from which to select. Dr. N. P. Rubrakam, of the University of Chicago, might be secured to lecture on “Browning.” He has conducted several courses this past winter in various cities, and if one can judge by press notices and the fact that he has in each case been re-engaged for next season, he is a man who could open to us the riches of the post-prophets of our day.

It is also possible that we might tempt to Duluth Dean Marlon Talbot, the second, if not the first, living authority on domestic and sanitary science. A course of lectures from her would give many a careful housekeeper the knowledge to do more for her family than she now dreams possible. Then who would not enjoy browsing with Mrs. Zella Allen Dixon in the great libraries of the world, and examining through her eyes the rare manuscripts which are so carefully treasured in the safest repositories. It would certainly be a pleasure to a lover of books to avail himself of this opportunity of gathering without labor the many bits of book information which are so rarely brought together. Many Duluth people may remember with gratitude the fact that Mrs. Dixon, by her timely assistance, gave Duluth its public library at a time when there seemed a possibility of losing it.

Such outside talent could only be secured for the first two weeks of July, and, therefore, if the project is undertaken, it would seem best to arrange the work for the five school days of these two weeks. Classes could be held in the afternoon or evening, according to the desire of those in attendance. Course tickets for the ten appointments would be sold for $2.50. If those interested in either of the courses will inform Miss Jones, she will at once take the necessary steps to complete the plans. To secure outside speakers it will be necessary to proceed at once.

Duluth Evening Herald.
May 7th, 1898.
The University of Chicago Library,
Chicago, Ill., May 26, 1898.

The last lecture of the Library course will be
given by Zella Allen Dixson in Haskell Museum Assembly room
May 31st, at 8 o'clock. It will be an illustrated lecture entitled,
"A Literary Pilgrimage."
Open to all interested.

On Tuesday evening, May 10, the University Extension Classes in Li-
brary Science were tendered a very pleasant reception by their lecturer,
Mrs. Zella Allen Dixson, at her home, 5600 Monroe avenue.

UNIVERSITY OF CHICAGO.

Prof. Walter R. Betteridge, of the Rochester Theological Seminary, is vis-
iting the University this week as the guest of his sister, Zella Allen Dixon.

The last lecture of the Library course will be given by Zella Allen Dixon, in
Haskell Museum assembly room, May 31st, at 8 o'clock. It will be an illus-
trated lecture, entitled "A Literary Pilgrimage." Open to all interested.

Mrs. Zella A. Dixson, who has been spending several weeks in the
East, returned home Mon-
day. She left Tuesday for Columbus,
where she will deliver a course of lec-
tures before the Library Summer
School.

On Friday evening, March 9, Associate Libra-
rian Zella Allen Dixson gave an illustrated lecture on "Charles Kingsley"
before the members of the three divisions of her class in library science;
the object of the lecture being to show the repro-
duction and influence of environment upon an
author's work.

The news of the death of Henry
C. Stilwell was received with great re-
et by the Denison colony in Chi-
ago. Mrs. Zella A. Dixson went to the
funeral as a representative of the fac-
ulty, and Mr. Bruce Kinney carried
the sympathy of all us, as the repre-
sentative of the Denison Club. As
with T. H. Cunningham, of 1891, Mr. Stilwell was just beginning his
study with us, when all his hopeful
plans for life work were ended by his
death. A sterling character, earnest
and energetic, the world is the poorer
because of his departure from it.
Mrs. Zella Allen Dixon, librarian of the University of Chicago, will occupy the pulpit at the People’s church to-morrow. Those who are familiar with Mrs. Dixon’s work in the Public Library field are confident that she will have some thoughtful message on whatever subject she may speak.

Aurora News.
Aurora, Ill.
June 4th 1898.

—Sunday morning June 5th in the absence of the regular pastor Dr. William Colledge, Prof. Zella Allen Dixon occupied the pulpit of the People’s church, Aurora, Illinois. The subject of the discourse was “The Intellectual Environment of the Citizen.”

Granville (O) Times.
June 9th 1898.

POPULAR PREJUDICE, THE CREATION OF IGNORANCE

A Scholarly Paper Read at the Peoples Church by Mrs. Zella Allen Dixon.

Mrs. Zella Allen Dixon, general librarian of the Chicago University occupied the pulpit of the Peoples church yesterday morning in the absence of Dr. W. A. Colledge. Dr. Colledge has gone to the State University of Kansas, where he yesterday delivered the baccalaureate sermon for the graduating class of 1898.

Mrs. Dixon’s paper, for it was not a regular sermon, was a psychological treatise of the subject, “Popular Prejudice.” The prejudices of the world were reviewed according to their development and prejudice from its simplest form to its final growth into insanity was carefully analyzed. It was a scholarly paper, imbued with a plea for more liberal thought and more generous religion.

In part Mrs. Dixon said:

“Religious ideas are of all others the most far reaching and the most deep set. People throughout the ages have formed their religious opinions not from truth or a systematic reasoning but from the prejudices of their ancestors, the narrow path in which their elders have trod. And while it is true that religion has not been persecution, yet religious prejudices have been the cause of the most horrible persecutions of the past.

In the industrial world prejudice has been the cause for as much suffering as it has in the tabernacle of religion. Prejudice presents itself in the deep rooted feeling that is a degradation to labor. This antipathy to labor would seem to have arisen from a totally wrong idea of work. The cruel treatment of the laborer of the past ages has cast through the history of the world this feeling of degradation. The necessity of labor is considered the stamp of shame. The worker often feels that he has been assigned to the lowest plane in the world; he does not realize that the result of his work is the influencing force of history.

“Today labor is much wiser but the prejudice still exists. It pits the laboring man against the capitalist instead of against the machine as in some former years.

“In society we find prejudice exhibiting itself in caste. Europe is plainly divided into social classes and in America, the land founded upon personal and religious liberty, where all men are supposed to be born free and equal the prejudice is as boldly selfersive. We find it plainly noticeable in the separation of the poor and the rich.

“Popular prejudice has fought the onward march of culture with the knowledge that the life of culture meant its death. In the dark ages education was treasured up in the monasteries with religion. The battle between the church and the world for the possession of learning was fought long and bitterly but the world conquered. Colleges and universities for the education of the rich were built and later still free schools and public libraries were established for the education of the common people.

“Prejudice of whatever date or race has lead a common origin. It is the creation of ignorance and everywhere knowledge has been its conqueror.”

Aurora News.
Aurora, Ill.
June 6th 1898.

Mrs. Zella Dixon, whose able discourse at the Peoples church, Sunday morning, was highly appreciated by her audience, was the guest while in Aurora of Mr. and Mrs. James Shaw.

Aurora Daily Beacon.
Aurora, Ill.
June 6th 1898.
In the absence of the regular pastor, Dr. William Colledge, Prof. Zella Allen Dixson occupied the pulpit of the People's Church, Aurora, Ill., Sunday morning, June 5. The subject of the discourse was The intellectual environment of the citizen.

Public Libraries.
July 1898.

**Current Events.**

On Monday afternoon, May 9, Associate Librarian Zella Allen Dixson delivered a lecture to the teachers of the Charles Kosminski School on the subject: "How to obtain the greatest good from a library."

Univ. of Chicago Record.
May 20th, 1898.

**UNIVERSITY OF CHICAGO.**

On Monday afternoon, May 9, Zella Allen Dixson delivered a lecture to the teachers of the Charles Kosminski School on the subject, "How to obtain the greatest good from a Library."

Chicago South Side Sajings.
May 21st 1898.

On Monday afternoon, May 9, Zella Allen Dixson delivered a lecture to the teachers of the Charles Kosminski school on the subject, "How to obtain the greatest good from a Library."

Univ. of Chicago Weekly.
May 19th 1898.

**Current Events.**

On Monday afternoon, May 9, Associate Librarian Zella Allen Dixson delivered a lecture to the teachers of the Charles Kosminski School on the subject: "How to obtain the greatest good from a library."

Univ. Record.
Vol. 3 p. 51. (May 20, 1898.)

The University of Chicago Library.
Chicago, Ill., Apr. 30, '98.

[Paragraph cut off, not transcribed]

Dear Friend: I am preparing a course of illustrated lectures on the Libraries of America, and should be glad to mention your library. Will you kindly send me at once photographs showing interior and exterior views of your building together with any facts of special interest.

Sincerely,

ZELLA ALLEN DIXSON.

[Paragraph cut off, not transcribed]
Books for a Sunday School Library

A plan which will likely prove effective in collecting a good library has been put in operation at the Hyde Park, Chicago, Sunday school. A list of 300 selected books has been prepared at the library of the University of Chicago and distributed, with the request that those receiving it will report at once to Mrs Z. A. Dixson the names of the books which they may be depended upon to furnish the library. The list is a very good one, and if adhered to will provide the Sunday school with a library very different from the usual ones found in such places.

Public libraries.
Feb. 1898.
STUDENTS' CLUB HOUSE, UNIVERSITY COMMON AND MANDEL ASSEMBLY HALL.
REMINISCENCES.

Denison in the Minds and Hearts of Those Who have Best Known Her.

C. F. CASTLE, '80.

My recollection of Denison is that it is a college where men work hard, form lasting friendships with noble men and women, learn to know men unerringly, and so become fitted for leadership in life's battles. I know of no better preparation for life than that given by colleges like Denison. The years that I spent there, amid peaceful surroundings and in a spot of unrivalled beauty, I remember as the most pleasant and profitable of my life. To the wisdom of my parents in sending me to Denison I attribute whatever success in life has come to me. Long live alma mater.

J. W. MONCRIEF, '73

I have many pleasant memories of delightful days spent at Denison. My class had the last work of the masterful and inspiring Talbot. It was also good to come into touch with such men as Marsh and the Stevens, father and son, whose influence upon young men was strong and uplifting. Later on it was my privilege to be a yoke-fellow on the faculty with several of the present members whose lives and faithful services are pleasantly recalled by all loyal Denisonians. Granville has always seemed to me to be an ideal place for a college. Its charming scenery, its pure air, its calmness, its good people and its shades are all peculiarly conducive to study and character building.

ZELLA ALLEN DIXON.

My official connection with Denison University began in the summer vacation of 1887 when I was called there to put the library on a thoroughly modern basis. A double card catalogue of authors and subjects was made, the books closely classified by subjects on the shelves, printed subject labels placed throughout the stacks and a quick and accurate changing system introduced. The library had been so long destitute of funds that its condition was ideally bad. Nothing but a long acquaintance with the collection could render valuable the material it contained. After the cataloguing was completed it was possible to show in a moment of time the absolute resources of the library on any given subject, including not only the books but all references bound up in other works. During the year that followed the modernizing of the library over 1000 more volumes were drawn out than during the same months of any previous year, and this, in spite of the fact that the library, having no regular librarian, but being in charge of an overworked professor, was open only three hours a day. At the June meeting of 1888 the Board
of Trustees decided to have the library open eight hours a day and in charge of a trained librarian. In the fall of that year I once more came to Granville to fill this position. The two years of work for the Denison students is the "brightest picture on memory's walls." Their response to the efforts to assist them in their research work was hearty and full of appreciation, and Granville and Denison University represent to me today some of the pleasantest experiences of my professional life.

F. J. MILLER, '79.

I am very glad indeed to contribute a statement for the special Alumni number of the DENISONIAN with reference to my appreciation and memory of Denison. The influence of the college began with me very early in life, before I entered it for active work. It furnished inspiration to my boyhood days, which I think I have never lost. The influence of the personality of such men as Samson Talbot, John Stevens and others is hard to estimate; and I know that ever since my young days these two men have stood as intellectual and moral landmarks; and because of them, and those under whose influence I came more immediately in college itself, Denison has always stood to me as an exponent of high ideals in living. If I had gotten nothing else than this, I should consider that my college days had been richly endowed. I cannot refrain from mentioning with gratitude the President under whom I spent my four years of college, E. Benjamin Andrews, who won from me, as I believe from every student who has ever been under him, unstinted admiration and affection.

CHAS. CHANDLER
(Formerly Professor of Latin at Denison.—Ed.)

I look back with great pleasure and satisfaction to the years spent in Granville. They revolutionized my ideas as to the opportunities and possibilities of the small college. I came to revere the spirit of devotion and aspiration shown by the men who had founded our institutions there and the men who had stood by those institutions during the earlier and darker period when so many good people in our denomination had narrow or false ideas as to higher education. I learned to admire and esteem the self-sacrificing business men and religious leaders who so wisely managed our schools in Granville. Not all Ohio Baptists have always appreciated how much it means for an institution to have such a Board of Trustees as Denison University has had. I found in the schools of Granville and in the village itself a religious and intellectual atmosphere highly conducive to the spirit of hard, persistent, conscientious labor,—a spirit absolutely essential to every true student and to every true teacher.

God bless Granville. Her schools have done a great and glorious work. May they continue to grow in numbers, in opportunities, and in influence. Floreat Universitas Denisonensis! Esto perpetua!
FOSTER HALL.
(Woman's Dormitory.)

HASKELL ORIENTAL MUSEUM.
order. This forms the card catalogue of subjects. There is also a catalogue of authors, consisting of similar cards arranged in the alphabetical order of the authors' names. If, then, we wish to draw our Macaulay's History, we have two ways open to us, we may look in the "author catalogue," under Macaulay's works, and find the "classification number" of the book sought, or, we may look in the relative subject index—a book always near the card catalogue, and consisting of an alphabetical list of the subjects and divisions under which the library is catalogued—and finding English History to be numbered 942, we look in the card catalogue of subjects, or on the shelf for the special book wanted.

But if we wished, not some special book, but information on some special subject, we would again go the "relative index" and, finding the number of the division in which the subject occurred, would then look in the card catalogue of subjects, where, under this number, we should find references to all the information in the library on that subject. For, in arranging the catalogue all the books are looked through, and any incidental treatment or discussion of any subject, other than the principal subject of the book is noted. If only one subordinate subject is treated, two cards are made out for that book, one of which is put in the regular position in the card catalogue, of the principal subject, and the other marked in red ink, with the number signifying the subordinate subject, and placed in the proper numerical position of the red ink number. If, for instance, a book on astronomy gives a discussion of the laws of optics, two cards would be made out with title, author and number of book; one would then be put in 523—the division on astronomy—and the other would be marked in red ink, 535, which is the number of the division on optics, and placed in 535, in the card catalogue. This is called a cross reference. For

readers. The entire collection of books is regarded as a unit, which is then divided into the ten grand classes or divisions: 0. General works, 1. Philosophy, 2. Religion, 3. Sociology, 4. Philology, 5. Natural Science, 6. Useful Arts, 7. Fine Arts, 8. Literature, and 9. History. Each of these is then divided into the ten most natural and obvious divisions, and these again divided and subdivided to an extent determined by the amount of material in the library on that subject. A book may then be easily classified, as for example: Macaulay's History of England. It would first be seen to belong under grand division 9, or History; then under division 4, of History, or European History, and under section 2, of European History, or English History; then, for brevity, we may classify and number our book 942. Hence the numbers come to have a definite mnemonic value. But as there may be many histories of England, we may distinguish them by the initial of the author's name, when our book might be marked 942 M.; or we might carry our analysis further and make still finer subdivisions.

It will now be evident that the mere arrangement of the books on the shelves in numerical order will classify them on the basis of subject matter. Hence, the number of a book gives at once its location and subject.

In the process of classification a card is made out for each book, bearing the "classification number," title and author of the book. These are then arranged in a chest of drawers in numerical, and hence, logical
the sake of a working example let us follow up the information in the library on the Norman Conquest. First, we should look in the relative index for Norman, under which we find the subdivision, Norman Conquest, numbered 942.02. Then looking in the card catalogue we find "Freeman's History of the Norman Conquest," Thierry's History of the Conquest of England by the Normans," and "Freeman's Reign of William Rufus," treating directly of the conquest as their main subject. We also find by the cross reference cards marked in red, that the following books treat, at least to some extent, the Norman Conquest, its causes or effects; Hume's History of England, Knight's History of England, Ridpath's Universal History, Taine's English Literature, and half a dozen more.

When ready to draw a book, go to the charging desk, take from the pocket in the back of the volume, the "book card," enter the date in the first vacant square on the left, and in the next square to the right, your own initials; leaving this with the librarian, it is filed under your own name, thus charging the book in your own hand writing. There is also kept at the desk a card in your name, on which is entered the date and the number of the book. Thus your card, which is kept by the librarian, will always show instantly how many, and what books you have read; or a glance at the "book card" will show the record of the book—just how many, and who have read it. On returning the book, simply leave it at the desk of the librarian, and he enters in the next vacant square of the "book card," the date of the return.

There are a few other points of convenience which might be mentioned. In the case of authors known under one or more pseudonyms, the works are catalogued under the most familiar names, and the others are placed on cards, with a simple reference to the principal name, and put in their proper alphabetical places in the author catalogue. Thus, Mrs. Cross wrote under her maiden name, Miss Marion Evans; after her first marriage, as Mrs. Lewes, and under the nom de plume of George Eliot. Her works are catalogued under the last name. Looking through "C," in the author catalogue, you will find a card on which is written, "Mrs. Cross, see George Eliot." The other names are arranged in the same manner.

The "book plates" on the inside of the cover contain numbers stating the subjects of the cross references in that book, and the pages on which they are found. Thus, in Carlyle's "Heros and Hero Worship," the numbers on the plate are, 940, indicating that General History of Europe is treated of; 940.7, History of the Reformation. 285.9, Puritanism; 297, Mohammedanism; 291, Comparative Mythology; 293, Northern Mythology; 290, Paganism, and each reference is plainly marked with the page of reference opposite.

Although the system seems rather complicated, the work is only for the classifier, and the student finds it already done for him, and is able to follow up a subject more fully than would be possible on the old plan. The system is so complete, and yet so simple and accurate in its workings, that it is of great value to any one filing away a great many papers, collecting clippings, notes, &c. It is only necessary to systematically divide the subject of study, and denote each division by a special figure—co-ordinate divisions by numbers of the same order, and subordinate divisions by a lower order. If each note, as taken, is numbered, they may be put away in the utmost disorder, and any one who can count and read figures can arrange them in numerical order, and your collection will be classified according to your original analysis of the subject.

Denison Collegian.

September. 1897.
Zella Allen Dixson, Librarian of the University of Chicago.

BY VIOLA PRICE FRANKLIN.

Regular Correspondence OVER THE TEA CUPS.

IN THE LIBRARY.

From the oriefs one by one 
Slowly fades the setting sun; 
In the twilights' crimson glow 
Dim the quiet aleaves grow. 
Drowsy-lidded Silence smiles 
On the long—deserted aisles; 
Out of every shadowy nook 
Spirit faces seem to look; 
Some with smiling eyes, and some 
With a sad entreaty dumb; 
He who shepherded his sheep 
On the wild Sicilian steep, 
He above whose grave are set 
Sprays of Roman violet; 
Poets, sages, all who wrought 
In the crucible of thought.

By Clinton Scollard.

It is with such spirits that the talented librarian of the University of Chicago holds daily communion, "closer than our earthly speech," and the inspiration coming from breathing such an exalted atmosphere ennobles a life whose greatest enjoyment is found in that Christlike motto, "Not to be ministered unto but to minister."

Mrs. Dixson has won renown in many different ways. She has the distinction of being the first woman library expert in the world. She is also the first woman lecturer on "Library Science," and the first to give courses in an university extension department. Many valuable methods of library work have been originated by her. Indeed her originality is something wonderful, when all her improvements in ways of managing are considered.
Unusual interest attaches to the fact that Mrs. Dixson is a lineal descendant of Joseph Addison, the English essayist and poet. Her mother was an Addison. Her facility in writing, ease of expression, and love for literature, are all derived from her honored ancestor. That she finds all literary and bibliographical work so natural and easy, she attributes to her inheritance from this charming stylist of the Queen Anne Period.

What looks very much like a coat of arms, adorns her books in her private library. Resting on a table is the bust of Minerva, while at the right hand is a burning lamp, and on the left an open volume, by a globe. Surrounding her monogram is entwined a wreath bearing her name in full, while just above it, is the family name engraved on a tablet.

It is very interesting to trace the steps of such a successful career, for Mrs. Dixson is a woman so fortunate as never to have known defeat. Her birthplace was Zanesville, Ohio, where the family lived on Merino Farm in the summer, but in the city during the winter. The following incident of her childhood foretells her future. When only three years old, and she and her brothers and sisters had to wait for the second table, at dinner, it was Zella’s custom to run to the closed door and eagerly open it. Her father, in after years, often said that thus she foretold her mission in life—to open the closed doors for women.

Her education consisted of the completion of the high school course, followed by study at Pritnam Seminary. At the age of sixteen she went to Mt. Holyoke, where her love for literary work soon manifested itself in shaping her course of studies. It fell to her portion, as one of her daily duties, to render some service in the library, and here her future life-work was begun.

While a student at Mt. Holyoke, Mr. J. E. Dixson of Boston, won this bright young lady for his bride. Their married life was as brief as that of Rosetti’s—only two years and its cycle was run. Thus early left a widow, Mrs. Dixson decided to choose the work of a librarian for her life mission. She says that she was attracted to this on account of her literary taste, but especially because the missionary side, that of reaching out and helping other people, appealed so strongly to her.

About this time Mr. Melvil Dewey of Columbia College, New York, gave to the public his system of classification for libraries, which made a revolution in methods of work. During a correspondence with him concerning this system, Mrs. Dixson was invited to come to Columbia College, and study the same under the author himself. Thus was this future librarian given unusual facilities of becoming a distinguished worker in her chosen profession, and much of her success grew out of this personal training under Mr. Dewey, first as his private secretary, then as assistant librarian of Columbia College. After one year of work on this staff, Mrs. Dixson fully decided to become a library expert, being the first woman to attempt to fill such a responsible position.

Vast and manifold was the assistance given to the libraries which Mrs. Dixson visited in her travels from place to place. Now she would be called to straighten out a mass of chaotic matter into a well classified library, then some public-spirited woman would call her to lend the inspiration of her presence and her earnest words to them, in their endeavor to found a public library in their little town. Everywhere that this gifted benefactor happened to visit, there added zest and great enthusiasm were given to the cause. In this work, about thirty large and influential libraries were established, among these the following are typical, that of Denison University, The Duluth Public, Kenyon College and Baptist Theology Seminary.

Returning from this tour, rich in experience, and awake to future needs, Mrs. Dixson decided to start a training school for librarians. As a result of this beneficent work, about fifty librarians were equipped with such qualifications as made them easily win positions of great trust and hold them, giving the best satisfaction. This scheme originated with Mrs. Dixson, and it was certainly a marked advance over the old method of having some one appointed to the responsible position of librarian, and “stumble” into the secrets of her official duties as best she might. Out of this grew the many courses in Bibliography, to be found at numerous colleges today. It was certainly a most wise and beneficent innovation, and very characteristic of Mrs.
Dixon's life, carrying out her favorite motto to minister unto others. It may not be generally known that the demand for trained librarians far exceeds the supply. Hearken ye overworked and harassed school-teacher, here is an open door inviting you to greener pastures and more agreeable work, where you may attain to the highest ideals of your life, in environments conducive to the development of the best of your nature, and to make your life, one of great benefit to the world.

Apropos of this, it may further be stated, that Mr. Dewey said in connection with the school for training at Columbia College, established January 1887, that he believed in employing women and those who had a college education were preferred.

Mrs. Dixon insists that at least one language besides English is essential, and that the qualifications for success are primarily a self-sacrificing disposition, enthusiasm for the work and tact. That the applicant should further have "a decided bent for bibliography, and interested not only in finding a certain book for a reader, but failing to find the one desired, induce him to take a better volume. Women's carefulness as to detail, and a certain housekeeping quality inherent in them, fits them especially well for these positions."

That Mrs. Dixon fully exemplifies the above qualifications, all who know her bear witness. But I must resume her history after this digression. In 1887, she was called to Denison University as librarian, and since then has devoted herself exclusively to university libraries, coming to the Baptist Theological Seminary, from which she was invited to her present position.

For eight years Mrs. Dixon has been on the salary sheet of this great university, being in truth one of the "old timers" for her appearance dates one year previous to the opening of the university. Dr. Harper never showed more unerring wisdom or characteristic judgment, than in the choice of this talented woman, and his generous appreciation of her ability, manifested in, according her the salary of an assistant professor, $2,500 a year, and giving her faculty rank, is worthy of commendation. Those college presidents who have not as yet attained to that high plane, whereon they are willing to grant "equal pay for equal work," to women may well learn of this progressive president who, it may surely be stated, has never had the slightest cause to regret such a noble action.

It would take a book to explain Mrs. Dixon's improved methods of work in this almost ideal library, but that must be reserved for some future occasion. It is the marvel of the assistant librarians how their leader accomplishes so much work. She attributes her unusual energy to the fact that she has always provided herself with a beautiful home into which she can retreat after a day's hard toil, and find repose and inspiration. Vastly better is this habit than to stint one's artistic life, by existing merely in one room or "a trunk" as many do and then wonder at their devitalized energies and lack of ambition. Another potent faction in her accomplishing so vast an amount of work is given as her ability to interchange work. She rests from an onerous task by changing to a congenial one. By taking pleasure in varied occupations, she succeeds in keeping her mind eager and alert all the time. Enthusiastic in the work of the moment, she never fails to make it a success, because she believes in it so thoroughly.

An acquaintance with Mrs. Dixon reveals many accomplishments not usually associated with the work of a statistician or cataloguer. She finds as much delight and enjoyment in taking pictures with her camera, as does Alice Longfellow in catching the varied beauty of the restless waves of the ocean. Her pictures are also finished by her own deft touches. Many souvenirs of the scenery of author's works and the landscape around their homes adorn her beautiful cottage. Then her artistic temperament finds expression in exquisite china painting, that charms by its sweetness and delicacy and she also finds pleasure in wood carving. It is not such a marvel when all this is revealed, that one so alive to all that is best and noble in life, should find only four or five hours of sleep necessary. Her best literary work is accomplished at night, or in the early morning hours. Much interest is also taken in botany, while her work as an author is of unusual value.

During her summer vacation she retires to her beautiful Wisteria Cottage, at Granville, Ohio, where the environ-
ments are so restful and inspiring that
she finds great enjoyment in produc-
ing literary work, from which she is
precluded, when in the performance of
her duties as librarian of a great uni-
versity. Indeed Mrs. Dixson says if it
were not for Wisteria Cottage, her
books would never have been written.
Here is her large library which had
the distinction of receiving honorable
mention in a book published this year
at Leipzig, entitled “Private Libraries
of the United States and Canada.” Its
especial features are Bibliography,
History of Libraries, and Biography
and in books about Women, resembling
that of T. W. Higginson’s in this
respect. While not a so called biblio-
maniac, yet many rare and valuable
books constitute her “Treasure trove.”
Her library is made very useful by
its perfect index. She has for many
years set apart a portion of her salary
for increasing her library.

In this delightful study, overlooking
a beautiful valley, three books have
been written. One that will be of in-
valuable assistance to all students of
English literature is “A Comprehensive
Subject Index to Universal Prose
Fiction;” soon to be published by Dodd,
Mead & Co. Another is a Cataloguer’s
Manual of Authors Names, of especial
help in the study of bibliography.
Then her essays on Library Science are
of such a practical nature as to be a
necessary manual for every librarian
who wishes to become proficient in the
art of handling books.

At some future time I shall be
pleased to review the first mentioned
book, knowing how helpful it will
prove to the many club women as a
time-saver, in their search after infor-
mation. My space will not permit
further description here.

Mrs. Dixson is a good illustration
that it pays to prepare oneself for her
life work. Her foundation was laid
broad and deep, and to that fact the
success of the magnificent superstruc-
ture is largely due. One year was
spent studying library methods and
rare books in the British Museum in
London. While abroad she familiar-
ized herself with many of the large
libraries of Europe. Afterwards she
travelled through Canada and Mexico,
for the same purpose. Wherever a
new method or suggestion is met with,
her original instinct molds it at once
into something larger and better, and
brings it to bear on her future work.
That Mrs. Dixson is in every way an
up-to-date woman, must not be forgot-
ten. She is an active worker in the
Federation of Women’s Clubs. The
Chicago Women’s Club, the College
Alumnae, and President of the Mt.
Holyoke Association for the northwest.
Her cleverness and versatility make
her a valuable acquisition to any or-
ganization. While her sunny disposi-
tion and rare tact win for her hosts of
friends. All her coworkers refute the
notion that “it is difficult to work un-
der a woman.” Those who know her
best say that they enjoy the utmost
freedom in their work, and that the
librarian ever encourages deserving
ability.

There are so many characteristics of
a model librarian that might be given,
that it is difficult to choose, but one
quite marked is her grasp of the whole
of any situation. No entering wedge
can be intruded without its significa-
cance being noted. Equal to any
emergency, like a true master of the
situation, nothing daunts her spirit.
Troubles are never settled until settled
right.

During the past winter her lectures
in the University Extension depart-
ment were marked by unusual success.
Instead of the customary falling off in
attendance towards the end of the
course, Mrs. Dixson’s classes invari-
ably increased in numbers. During the
summer, she has been invited to give a
course of public lectures at Columbus,
Ohio.

The university is fortunate in hav-
ing a librarian possessing peculiar pow-
er to make the library a center of in-
tellectual life, and one whose reputa-
tion, as one of the best informed li-
brarians in the country, is widespread.
Her influence is as beneficent as that
of any professor’s, for she keeps in
touch with the many student frequen-
ters of the library, and interests her-
selves in suggesting helpful courses of
reading. To come in contact with
such a cultured woman is truly “a Lib-
eral education.”

“Blessing be; God made her so,
And deeds of week-day holiness
Fall from her noiseless as the snow,
Nor hath she ever chanced to know
That aught were easier than to bless,”
No! She only rested.

Till the cold was over

That she might gain the vigor

Which she lacked before.

She came forth in new garments,

Of fresh and living green.

And grew among the flowers.

The fairest that was seen.

So she got up bravely.

Year by year, to the Right

And grew in height, and

And clothes the simple leaf.

And gave the cove the bread.

And saw that she was fair.

Yet did she get another

And did the rose its sleep.

And the white leaves began, and

And live again the same.

And each its bud did rise;

While every voice was lifted

To join a song of praise.

Soft she called the flowers.

Each one by its name;

To wake them from their slumber.

And live again the same.

And each its bud did rise;

While every voice was lifted

To join a song of praise.
## FICTION

(Consulted.)

**Chosen, Edited and Graded**

...BY...

**Zella Allen Dixson, A. M.,**

Associate Librarian of the University of Chicago, Lecturer in Bibliography in the University Extension Division, Instructor in Library Science in the College for Teachers, and author of "Index to Universal Prose Fiction."

For list of "Best 200 Novels," "Twelve Greatest Writers in Fiction," "Suggestions for Systematic Leisure Reading and Study," see articles at the close of this department by the Editor, Zella Allen Dixson. Lists of the more important "Historical Novels," are given in connection with the Histories of the Country and Epoch which they bear upon.

For further and fuller description, the name of the Publisher is given in parenthesis, after name of each author and book. For explanation of the System of "Grading Marks," see "Key," page 6. All Books are Cloth Bound, unless otherwise specified.

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**NOTE.** Many of the Books listed under authors in Fiction, are also listed separately and in cheaper editions, under "Library Edition of Standard Literature," "Gilt Top 12mo.," "Alpine," "Handy Volume," and "Phoenix" Editions, which see. The different page numbers given after name of each book in the Index, indicate the different editions in which it can be supplied, and by looking these up, a choice of editions and prices is afforded.

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(Continued.)
TWENTY-TWO PAGES
NOT SCANNED
ESSAYS.

(Copyrighted)

Chosen, Edited and Graded

BY...

Zella Allen Dixon, A. M.,

Associate Librarian of the University of Chicago, Lecturer in Bibliography in the University Extension Division, Instructor in Library Science in the College for Teachers, and Author of "Index to Universal Prose Fiction."

For further and fuller description, the name of the Publisher is given in parenthesis, after name of each author and book. For explanation of the System of "Grading Marks," see "Key," page 8.

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LIBRARY ECONOMY

Zella A. Dixson, A.M., Libn. of the University of Chicago, offers three courses in library Economy:

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Mrs. Dixson may be consulted on Sat. Oct. 2, at 2 P.M. in Cobb Hall, Room 5 B.


Class Study Dept.

The University of Chicago

MY DEAR SIR:

BOARD LIBRARIES, LABORATORIES
AND MUSEUMS

will hold its regular meeting in the Faculty Room, on Sat.

OCT 30 1897 8:30 A.M.

FRANCIS W. SHEPARDSON,
ACTING RECORDER.
The Library Class of the University of Chicago.
(From the standpoint of one of its students.)

The University of Chicago has recently taken a new departure in its extension work. In answer to a constantly growing demand, a class in library science has been formed in charge of the librarian, Mrs. Zella Allen Dixson. The work offered is of such a character that it will be warmly welcomed by the general public when the full scope of the course is appreciated.

The library movement, as a progressive social and educational factor, is so new that librarians who have only had a technical training, may fail to realize the opportunities offered in their profession. A knowledge of its history and development gives a broad foundation for any profession, but is just what an ordinary training school does not impart. As every state has library laws, a knowledge of legislation in regard to libraries is valuable, while general information as to the world's great libraries and an understanding of opportunities and requirements in advanced training of librarians is most essential. Mrs. Dixson aims to give a background for library science, a general view of the work involved and its relation to other movements. To a librarian who wishes to make the most of his work, such a course is necessarily suggestive.

I have been asked why I am taking the course as I have no intention of becoming a librarian. I would answer this question from several standpoints. A student must always make use of libraries and should not be dependent upon attendants. A knowledge of the technique in classifying books is valuable, as well as a knowledge of books as part of a great profession. The more a student knows of the scientific arrangements of a library, the better use he can make of it. There are innumerable helps—brain tools which have been devised—of which the most painstaking student is often unconscious. Any information which will make more work possible because unnecessary work can be avoided, is certainly desirable.

On the other hand, every well-equipped college graduate who wishes to lay a broad foundation for his education and to be in touch with the progress of his day, ought to know about every great movement. The library movement is broadly sociological, educational and philanthropic in its character. It has its place in history and brings out the strange customs of the middle ages, the lack of opportunities and the class prejudices which give the educational atmosphere of the past. The opposition to the education of the masses is here plainly demonstrated.
The library movement is allied to all educational movements, and libraries are becoming potent factors in the schools. Every educator abreast of educational movements should be cognizant of the scope of library work. Furthermore, in this country the library has been the forerunner of extension work.

The philanthropic side of the library movement has not been made prominent until recently, but the work done by libraries as centers for extension classes among those who have received limited educations through the home libraries in the slums, and traveling and railroad libraries, for people cut off from opportunities, cannot yet be estimated. All interested in philanthropic work should know what is being done along these lines.

Through the compilation of valuable indexes and the exchange and distribution of books is shown the growth of co-operation. The knowledge of any broad work gives a student incentive and increased enthusiasm. It has opened my eyes to many possibilities.

The first six lectures of the course can be outlined as follows: (1) An historical résumé of the development of the library, including early book-making, the queer monkish customs of the middle ages, and the first appearances of what are now important features of the modern library. (2) The history of the new library movement, legislation in England and America, and the opposition to giving books to the working classes. (3) The extension movement in England and America as connection with the libraries, and the college and state encouragement of the movement. (4) Traveling, home and railroad libraries, their management and influence. (5) Formation of library schools and the establishment of the library profession. (6) Co-operation in methods and materials in its tendency towards uniformity, distribution of opportunities and aid to students.

It is needless to add that the subject is treated in a most interesting manner by Mrs. Dixson. Her researches in foreign libraries have brought to light many curious and valuable facts and makes the student conversant with the best methods suggested by foreign libraries.

Emily Fogg.

U. of C. Weekly, 7/15/07.
THE SIXTIETH ANNIVERSARY.
M. D., Dec. 19th, 1897.
FOUNDERS’ DAY CELEBRATED AT MOUNT HOLYOKE SEMINARY.

"A COLLEGE TRAINING OF CONSECRATION TO THE WORLD'S NEEDS. CENTURIES HAVE MOTIVES THAT CHARACTERIZE THEM.
AS TRAITS MARK INDIVIDUALS."

The celebration of Founders' Day at Mount Holyoke, which usually falls on November 9, was postponed this year to the 18th, to allow for the completion of the new buildings. Mary Lyon Hall and four new dormitories, Pearsons’ Hall, Rockefeller Hall, Safford Hall and Porter Hall were dedicated yesterday. The Mary Lyon Hall was dedicated last June. The Mary Lyon Hall contains the chapel and offices. The new organ will be one of the largest and finest in the State. It was given by William Whiting, of Holyoke.

With the exception of Pearsons’ Hall, which is the largest, and will accommodate one hundred persons, each of the halls has rooms for seventy students.

The Mary Lyon Hall was furnished by the New York and Brooklyn Alumnae Association. Mrs. Mead, the president, has her rooms in this building, and they were furnished by Mrs. Hill, sister of Miss Brigham.

A beautiful antique clock, which stands in the reception-room, cost between $200 and $300. It was given in memory of Miss Brigham by the graduating class of eight from the Brooklyn Heights Seminary, of which Miss Brigham was formerly principal.

Four pieces of carved bog wood, a settle, mirror, rack and chair, which stand in the hall, were given by Dr. Grace Peckham Murray.

DEDICATORY ADDRESS.

The rooms were filled yesterday with an interesting audience. The dedication of Pearsons' Hall was the most impressive part of the day's programme. Mrs. Zelia Allen Dixon, the librarian of the University of Chicago, made a dedicatory address on "College Training in Relation to the Problems of Life." She said in part:

"We have gathered here today under the classic shadow of Mount Holyoke to honor the memory of that brave woman who first opened the doors of the college world to womanhood. Well has this institution that claims Mary Lyon as its founder fulfilled her early dreams of its future field of usefulness. Berlin the distinctively Christian characteristic, it has ever cherished and strengthened all that was best in the young lives intrusted to its care. Down through the decades, working amid the most blinding prejudices, the bitterest opposition, the most grinding poverty, Mount Holyoke has held the torch of learning high until that small rushlight has grown into a flame that to-day is seen and recognized around the world. Pearsons' Hall, the building dedicated to the memory of Dr. D. K. Pearsons, of Chicago, is the pride not only of the Association of the Northwest, but of every Holyoke woman the world around.

"As we gaze upon all this magnificent equipment the question forces itself upon us, 'What is the relation of the training furnished by college life to the problems of existence?' In those days of old which, for lack of a better name, we still call 'the Dark Ages,' it was the church and the monastery that held the precious trust of learning. When, however, the Benedictine rule had awakened the great book hunger of the monastic orders, when under its blessed influence books were increased and libraries multiplied, it was discovered that learning and education could no longer be held within such narrow and restricted limits. It was in answer to a growing discontent outside the monastery walls that our universities came into being.

"Having been called into being by the wholly inadequate opportunities offered by the church, the secular institutions began at once to broaden the paths of learning. Yet in many things the new education copied the methods of the institutions from which they had revolted. Prejudices and superstition ruled everywhere. Students became, like the monks before them, a class set apart from the issues of life. As time passed these very colleges and universities that had been called into be-
ing by the wholly inadequate education provided by
the universities became themselves institutions
for the favored few, encouraging the seclusion of
education for the sake of the scholar, rather than
a great moral force for the elevation of society.
The monasteries had taught only the clergy; the
colleges and universities taught only the nobility,
the scions of the rich and powerful, and the
masses were left to struggle unaidsed.

"Once more the great angry world outside pro-
tested against the college, as the college had pro-
tested against the monasteries. Public libraries,
public schools, were the result. The bitter strug-
gle, especially in England, against giving the great
mass of the working people the access to free edu-
cation and free literature began to react upon the
college itself, and to call out from the ranks of
the college-bred those who became the avowed
champions of a college culture that should make
not scholars simply, but better citizens, better
neighbors, better members of the communities,
because of the better development and better prepa-
ration to face the battle of life.

"The time when college training was a selfish
culture seems passing away, and in its place there
is fast coming a college training of consecration
to the world's needs. We are told that centuries
have motives that characterize them, as traits mark
individuals. Religion left its stamp on the eigh-
teenth century; the nineteenth is called the woman's
century, so vast have been the changes in relation to
the treatment and position of womanhood. The
twentieth century will undoubtedly be known as
the sociological century, the triumph of philan-
thropy, the fruition of the long-hoped-for day
when the brotherhood of man will be a reality, not
a mockery. It is by increasing the usefulness of
such institutions as Mount Holyoke that such re-
suits may confidently be expected. College train-
ing to-day is the most vitalizing of all the forces
that move the world forward, and if the twentieth
century shall indeed see the end of bitter class and
race and sex distinctions, it will be because the col-
leges of the land were willing to be the sociological
laboratories of the age, and strove to bring their
college training into vital connection with the
problem of life."

Miss A. M. Hunt, of Chicago, president of the
Mount Holyoke Alumnae Association of the North-
west, also made an address at the dedication of
Pearsons Hall.

OTHER EXERCISES.

Safford Hall and Porter Hall were named in mem-
ory of Deacon Safford, of Boston, and Deacon Por-
ter, of Monson, who were Miss Lyon's faithful
and efficient helpers in the early years of the insti-
tution; Pearsons Hall for the generous bene-
factor, Dr. D. K. Pearsons, of Chicago, and Rocke-
feller Hall for John D. Rockefeller, of New-
York, who, in addition to other gifts, furnished
means to erect the fourth of these buildings.

An address of welcome was delivered by the
president, Mrs. E. E. Mead. The Rev. Dr. Judson
Smith, of Boston, president of the Board of
Trustees and secretary of the American Board of
Foreign Missions, delivered the Founders' Day ad-
dress, consisting of "An Historical Study of the
Beginnings of Mount Holyoke College." Dr. Smith
also delivered the address at the dedication of the
Mary Lyon Hall and chapel. Mrs. Helen M. Guil-
iver, of Somerville, Mass., spoke at the dedication
of Safford Hall.

The Rev. F. L. Goodspeed, of Springfield, Mass.,
was the speaker at the dedication of Rockefeller
Hall.

MRS. MILES'S ROOMS AT MOUNT HOLYOKE.

Furnished by Mrs. Hill, sister of Miss Brigham.
Mrs Dixon on "College Training."

"College training in relation to the problems of life" was the theme considered by Mrs Zelia Allen Dixon, A.M., librarian of the University of Chicago, at the dedication of Peirson's hall. She spoke as follows:

We have gathered here to-day under the classic shadow of Mount Holyoke to honor the memory of that brave woman who first opened the doors of the college world to women. Well has this institution, which claims Mary Lyon as its founder, fulfilled her early dreams of its future field of usefulness. Preserving the distinctively Christian character, which has ever cherished and strengthened all that was best in the young lives intrusted to its care. Down through the long decades; working amid the most blinding prejudices, the bitterest opposition, the most grinding poverty, Mount Holyoke has held the torch of learning aglow; that small rush-light has grown into a flame that to-day is seen and recognized around the world.

One more the sacred promise of old is fulfilled in our ears, "To him that hath shall be given," the faithful over a little is once more called to take charge of larger interests with more abiding results. We meet to-day to assist in the dedication of these new and beautiful structures; each one devoted to its own uses; each consecrated to the memory of some one of the self-sacrificing it is Mount Holyoke's proud boast to honor, Peirson's hall, the building dedicated to the memory of Dr. D. R. Peirson of Chicago, is the pride not only of the association of the Northwest, but of every Holyoke woman the world around. It is a gift which speaks of the love and admiration of this noble man for all that Mount Holyoke holds most sacred. It is a monument without any of the Christian culture for which his institution has stood. Peirson's hall will stand also as a witness of our appreciation of all that an ancient philanthropist has done for our beloved alma mater; a monument more eloquent than granite shaft or sculptured mariner. An example of unselfish living that shall rest like a quiet benediction on the young lives that will as the years come and go find beneath its roof their college homes; an influence over other lives too boundless to be estimated and only to be adequately comprehended in that day when the secrets of all hearts shall be revealed.

As we gaze upon all this magnificent equipment the question forces itself upon us, "what is the relation of the training furnished by college life to the problems of experience?" In these days of old which for lack of a better name we still call "the dark ages," it was the church and the monastery that held the precious trust of educating men. To them it was indeed a sacred thing, not to be given to the common people, not to be mixed up with life and worldly interests; something to be kept side by side with religion and free from all contamination of the world. But even in the 18th century, the 19th is called the woman's century so vast have been the changes in relation to the treatment and position of womanhood. The 20th century will undoubtedly be known as the sociological century, the triumph of philanthropy, the fruition of the long-hoped-for when the brotherhood of man will be a reality, not a mockery. It is by increasing the usefulness of such institutions as Mount Holyoke that such results may continue to be expected. College training to-day is the most vitalizing of all the forces that move the world forward, and if the 20th century shall indeed be the end of bitter class and race and sex distinctions, it will be because the colleges of the land were willing to be the sociological laboratories of the age and strove to bring their college training into vital connection with the problems of life.
DEDICATE PEARSONS HALL.

Founders' Day Observed at Mount Holyoke College—The Addresses.

South Hadley, Mass., Nov. 18.—Mount Holyoke college observed this afternoon its sixtieth anniversary. The new chapel was dedicated and four new dormitories. The four new dormitories were named as follows: Stafford hall and Porter hall, in memory of Deacon Daniel Stafford of Boston and Deacon Andrew Porter of Monson, who were Miss Lyons’ faithful and efficient helpers in the early years of the institution; Pearsons hall, from the donor, Dr. D. K. Pearsons of Chicago, and Rockefeller hall, from John D. Rockefeller of New York, who, in addition to previous gifts, furnished means to erect the fourth of these halls.

Miss A. M. Hunt of Chicago, president of the Mount Holyoke Alumnae association of the northwest, spoke as follows in making the presentation of Pearsons hall:

"Scurves a twelvemonth has elapsed since there flashed across the wires that message of disaster that struck terror to our hearts—Mount Holyoke college is in ashes! We salute you, Pearsons hall. Child of the northwest, Anchor of the truest metal. Treasure of love from the mine of a noble, generous soul. Was it not fitting that the first material expression of sympathy should come from our great city by the inland sea that a few short years before felt the same baptism of fire? So, as the Chicago fire made Chicago great, the burning of Mount Holyoke college will be the beginning of her greatest successes.

And now, on behalf of the donor, I bring the offering of this building which Mr. Pearsons has chosen to call the ‘Child of the Northwest,’ to be one of the jewels in the diadem with which this founder’s day of 1857 evermore crowns the fruition of the early hopes and ideals of Mary Lyon, on this, our diamond jubilee, and in the name of the Association of the Northwest consecrate and dedicate this child of our adoption to the use of Mount Holyoke college forever.

"College Training in Relation to the Problems of Life" was the theme considered by Mrs. Zelma Allen Dixon, librarian of the University of Chicago, at the dedication of Pearsons hall. She spoke in part as follows:

"Pearsons hall, the building dedicated to the memory of Dr. D. K. Pearsons of Chicago, is the pride not only of the association of the northwest, but of every Holyoke woman the world around. It is a gift which speaks of the love and admiration of this noble man for all that Mount Holyoke holds most sacred; it is his ever-present testimony of approval of the Christian culture for which this institution has stood. Pearsons hall will stand also as a witness of our appreciation of all that this great philanthropist has done for our beloved alma mater; a monument more eloquent than granite shaft or sculptured mosque; an example of unselfish living that shall rest like a quiet benediction on the young lives that will as the years come and go find beneath its roof their college home; an influence over other lives too boundless to be estimated and only to be adequately comprehended in that day when the secrets of all hearts shall be revealed. All honor to Dr. Pearsons, whose faith in Mount Holyoke has awakened the echoes in other hearts and whose prices add in the time of deepest need has turned the dark hour of despair into this day of rejoicing.

"It was claimed once that college culture, instead of emphasizing the cruel distinctions of life, should bridge them over and bring to society a fresh impulse toward better living and better thinking. At the beginning of the last half of the present century college-bred men and women united to bring their college culture in direct contact with the problems of the poor and unlearned. The work was divided into two groups. One was Christian university extension of university instruction and the other the college settlement work. The time when college training was a selfish culture seems passing away, and in its place there is fast coming a college training of consecration to the world’s needs. We are told that centuries have motives that characterize them as traits mark individuals. Religion left its stamp on the eighteenth century, the nineteenth is called the woman’s century, so vast have been the changes in relation to the treatment and position of womanhood. The twentieth century will undeniably be known as the sociological century, the triumph of philanthropy, the fruition of the long-hoped-for day when the brotherhood of man will be a reality, not a mockery. It is by increasing the usefulness of such institutions as Mount Holyoke that such results may confidently be expected. College training to-day is the most vitalizing of all the forces that move the world forward, and if the twentieth century shall indeed see the end of bitter class and race and sex distinctions it will be because the colleges of the land were willing to be the sociological laboratories of the age and strove to bring their college training into vital connection with the problems of life."
HAILS ITS FOUNDERS

Mount Holyoke Formally Honors Its Creators and Friends.

NOTABLE COLLEGE EVENT

New Chapel and Four Dormitories Are Dedicated.

SOUTHERN OCEAN, Nov. 19, 1877.

Dr. Pearson of This City Is Thanked for His Gift—Other Chicagosans Figure in the Exercises.

SOUTH HADLEY, Mass., Nov. 18.—Special Telegram.—Mount Holyoke college observed this afternoon, its sixtieth anniversary, as founders' day, recognizing its own history as the pioneer institution for the higher education of women.

The new chapel and four new dormitories were dedicated. The dormitories are named: "Safford hall" and "Porter hall," in memory, respectively, of Deacon Safford of Boston and Deacon Porter of Mount Holyoke. Miss Lyon's faithful and efficient helpers in the early days of the institution; "Pearsons' hall," from the generous benefactor, D. K. Pearson, M. D., of Chicago, and "Rockefeller hall," from John D. Rockefeller of New York.

An address of welcome was delivered by the president, Mrs. E. S. Mead, and Dr. Judson Smith of Boston, president of the board of trustees, and secretary of the American Board of foreign missions, delivered the founders' day address, consisting of a historical sketch of the Beginnings of Mount Holyoke College.

Mrs. Helen French Culliver of Somerville, editor of the "Christian World," spoke in regard to the bequest of Safford and Porter halls. At the request of Dr. D. K. Pearson of Chicago, after whom Pearson hall was named, Miss Abigail Hunt, president of the Chicago Mount Holyoke Alumnae association of the Northwest, delivered the dedication address. The prayer of dedication was offered by Rev. J. L. H. Track, D. D., of Springfield, secretary of the board of trustees.

Mrs. Dixon's Address.

"College Training in Relation to the Problems of Life" was the theme considered by Mrs. Zelma Allen Dixon, A. M., librarian of the University of Chicago, at the dedication of Pearson hall. She spoke as follows:

(Dr. Judson Smith delivered an address on the services of Mary Lyon in the cause of the higher education of women.)

Hails Its Founders.

We have gathered here today under the classic shadow of Mount Holyoke to honor the memory of that brave woman who first opened the doors of the college world to womankind. Well has this institution that claims Mary Lyon as her founder fulfilled her early dreams of its future field of usefulness. Preserving the distinctively Christian characteristics, it has ever cherished and strengthened all that was best in the young lives intrusted to its care. Down through the decades, working amid the most binding pressures, the bitterest opposition, the most grinding poverty, Mount Holyoke has held the torch of learning aloft until that small rushlight has grown into a flame that today is seen and recognized around the world.

Once more the sacred promise of old is fulfilled in our ears. "To him that hath shall be given;" the faithful over a little is once more called to take charge of larger interests, more abiding results. We meet today to assist in the dedication of these new and beautiful structures; each one devoted to its own use; each consecrated to the memory of some one of the noble spirits it is Mount Holyoke's proud boast to honor. Pearsons hall, the building dedicated to the memory of Dr. D. K. Pearson of Chicago, is the pride not only of the association of the Northwest, but of every Holyoke woman the world around. It is a gift which speaks of the love and admiration of this noble man for all that Mount Holyoke holds most sacred; it is his ever-present testimony of approval of the Christian culture for which this institution has stood. Pearsons hall will stand also as a witness of our appreciation of all that this great philanthropy has done for our beloved alma mater; a monument more eloquent than granite shaft or sculptured mosaic; an example of useful living that shall rest like a quiet benediction on the young lives that will as the years come on find benefactress in the person of every student, every graduate. The sculptured work is the gift of Miss Abigail Hunt, president of the Chicago Mount Holyoke Alumnae association of the Northwest.

A Question Arises.

As we gaze upon all this magnificent equipment the question forces itself upon us, "What is the relation of the training furnished by college life to the problems of existence?" In those days of old, which for lack of a better name we still call "the dark ages," it was the church and the monastery that held the precious trust of learning. To them it was indeed a sacred thing, not to be given to the common people, not to be mixed up with life and worldly interests; a sacred thing to be kept side by side with religion and fenced about with safeguards of various kinds. When, however, the Benevolent rule had awakened the great book hunger of the monastic orders, when under its blessed influence books were increased and libraries multiplied, it was discovered that learning and education could no longer be held within such narrow and restricted limits; there must be new bottles for the new wine. It was in answer to this growing discontent outside the monastery walls that our universities came into being. Colleges and universities came because it was no longer possible to confine education within the limits of a favored class. Having been called into being by the wholly inadequate opportunities offered by the clergy, the secular institutions began at once to broaden the paths of learning and to create an atmosphere in which truth could be studied without being perverted and prejudiced. And yet in the records of the early life of the English universities we are amazed to find what narrowness of scope, what长老crafty with the smallest limits were assigned to the new field of labor. In many things the new education copied the methods of the institutions from which they had revolted. Prejudices and superstition ruled everywhere. Students became, like the monks before them, a class set apart from the issues of life, not in any sense a vitalizing force for their betterment. As time passed those very colleges and universities that had been called into being by the wholly inadequate education provided by the monasteries became themselves institutions for the favored few, encouraging the seclusion of education for the sake of the scholar rather than a great moral force for the elevation of society.

The Monasteries had taught only the clergy; the colleges and universities taught only the nobility, the scholars the rich and powerful, and the great outside world was left to struggle unaided with its problems, or to give up the effort and sink from the dead level of their own mediocrity to crime and vice.

The Struggle Reacts.

Once more the great, angry world outside protested against the college as the college had protested against the monasteries. Public libraries, public schools were the result. The bitter struggle continued in England, against giving the great mass of the working people the access to the great ideas of the human spirit, and free literature began to react upon the college itself and to call out from the ranks of the college those who became the avowed champions of a college
culture that should make not scholars simply, but better citizens, better neighbors, better members of the communities, because of the better development and better preparation to face the battle of life.

It was claimed that college culture, instead of emphasizing the cruel distinctions of life, should bridge them over and bring to society a fresh impetus toward better living and better thinking. At the beginning of the last half of the present century college-bred men and women united to bring college culture in direct contact with the problems of the poor and unlearned. The work was divided into two groups. One was Christian university extension of university instruction and the other the college settlement work. This originated from the original idea of the college trained. As it was the well-equipped college students that took up their abode in the quarters of the poor and degraded that they might better bring their college training into vital connection with the sociological problem of their age, so it was refined and cultured college men and women who left the quiet and serene beauty of their scholastic halos to teach in the mission rooms and offices of the university extension centers, thus bringing the education received from college and university directly in contract with the every-day life of the people.

The time when college training was a selfish culture seems passing away and in its place there is fast growing in the minds of the con- secration to the world's needs. We are told that centuries have motifs that characterize them as traits mark individuals who left to its stamp on the eighteenth century, the nineteenth is called the woman's century, so vast have been the changes in the treatment and position of womanhood. The twentieth century will undoubtedly be known as the sociological century, in the triumph of philanthropy, the fruition of the long-hoped-for day when the brotherhood of man will be a reality, not a mockery. It is by increasing the fulness of such institutions as Mount Holyoke that such results may be expected. College training today is the most vitalizing of all the forces that move the world forward, and if the twentieth century shall indeed see the end of bitter class and race and sex distinctions it will be because the colleges of the land were willing to be the sociological laboratories of the age and strove to bring their college training into vital connection with the problems of life.

Miss Hunt's Tribute to Pearson

Miss A. M. Hunt, president of the Mount Holyoke Alumnae association of the Northwest, spoke as follows:

More than half a century ago there settled in one of the coldest parts of New England, near the Connecticut valley a young man fresh from his graduate honors, who carried with him the badge that he possessed more diploma than actual knowl- edge of medicine, but he was strong and full of cour age and the future was fair for him. In those far-away days South Hadley seems to have been the magnet which attracted the young men from the towns, just as in your day and mine there came the "Cousins of Amherst," or the "Brothers from East Hampton," to comfort the homesick freshman or discuss college athletics with the dignified senior. As young physicians are apt to have more or less leisure time on their hands, it happened that this young doctor early formed the habit of coming often to South Hadley, and there came under the magnetic influence of herwhose name is so familiar today with such a monu ment as never woman had before.

During those early years, when Miss Lyon was striving, with her indomitable perseverance, to overcome popular prejudice and to realize her long-cherished ideals that the daughters of our land might be as corner-stones a palace, this other character was welding the touch of her master hand, and she, was, perhaps unconsciously, strengthening, completing, and polishing this other life that was to go out into a far country, there to become a corner-stone in our great, million-heartyed city by the lake. During all this time the life on this side of that wanderer's day, three score years ago, the lofty aims and ideals of Miss Lyon have been the inspiring and encouraging motive of Dr. Pearson's interest in education, and we rejoice that he is able to be the medium through which many of the benevolent objects in prayer and sacrifice are being fulfilled through succeeding generations.

Miss Lyon was building even better than she knew, for not only is our own loved Holyoke the beneficiary of the unweaving forest, but to day scattered throughout our great West, there are fourteen other colleges that have felt the encouraging, stimulating, and strengthening influence of this beneficence, and who glorify and honor the great work done through the human instrumentality of our "Grand Old Man of the Northwest."

Day of Disaster Recalled.

Scarcely a twelvemonth has elapsed since they flashed across the wires that message of disaster that struck terror to our hearts—"Mount Holyoke college is in ashes." Fire and ruin so often go hand in hand that many of us heard not the voice of the master, "I love thee, pass under the rod," but what destroyed others recreated her, for while the ruins were still smoking, there appeared in the cloister sky the bow of hope that touches the heart all a-glow with the fragrant blossoms of love. Sweetest among these blooms was the blue pine flower, from whose azure eye beam "forget-me-not." With its message to that generous soul was linked the inspiring name of Mary Lyon, and it spoke not in vain. There flashed from our grand old manhood a shock that first material expression of sympathy in the hour of our great affliction, and we knew that our alma mater was not shipwrecked, but that a divine hand held the helm, and a divine chart marked out the voyage, and a divine mind knew the distant harbor. We rejoice that today finds her safe in port and our hearts are all aglow as we behold those beautiful stars of the anchors that we cast in sight of the promised land.

On the shore moved the brooding doves of "long ago," cooing in softest tones of days gone by, while all around by the strong blue waves that make the air ring with songs of promise for the future, and near it, too, rest the tender fledglings, twittering only of recent happiness.

We salute you, Parsons Hall! Child of the Northwest! Anchor of the trusting love of the mine of a noble, generous soul! Was it not fitting that the first material expression of sympathy should be poured out to a great city by the inland sea, that a few short years before had felt the same baptism of fire, as the Chicago fire made Chicago great. To the burning of Mount Holyoke college will be the beginning of her greatest success upon the vision, splendid, imagination can scarcely paint in colors too rich the future.

Three scores of years have passed since Mount Holyoke sprang into being. We have placed upon the brow of its revered founder the silver and the golden crown of reverential love. For we bring another jeweled wreath for the queen of our hearts. Look again upon the stones that glitter in the circe. With eyes misty with tears welting up from grateful hearts, we turn to these noble structures reared to learning and virtue. Yet the jewels only are new—back and around them lies the deep setting of prayer, ideals, precious memories and the history of our national endowment. This is the crown we bring you today. Oh, well beloved alma mater! This is the wreath we offer to the precious memory of Mary Lyon. Tie made of the unsalted gold of love, decked with the pearls of pure resolve, glittering with the diamonds of life, surviving for the good and the true.

She Presents the Building.

And now, on behalf of the donor, I bring the offering of this building, which Mr. Pearson has chosen to call "the child of the Northwest," to be one of the jewels in the diadem with which this founder's day of 1857 reverently crowns the fruition of the early hopes and ideals of Mary Lyon on this diamond jubilee year, and in the name of the Association of the Northwest conse crate and dedicate this child of our adoption to the use of Mount Holyoke college for the

We salute you, O precious pile, and turn to you with hearts brimming with love for the past, with hopeful wishes for the future of this building shall pass within your shelter with gratitude unspeakable, to the generous heart that has made it possible, and to those who have labored so unceasingly to make it the crowning day of rejoicing. For all we pray the Father's sweet peace among the most fruitful benedictions rest over all who shall receive shelter and training within your walls. May the forces that lie in the soul's structure fill their lives with the precious stones of sturdy grace and give them forever in the sunlight those attributes so essential to the beauty and completeness of individual and Christian character.

May the most fruitful benedictions rest over all who shall receive shelter and training within your walls. May the forces that lie in the soul's structure fill their lives with the precious stones of sturdy grace and give them forever in the sunlight those attributes so essential to the beauty and completeness of individual and Christian character.
Mt. Holyoke College.
Annual Banquet

Of the

Mt. Holyoke Alumni Association

Of the Northwest,

Thursday, October 24, 1895.

Auditorium Annex
"Some have meat and cannot eat,
And some would eat that want it;
But we have meat, and we can eat,
So let the Lord be thanked." — Burns.

Menu

Blue Points
Consomme Princesse
Radishes Olives Celeri
Aiguillettes of Lake Trout, Venitienne
Potatoes Parisienne
Tenderloin of Beef, Mushrooms
Stuffed Tomatoes, Trevisé
Apricot Sherbet
Roast Quail on Toast
Salade
Ices: Brique Mosaique
Assorted Cakes
Coffee
This is the very coinage of your brain.
This boldless creation ecstasy
Is very earnest in.
—Hamlet.

Toasts

“Mt. Holyoke, the College with a History.”
DR. JOHN L. K. TRASK.

“Mary Lyon, the New Woman.”
SARAH P. EASTMAN.

12th Rhapsodie,
Mr. ADOLPH BRENNE.

Liza.

“The Future of Mt. Holyoke.”
DR. D. K. PEARSONS.

“Modern Education of Women.”
DR. CHARLES R. HENDERSON.

Nocturne in A Flat,
Mr. ADOLPH BRENNE.

Chopin.

“Shall we, Alumnae, send our Daughters to Holyoke? Why?”
ABIGAIL MAY HUNT.

“The Endowment.”
MRS. MOSES SMITH.

Spanish Dances.
MRS. E. W. PRENTISS AND MR. BRENNE.

Mazurka.

Mszewski.
MRS. ZELLA ALLEN DIXSON, A.M.

The Mount Holyoke
Dec. 1897.
The art of living, strangely enough, is not included under the fine arts, yet it is subject to the same laws. Not only do we apply to it the laws of principal-ity, continuity, contrast, interchange, consistency, and the others, but we may also subject it to the same test by which Walter Pater measures the difference between good art and great art. We may live a life almost perfect in form and the living will be good art, but if we add to this faultless form of living, “the increase of men’s happiness, the redemption of the oppressed, the enlargement of our sympathies with each other, such presentment of new and old truth about ourselves and our relation to the world as may ennable and fortify us in our sojourn here, or immediately, as with Dante, to the glory of God, it will be also great art.” It is living as a great art as well as good art that Mount Holyoke has always endeavored to teach her daughters so far as it may be a matter of education. To know how she has succeeded we have only to think over those of our alumnae who are to-day proving that life may be great art, those who, in addition to faultless adjustment to their surroundings, are inspiring the soul of humanity to loftier vision. Among these many women is one who spoke to us on Founder’s Day, Mrs. Zella Allen Dixson, A.M., librarian of the University of Chicago. She is the first woman library expert in the world, the first woman lecturer on “Library Science,” and the first to give courses in a university extension department. She has originated many valuable methods of library work. Her versatility is wonderful; a gifted lecturer and writer, she is an artist as well, and a social leader. All this is good art, but Mrs. Dixson finds her truest joy in life, that of helping others to understand better how to live. Many a young man and woman have learned from her the fascination of communion with the best thinkers of all time. Many a chaotic and meager town library she has made strong and helpful. All that she has written has been directly beneficial to mankind. Her last work, “The Subject Index to Prose Fiction,” represents untiring work of the one, for the constant aid of the many. Mrs. Dixson has promised to write for The Mount Holyoke a personal sketch of library work which will be of especial interest to all Mount Holyoke students as well as to those who are thinking of taking up such work.
DEDICATION OF PEARSONS HALL.

MRS. ZELLA ALLEN DIXSON, A.M.

We have gathered here to-day under the classic shadow of Mount Holyoke to honor the memory of that brave woman who first opened the doors of the college world to womanhood. Well has this institution, that claims Mary Lyon as its founder, fulfilled her early dreams of its future field of usefulness. Preserving the distinctively Christian characteristics, it has ever cherished and strengthened all that was best in the young lives intrusted to its care. Down through the decades, working amid the most blinding prejudices, the bitterest opposition, the most grinding poverty, Mount Holyoke has held the torch of learning alight until that small rushlight has grown into a flame that to-day is seen and recognized around the world.

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estimated and only to be adequately comprehended in that day when the secrets of all hearts shall be revealed. All honor to Dr. Pearsons, whose faith in Mount Holyoke has awakened the echoes in other hearts and whose princely aid in the time of deepest need has turned the dark hour of despair into this day of rejoicing.

As we gaze upon all this magnificent equipment the question forces itself upon us, "What is the relation of the training furnished by college life to the problems of existence?" In those days of old which for lack of a better name we still call "The Dark Ages," it was the church and the monastery that held the precious trust of learning. To them it was indeed a sacred thing, not to be given to the common people, not to be mixed up with life and worldly interests; a something to be kept side by side with religion, and fenced about with safeguards of various kinds. When, however, the Benedictine rule had awakened the great book hunger of the monastic orders, when, under its blessed influence, books were increased and libraries multiplied, it was discovered that learning and education could no longer be held within such narrow and restricted limits; there must be new bottles for the new wine. It was in answer to this growing discontent outside the monastery walls, that our universities came into being. Colleges and universities came because it was no longer possible to confine education within the limits of a favored class. Having been called into being by the wholly inadequate opportunities offered by the clergy, the secular institutions began at once to broaden the paths of learning and to create an atmosphere in which truth could be studied unhampered by bigotry and prejudice. Yet in the records of the early life of the English universities we are amazed to find what meager limits were assigned to the new field of labor. In many things the new education copied the methods of the institutions from which they had revolted. Prejudices and superstition ruled everywhere. Students became, like the monks before them, a class set apart from the issues of life, not in any sense a vitalizing force for their betterment. As time passed these very colleges and universities, that had been called into being by the wholly inadequate education provided by the universities, became themselves institutions for the favored few, encouraging the seclusion of education for the sake of the scholar rather than a great moral force for the elevation of society. The monasteries had taught only the clergy; the colleges and universities taught only the nobility, the scions of the rich and powerful, and the great outside world was left to struggle unaided with its problems, or to give up the effort and sink from the dead level of their own mediocrity to crime and vice.

Once more the great angry world outside protested against the college as the college had protested against the monasteries. Public libraries, public
schools, were the result. The bitter struggle especially in England against giving the great mass of the working people the access to free education and free literature began to react upon the college itself and to call out from the ranks of the college bred those who became the avowed champions of a college culture that should make not scholars simply, but better citizens, better neighbors, better members of the communities, because of the better development and better preparation to face the battle of life.

It was claimed that college culture instead of emphasizing the cruel distinctions of life should bridge them over and bring to society a fresh impulse towards better living and better thinking. At the beginning of the last half of the present century college-bred men and women united to bring their college culture in direct contact with the problems of the poor and unlearned. The work was divided into two groups. One was Christian University Extension of University Instruction and the other the College Settlement Work. Each had its origin in the circles of the college trained. As it was the well-equipped college students that took up their abode in the quarters of the poor and degraded that they might better bring their college training into vital connection with the sociological problems of their age, so it was refined and cultured college men and women who left the quiet and seclusion of their scholastic halls to teach in the mission rooms and offices of the University Extension centers, thus bringing the education received from college and university directly in contact with the everyday life of the people.

The time when college training was a selfish culture seems passing away and in its place there is fast coming a college training of consecration to the world's needs. We are told that centuries have motives that characterize them as traits mark individuals. Religion left its stamp on the eighteenth century, the nineteenth is called the Woman's Century, so vast have been the changes in relation to the treatment and position of womanhood. The twentieth century will undoubtedly be known as the Sociological Century, the triumph of philanthropy, the fruition of the long hoped-for day when the brotherhood of man will be a reality not a mockery. It is by increasing the usefulness of such institutions as Mount Holyoke that such results may confidently be expected. College training to-day is the most vitalizing of all the forces that move the world forward, and if the twentieth century shall indeed see the end of bitter class and race and sex distinctions it will be because the colleges of the land were willing to be the sociological laboratories of the age and strove to bring their college training into vital connection with the problems of life.
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THE SIXTIETH ANNIVERSARY.

FOUNDERS’ DAY CELEBRATED AT MOUNT HOLYOKE SEMINARY.

“THE ACADEMY OF CONSECRATION TO THE WORLD’S NEEDS. CENTURIES HAVE MOTIVES THAT CHARACTERIZE THEM. AS TRAITS MARK INDIVIDUALS.”

The celebration of Founders’ Day at Mount Holyoke, which usually falls on November 8, was postponed this year to the 15th, to allow for the completion of Mary Lyon Hall and four new dormitories. Pearson’s Hall, Rockefeller Hall, Safford Hall, and Porter Hall were dedicated yesterday. The Mary Bragg Hall was dedicated last June. The Mary Lyon Hall contains the chapel and offices. The new organ will be one of the largest and finest in the State. It was given by William Whiting of Holyoke.

With the exception of Pearson’s Hall, which is the largest, and will accommodate one hundred persons, each of the halls has rooms for seventy students.

The Mary Bragg Hall was furnished by the New York and Brooklyn Alumnae Association. Mrs. Mead, the president, has her room in this building, and they were furnished by Mrs. Hill, sister of Miss Bragg.

A beautiful antique clock, which stands in the reception room, cost between $600 and $800. It was given in memory of Miss Bragg by the graduating class of eight from the Brooklyn Heights Seminary, of which Miss Bragg was formerly principal.

Four pieces of carved bog wood, a settle, mirror, rack, and chair, which stand in the hall, were given by Dr. George Peckham Murray.

DEDICATORY ADDRESS.

The rooms were filled yesterday with an interesting audience. The dedication of Pearson’s Hall was the most impressive part of the day’s programme. Mrs. Zella Allen Dixon, the librarian of the University of Chicago, made a dedicatory address on “College Training in Relation to the Problems of Life.” She said in part:

“We have gathered here today under the classic shadow of Mount Holyoke to honor the memory of that brave woman who first opened the doors of the college world to womanhood. Well has this institution that claims Mary Lyon as its founder fulfilled her early dreams of its future field of usefulness. Perserving the distinctively Christian characteristics, it has ever cherished and strengthened all that was best in the young lives intrusted to its care. And through the decades, working against the most blinding prejudices, the bitterest opposition, the most grinding poverty, Mount Holyoke has held the torch of learning high until that small rushes light has grown into a flame; that to-day is seen and recognized around the world. Pearson’s Hall, the building dedicated to the memory of Dr. D. K. Pearson, of Chicago, is the pride not only of the Association of the Northwest, but of every Holyoke woman the world around.

As we gaze upon all this magnificent equipment and question itself upon us, ‘What is the relation of the training furnished by college life to the problems of existence?’ In those days of old which, for lack of a better name, we still call the ‘Dark Ages,’ it was the church and the monastery that held the precious trust of learning. When, however, the Beneventine rule had awakened the great book hunger of the monastic orders, when the Bible and the influence books were increased and the libraries multiplied, it was discovered that learning and education could no longer be held within such narrow and restricted limits. It was in answer to a growing discontent outside the monastery walls that our universities came into being.

“Having been called into being by the wholly inadequate opportunities offered by the clergy, the secular institutions have at once to broaden the paths of learning. Yet in many things the new education copied the methods of the institutions from which they had revolted. Prejudices and superstition ruled everywhere. Students became, like the monks before them, a class set apart from the issues of life. As time passed these very colleges and universities that had been called into being by the wholly inadequate education provided by the monasteries became themselves institutions for the favored few; encouraging the conclusion of education for the sake of the scholar, rather than a great moral force for the elevation of society. The monasteries had taught the clergy, the colleges and universities taught only the nobility, the scions of the rich and powerful, and the masses were left to struggle unaided.

“One more the great angry world outside protested against the colleges, as the college had protested against the monasteries. Public libraries, public schools, were the result. The bitter struggle, especially in England, against giving the great mass of the working people the access to free education and free literature began to react upon the college itself, and to call out from the ranks of the college bred those who became the avowed champions of a college culture that should make not scholars simply, but better citizens, better neighbors, better members of the community; because of the better development and better preparation to face the battle of life.

“The time when college training was a selfish culture seems passing away, and in its place there is fast coming a college training of consecration to the world’s needs. We are told that centuries have motives that characterize them, as traits mark individuals. Religion left its stamp on the eighteenth century; the nineteenth is called the woman’s century, so vast have been the changes in relation to the treatment and position of womanhood. The twentieth century, now known as the sociological century, the triumph of philanthropy, the fruition of the long-hoped-for day when the brotherhood of man will be a reality, not a mockery. It is by increasing the usefulness of such institutions as Mount Holyoke that such results may confidently be expected. College training now is the most vitalizing of all the forces that will move the world forward, and the twentieth century shall indeed see the end of bitter class and race and sex distinctions, it will be because the college of the land is fulfilling the sociological laboratories of the age, and strove to bring their college training into vital connection with the problem of life.

Miss A. M. Hunt, of Chicago, president of the Mount Holyoke Alumnae Association, also made an address at the dedication of Pearson’s Hall.

N.Y. Daily Tribune.
Nov. 19, 189...
MRS. ZELLA ALLEN DIXSON

Librarian of the University of Chicago,
Addresses

THE MARENGO WOMAN'S CLUB

At the Home of Miss Grace Patrick, on
Friday Evening of Last Week.

The Woman's Club of Marengo, of
which we have made mention several
times, is becoming not only a factor in
local improvements but with the com-
bined efforts of the Clubs in various
surrounding cities, is doing a great
work in advancing the cause of modern
education, as well as elevating the
moral tone of those with whom they
come in contact. Throughout
the United States they are being recog-
nized in all meetings of any impor-
tance where the subject of education is
brought forth, and their opinions and
suggestions are accepted on questions
of great importance.

Friday evening the Club met with
Miss Grace Patrick, at her home on
East Washington street, to listen
especially to Mrs. Zella Allen Dixson,
of Chicago, who delivered a brilliant
and interesting talk on "Libraries." Be-
fore Mrs. Dixson's address, a short
musical program was given. The first
number, a quartette of ladies composed
of Mrs. A. B. Coon, Misses Frances Pat-
rick, Adeline Wattrous and Pearl Rich-
ardson, rendered a vocal number, which
was well received. Responses to the
roll call were given on "Books." Dr.
and Mrs. B. D. Barber gave a beautiful
violin and piano duet; after which
Mrs. Dixson was introduced by the
President of the Club, Miss Katherine
Barber.

Mrs. Dixson spoke first of the great
libraries of London, England, dwelling
especially upon the British Museum
reference library; giving the meth-
ods of work there, the character of
the books it contained and of the great
work entailed in securing such a vast
collection of books; of the great schol-
ars, literary and scientific, who had
derived much benefit which it furnished to
the people, not alone of England, but by
their "express" system, to France, Germany,
Wales, Ireland, Scotland and other
countries adjacent to it. By this ex-
press system, people of all classes are
ever able to gain entrance to the knowl-
edge contained in these books and by
this are elevated to a higher plane of
thought and inspired to gain greater
knowledge on literary and scientific
subjects. She then described the larg-
est library in the world, the Bibliothe-
ca Nationale of Paris; a library so vast
in its entirety that no one, not even
those connected with it, know its ex-
tent, from the fact that there are mil-
ions of books belonging to it stored in
warehouses, which had never been shelved,
and until the French Govern-
ment could appropriate sufficient funds
to catalogue them the greatness of this
institution would never be known.
These millions of volumes came to the
library as one of the fruits of the
French Revolution, when an edict was
published that all books taken during
the war should revert to the Bibliotheca
Nationale, hence its great size.

There is a very great difference
between the libraries on the continent
and those of America, as those of Eng-
land are only open to the accredited
scholars or those who pay for their
use, while those of America are open
to the public and are serving a good
purpose in trying to lift up the lower
strata of society by giving the wider
use of books of all characters.

Mrs. Dixson also spoke of the great
benefit of the small libraries which
are scattered throughout the United
States, of the great opportunity they
presented to the poorer classes, who
could not afford to buy books, but
were enabled by them to read all im-
portant publications.

Mrs. Dixson is without doubt the
best educated woman in the United
States today, regarding libraries and
books, and stands at the head of her
profession. She is a bright, charming
little woman and infuses her hearers
with the enthusiasm which has won
her such a prominent place among the
leading literary personages of today.
She has also written several books on
Bibliography, on which she is an au-
thority, and has already attained fame
as an authoress.

The Woman's Club is to be congrat-
ulated on securing Mrs. Dixson to
address them and we have no doubt
but that in the near future we will see
excellent results from this beginning,
in other words that Marengo will be
possessed of a library of which we
may well feel proud.

After Mrs. Dixson had closed, re-
freshments were served to nearly a
hundred who were present to enjoy
this rare treat.

Marengo Republican Oct. 10, 1897.

Mrs. Zella Allen Dixson, of Chicago, who
addressed the Woman's Club last Friday
evening, was the guest of Dr. and Mrs.
B. D. Barber while in our city.
Mrs. Dixson's Book.

We have recently had the pleasure of reviewing "Subject Index to Prose Fiction," a comprehensive volume of the many subjects of prose fiction, by Mrs. Zella Allen Dixson, A. M.; Librarian of Chicago University, who recently spoke here before the Woman's Club. The book contains a careful classification of all books on fiction of every character and to those who are interested in obtaining in a correct manner, books of fiction upon any subject, this volume is indispensable and of untold worth. It not only aids those who are desirous of informing themselves on any special subject, but to those who wish to vary the character of their reading, affords a complete and concise index to all publications of any importance. The book is the result of careful study on the part of its author and evidences her ability as an authority on literary history. It is from the press of Dodd, Mead & Co., and is rapidly gaining in favor among literary people who are learning its worth.

October Republican Oct. 10, 97

One of the most timely books of the season is the "Comprehensive Subject Index to Universal Prose Fiction," by Zella Allen Dixon, librarian of the University of Chicago. The time is past when authors give expression to their theories of reform in dull treatises. The novelist is one of the most effective reformers of the day. Dixson's Index takes this vast mass of valuable material and classifies it for the busy student; thus making it possible for every reader to collect information in regard to the burning questions of the day through the pleasant channels of "fiction."

This work is an arrangement into an alphabetical subject list of works of fiction, in all languages, which are founded on fact, historical, physical, psychological, or moral. Teachers especially will find this a time-saver in making out reference lists for the class-room study. Literary clubs will find in this index to the knowledge of the ages a careful guide to courses in reading on every conceivable subject. Parents will welcome it as an exhaustless mine of information for the home library. It is, in fact, one of the most useful of indexes to all classes of literary workers. It is due to such masterpieces of bibliography that America is ranked as leader in the art of index making and all literary time-savers.

The Orleans Republican.
Albion, Ill., July 4, 98.
AMONG THE NEW BOOKS.
Chicago Tribune, Feb. 2, 1898.

TWO VOLUMES OF ESPECIAL INTEREST TO ALL LIBRARIANS.

Mrs. Zella Allen Dixon's Index to Purpose Novels of All Sorts—New Volume of the Celebrated "Poole's Index to Periodical Literature"—One-third Larger than Previous Volume—Dr. Poole's Nephew One of the Editors.

EW more valuable books for the librarian or the teacher have appeared in the last year than Zella Allen Dixon's "Subject Index to Prose Fiction" (Dodd-Mead). Mrs. Dixon is associate librarian of the University of Chicago, and is quite widely known through her lectures and her expert work in organizing various university libraries. During the eight years of her connection with the Chicago institution she has compiled the useful volume in question—the completeness of its kind in existence. Mrs. Dixon's index confines itself to novels of history, of place, and of purpose. Its chief value therefore lies in its convenience to persons wishing to study a particular subject or epoch. Historical teachers will find it invaluable for the suggestion of collateral reading for their pupils. No librarian will need to be convinced of its desirability. The compiler has not attempted to make a complete list of all the purpose novels, but she may justly claim, as she does, to have made "a comprehensive list sufficient for all working purposes."

Utility has been the motive of the work throughout. This has led the compiler admittledly to omit from her list some novels which, in her opinion, so misrepresented their subjects as to be worse than useless. Her method has been to get all students using her lists to mark the volumes they found most useful in the lines marked out. The results are now embodied in this book of 400 pages, in which are arranged the general body of English novels, and many in the French, German, and other tongues. They are classified under the names of countries, places, historical characters, and also under some leading subjects, such as "Folk Lore," "Money," "Criminology," "Social Purity," and the like. One misses an index of authors, and a few technical errors catch the eye, but even as it stands the book is an excellent piece of work.

If Mrs. Dixon continues to keep her volumes corrected to date through the coming years there is no reason why it should not become as much of a standard as "Poole's Index."

The appearance of a new volume of "Poole's Index to Periodical Literature" is always an event of importance in library circles, and for several reasons the third five-year supplement—a volume of 640 pages—which has just appeared from the press of Houghton, Mifflin & Co., is a volume of unusual interest.

To begin with, it is the first volume of Dr. Poole's great index to appear since his death, thus standing as a monument to the man whose fatal illness was so intimately connected with the labors of starting the Newberry Library in this city. In the next place, William L. Fletcher, librarian of Amherst College, who is now the chief editor of "Poole's Index," contributes an appreciative bibliographical sketch of Dr. Poole. And, finally, it is interesting to learn that Mr. Fletcher has associated with himself Franklin O. Poole of the Boston Athenaeum Library, a nephew of the founder, so that the original name will continue to be connected with the management. It is also fitting that a fine portrait of Dr. William F. Poole precedes this thick volume. The present book is one-third larger than either of the previous five-year volumes, owing to the rapid increase of periodicals whose contents deserve to be indexed. The book indexes all the articles of importance in 187 magazines, sixty of which are new to these pages, and forty-two of which have been started since 1891, the date at which the previous volume of "Poole's Index" closed. The index was begun in 1848, when Poole was still a student at Yale. In the first edition, a small octavo of 154 pages, was an immediate success, orders enough coming from Europe alone to exhaust the whole edition. Ever since then the work has been an imperative necessity in every library.

Mr. Fletcher calls attention to a curious proof of the instability of the life of a magazine, as seen in a retrospect of that index work. The whole number of periodicals indexed in "Poole" from the beginning is 467. Only 45 per cent lived long enough to get into the present supplement. When it is remembered that only the comparatively substantial magazines and periodicals are chosen for indexing in the index, the commentary on the briefness of the lives of literary enterprises is still more significant. "Poole's Index" has secured a place apparently as secure as it is unique. To all users of this indispensable guide to periodical literature the wonder is, not that this enterprise should stand as an ever-growing monument to its founder but that no other bright intellect had begun the work before. The present volume is all the guarantee needed to convince one of its continued and increasing efficiency and value.

Associate Librarian Zella Allen Dixon, addressed the Chicago Woman's Club, March 2, at 2:30 P.M. The subject of the lecture was "Popular Prejudice." The effect of prejudice on religion, industry, society and education was outlined, as to its cause, manner of behavior and remedy. The address was followed by five-minute talks from prominent members of the Club.
SYLLABUS.

Popular Prejudices Philosophically Considered.
Essayist—Zella Allen Dixson.
Chicago Woman’s Club.
Mar. 2, ’98, 2:30 p. m.

Introduction.

Five groups under which prejudice may be considered.

1. Religious Prejudices.
   a. Superstition.
   b. Persecution.
   c. Conflict with science.

2. Industrial Prejudices.
   a. Against labor.
   b. Against labor-saving devices.
   c. Against capital.
   a. Influence of caste.
   b. Position of woman.
   c. Sex in sin.

4. Educational Prejudices.
   a. Monastic training.
   b. Free public libraries.
   c. Education of woman.
   d. Profound scholarship unpractical.

5. International Prejudices.
   a. Inconsistencies of nations.
   b. Persecution of races.
   c. Political parties.

Conclusion.
All popular prejudices have a common origin—present a similar behavior—must be eradicated by the same remedial agency.
To whomsoever it may concern:

This is to certify that

has completed the twelve weeks course in Historical and Literary Outlines of Library Science conducted under the auspices of the University Extension Division, Class Study Department of The University of Chicago.

She was present at all the required sessions of the class and passed an excellent examination.

Zella Allen Dixson.
Lecturer.
The University of Chicago

WILLIAM H. HARLEY, PRESIDENT

CHICAGO, III.

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SOCIETY'S DOMAIN.

Tuesday evening, Mrs. Zella Allen Dixson entertained her friends at Wisteria Cottage, her beautiful home on Elm street, with a Literary Pilgrimage in England.

One hundred and twenty-five guests responded to the invitation and during the first hour of the evening were entertained by an illustrated lecture on "The Homes and Haunts of Charles Kingsley," given by Mrs. Dixson. The spot is especially well adapted for outdoor speaking, owing to the trees, whose spreading branches reflect the voice like a gigantic sounding board, and the guests were able to listen with great ease to the speaker.

The stereopticon used on this occasion is of a kind wholly unknown in Granville, the light being furnished by a kerosene lamp which was aided by refractors. The lantern was made especially for outdoor work and the light is exceedingly bright and clear.

After the lecture light refreshments were served in the "Wigwam," by Misses Ruth McKibben and Mary Tuttle, and the guests spent the rest of the evening in social conversation. At a late hour the company separated with many thanks to their hostess for the novel and pleasing way in which they had been entertained.

Granville Times, Aug. 18, 1898.
CHICAGO WOMAN'S CLUB.

PROGRAMME

OF THE

STUDY CLASS

OF THE

DEPARTMENT OF PHILOSOPHY AND SCIENCE.

WITH BIBLIOGRAPHY OF SUBJECT.
PROGRAM OF THE STUDY CLASS
OF THE
PHILOSOPHY AND SCIENCE DEPARTMENT.

PSYCHOLOGY OF WILL.

INTRODUCTORY STATEMENT.

The work contemplates a general analysis of the more important expressions of the will. In order to gain a definite point of view for the undertaking, the attempt will be made to get into touch with the standpoint and methods of contemporary psychology, especially as regards its relation to physiology and neurology.

The first processes studied will be those in which the activity of will is most conspicuous, e.g., impulse, instinct, emotion, attention, and voluntary action. This is to be followed by an examination of the various cognitive processes, in which the presence of the will is less obvious. The several stages of these intellectual functions will be taken up in the order of their increasing complexity and differentiation, beginning with the simplest forms of sensation and perception and terminating with the highly developed processes involved in reasoning.

From this general survey of the field of psychological activities the attempt will be made to correlate the results obtained in such a way as to produce an accurate conception of the significance of will in the psychic life in the individual.

It is believed that this program possesses two distinct merits. It involves (1) a course of study complete in itself, while it affords (2) the most appropriate introduction to certain other lines of investigation, which it is hoped to pursue at some