Miss Van Norman discusses the composition of the Rumanian people, seventy per cent Latin, twenty per cent Slav, and the remainder Turk, Greek and other nationalities. The language is rapidly becoming Latinized due to the efforts of professors, lawyers and teachers. "After the war Rumania was a crossing place for Greek, Van Norman, with "six different kinds of money, several railroad systems, a number of different classes of society, and other things which made difficult a single unified state. They had the railway lines which had been part of a military system, into an economic asset, with an important terminal at the mouth of the Danube instead of at Budapest. Some of the tracks were of a wider gage than is usual, and after the war there were many miles of track to be normalized. After five years the railroads are realizable. The sphere is no money to build bridges to replace those torn down by the Germans, or to buy moving stock. The development of Rumania rests upon its railroads. They cannot get their products to the seaport without railroads, and in this vitally serious, without money gained from exports, they cannot improve the railroads. At present they are in a bad way. "The Rumanian lawyers have a difficult time plessing cases, for there are four or five different codes of laws, including the German, the Russian and the French (Continued on page 5, column 1)

Soprano and Alto Singers Give Student Recital

Eleanor Compton, 26, soprano, and Dorothy Johnson, 26, alto, gave a joint recital in the Music Hall on Tuesday afternoon, March 21. Misses Dunn and Helen Raymond, 26, accompanied. The program follows:

a. Bessteled
   b. Aus meinen grossen Schonen
   Franz Ungherl
   Schubert
   c. "Alte romantik" (Mozart)
   d. "Ne ma nin Thalak" (Mignoni)
   Miss Compton
   e. Cradle Song
   Greissmann
   f. Eastern Romance
   Rosiky-Korasan
   g. Song of Intoxication
   Rosiky-Korasan
   Miss Compton
   h. Slave Song
   Deep River
   Miss Johnson
   i. To A Hill
   Del Rio
   Miss Johnson

CORRECTION

The News wishes to correct the date for which the Boston Symphony Orchestra will play last week’s issue. The concert will be given on Tuesday, March 9th.
OFF WITH THE OLD
ON WITH THE NEW

"The King is dead; Long live the King!" We feel that the best of good wishes are hardly enough for the editor and the new board which take our places. For the News now will come in our hands more able, far more competent, than ours.

We cannot but divide the honors between the two boards themselves, for we are assuredly secure of the success of the new board, and we are very glad for an opportunity to express our gratitude for all the splendid co-operation of the old board which we must always think "the best ever."

THE COLLEGE OF THE FUTURE

The distrust of intellectual excellence, which is often associated with the present spirit and which has prevailed in the United States for a century, is slowly disappearing. The credit for this is probably due in part to the value of scientific research to industry. This slow increasing respect for intellectual work of the highest order is fitting fair to be a tremendous asset to the colleges.

The college of the future will profit by this change in public feeling. It will emphasize quality rather than size. It will require endowment needs as much per student and will limit its enrollment.

The college of the future will modify the present system in important respects. Students will have choices to make, but they will be fewer and more intense.

The college of the future will not have so much the academic spirit that students will allow its students more freedom, will insist upon more serious work, will make larger demands upon the intellectual independence and initiative, and will demand relatively less docility. The signs of the times indicate that American colleges of the future will be more highly differentiated and less standardized than they are at present.

There will be more interesting variations in the curriculum and fewer conventional objectives to teach every aspect of every subject. President Aydelotte of Swarthmore in the Philadelphia Public Ledger: "(What the colleges are doing)"

PUBLIC OPINION

The editors do not hold themselves responsible for views expressed in this column.

THIS GOVERNMENT

In reply to the Public Opinion articles on This Freedom, the last two of which have been clear, mature and admirable, a few things possibly should be said. In the first place it is true that pure democracy is not a very pleasant thing to live in any very aspect of the population. It would, however, seem, that if every democracy could be tried out in a thorough going way it might be in a college community. And personally I believe that Trustees, Administration, Faculty, Alumni and all would be thoroughly pleased to see the entire regulation of conduct in the college given over to the students provided only that we could bring before them important things: that students would consider not only themselves in making laws but also the work of the college, remembering that unless a college commands public confidence it will perish and, secondly, this they would show that they would without force or sentiment, execute the laws that they make.

That study would rise to a full comprehension of the problem from these points of view. I fully believe that they never kind of education would be asbered. I think, to the fact that no where have they ever had full power, that the fact that the world without experience tends to consider every question from a purely personal point of view. Articles in the future will be written with sincerity, assume that Trustees, Administration, Faculty, Alumni—all of us will continue to supply material and intellectual needs of the college, no matter what may be the interests of the students whom we serve or the conditions within the college,—that we shall continue to sacrifice utterly of our time and money and interest whatever or not we have any faith in the persons for whom we labor; this we know to be untrue of the reason for administrative checks in all colleges on student control of college. Administrative control must command the confidence of the public; there is but one way to avoid this necessity—that is for students to build their own colleges for themselves—even then it might well be that no one could teach in them; in one must have respect for the persons taught. If students would ever indicate that they have a mature interest for the welfare of their college and would form policies unbiased by personal whims and mere desires to do as they please, gladly we would give over to them the regulation of conduct, but they have rarely given evidence of any maturity of judgment, or of regard for their college, or of any intelligent approach to any problem of government. Does 1926 think that our recent experiences with the smoking peak, and any great evidence of ability to deal with a question of policy? Little or no Gina was given to any aspect of the matter; it was all personal opinion founded on nothing tangible. Yet I think if any student wants to be educated she would place her personal desire to speak above her regard for the college, or would surrender the friendship of those who have served the college for her small freedoms. The difficulty is that students are not satisfied that they and not the President and Faculty are right in believing that to lift the ban on smoking is in no way (Continued on page 4, column 1)

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RUTH FAIRMAN, 27
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NEWS BOARD ELECTIONS

The Literary Board of the News announces the following elections:

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Elections are open to all members of the college. All candidates will be interviewed on the campus at a convenient time. All candidates will be interviewed on the campus at a convenient time.

IN THE EYES OF THE STUDENTS

1. Introduction to Economics. A survey course that gives a basis for future needs in the department. Valuable for everyone, practically indispensable for the future citizen. Varies somewhat in interest according to the instructor.

2. Economic History of England from the Beginnings of Industrial Revolution to the Present Time. Demands more time and study than seems worthwhile. Fascinating to those who love England and detail.

3. Labor. A course that reveals fascinating currents of life of which the average student is unaware. Opens up paths for the student to follow if he cares to, and demands little or endless work. To some it is a stimulating deviation from the usual outlined course while others feel that a lack of unity and a definite object lose for it the interest that the subject should have.

4. Corporation Finance. An interesting and stimulating course for those interested in business. It calls for individual work on the part of the student. An opportunity to become familiar with a subject about which a majority of women are uninformed. Presented well.

5. Money and Banking. Don't take it unless you want to work and have taken in the elements of money and banking presented in Economics 1 and 2.

6. A course for majors and minors interested in the business side of economics. Well-planned and well presented, or, according to others, crowded with so much detail to leave the high points clear.

7. History of Economic Thought. Involves reading, thought, and discussion, rather than memorizing of facts, and is conducted in a delightfully informal way. The student does individual work and gains a definite point of view from which to appraise each economist. The time demanded would seem to warrant four hours credit.

8. Applied Sociology. A delightful course and practical with it. It opens wide avenues of reading and thought in regard to social problems. Some say it should be required. Others feel that it is a course from which the student would gain as much if she did the work without attending class.

9. Statistics. As for dealing with hard cold facts and picking skills in statements supported by figures, nothing could be better. It concentrates in a few short months what it would require years of experience to complete. As it is given the laboratory work is the only valuable part of the course. More discussion of practical material in class would add to its value.
THE MERRY LION

We wish to announce that this is our last appearance—and of course, we are not going to say good-bye, or anything of the sort. We shall simply say good-bye, and then go away. It is the custom of newspapers to announce their last appearance in this manner, and we are following that custom. Good-bye, and good-reading.

The Good Of Grades

"Hello, glad to see you," said the principal. "How are you feeling?"

"I feel fine," said the student. "I feel fine all the time, except when I have a grade."""

"That's because you have a grade," said the principal. "But you don't have a grade when you feel fine.""

"Oh, yes, I do," said the student. "I have a grade when I feel fine, and a grade when I don't feel fine.""

"That's because you have a grade when you feel fine, and a grade when you don't feel fine," said the principal. "But you don't have a grade when you feel fine all the time."""

"Oh, yes, I do," said the student. "I have a grade when I feel fine all the time, and a grade when I don't feel fine all the time.""

"That's because you have a grade when you feel fine all the time, and a grade when you don't feel fine all the time," said the principal. "But you don't have a grade when you feel fine all the time all the time."""

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News Of The Drama

“The Truth About Bladys” Playing at Northampton

“The Truth About Bladys,” an interesting play by A. A. Milne, is being played by the Northampton Repertory Company at the Northampton Academy during this week. With some of the more important roles in the hands of newcomers and introducing the new member of the company, Miss Elma Ryon, there is an unusual variation in cast added to the intrinsic interest of the play. Paul Hansell plays Bladys, the ninety-year old poet who has enjoyed two generations of fame built up on the work of another. This rather serious theme is cleverly and amusingly handled and another play is added to the stimulating list given by this organization this season. There will be the usual matinee Saturday. Next week the hugely successful farce-comedy by Adeline Matthews and Ann Niehols, “Just Married,” will be the attraction.

Musicians Give Program Of Modern And Classic Music

(Continued from page 1, column 3) until under the leadership of Durien Milhoud, rather dominating Pariscian composition. The Grazinger “Colonial Song” was a rare American bit of music, was again full of the humor of modern day, work, and in its defined out unexplored rhythms brought out one of the marked characteristics of the present day schools. The “Romances,” opus 13, by Blanche, “not one of the six, for he has too much sense for that,” was a strange interweaving of musical lines, a sort of wandering maze forming itself in weird pattern after pattern, with beauty over its goal. Two encores, “Chant du Verd’ agent” by Paderewski, and Frank Le Forge’s “Romance” brought the recital to a close.

The entire program follows:

Intrada

Beethoven-Kreutzer, 1770

Purcell

Elizabethan, 1600

Kodaly

Hungarian, 1906

Haydn

English, 1766

Holland

French, 1909

Rimsky-Korsakov

Russian, 1904

Peters (Angelus)

Czech, 1913

Saint-Saens

English, 1870

Glazier

French, 1903

Haydn

English, 1790

Berlioz

French, 1853

MENDELSSOHN

French

ALLEGRO MODERATO

MENDELSSOHN

Spanish

ALLEGRO MODERATO

DOLCE DIOLA

MENDELSSOHN

Episodes

Porter and Pojato

DOLCE DIOLA

ALLEGRO MODERATO

HOLYoke

MENDELSSOHN

Carnival Suite

Allegro Moderato

DOLCE DIOLA

MENDELSSOHN

DOLCE DIOLA

MENDELSSOHN

RUPERT SMITH

MENDELSSOHN

NURSLA’s ENEMIES

Queen

Rupert Smith

Anacreon

Frederick Busby

Sparrows

William H. Bower

The Count of Monte Cristo

Robert W. Hamilton

The Devil’s Bride

Charles Ives

The Great American Songbook

Emile Debussy

The Magic Flute

Walton

The Mystery of Edwin Drood

Gounod

The Sorrows of Young Werther

Mendelssohn

The Wreck of the Hesperus

Wagner

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*Mr. Louis Van Norman Speaks On “The New Rumania”*

(Continued from page 1, column 3)

Those of Austria-Hungary and of Napoleon. They are now busy modifying a Rumanian system of law.

They have been busy with their monetary system in order that their money values would mean something in the markets of the world. Rumania has been fairly successful in stabilizing her currency.

The Rumanians were originally herdsmen, then farmers, and today Rumania is a farming country. Eighty-five per cent of the people are growing grain. They would like to become industrialists, for when they took over new lands after the war they took over natural minerals, natural gas, and more oil. Rumania is one of the countries where there has been a land reform. Everybody was supposed to have about twelve acres, and was not allowed to sell without the consent of the authorities. Rumania is, of course burdened with public and private debts. Budget means to them the amount of paying balanced against the things which you believe you can collect. Rumania has reached an honest effort to meet her most pressing debts. She is a fund providing settlement with the United States. The trip upon which Rumanian prosperity rests is her natural resources, iron, lumber and oil. Before the war Rumania exported sixty per cent of her cereals, saving only forty per cent for her own consumption. It is declared that production of good wheat per acre in Rumania is higher than in the United States.

(Continued on page 8, column 1)

**The Good Of Grades**

(Continued from page 5, column 2)

emotional subtleties included in averaging an A, an A, and a D. For example, the student who has been a bright student grades in a technical department, where problems commensurate with the complexity of modern college life are considered, are able to step back and consider the grade certainly offer a satisfactory substitute for the tense excitement of modern living.

A STUDENT IS SELDOM BETTER THAN HER EYESIGHT

So said a widely known teacher. Let us examine your eyes. It will pay you and your parents a good grade in good health if you buy glasses that are properly fitted. Your vision will be perfectly restored.

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There are a few to this day who would prefer a return to that simple life, but the modern home of most demand problems commensurate with the complexity of modern life so that we must learn to step back and consider the grade. And students who are able to step back and consider the grade certainly offer a satisfactory substitute for the tense excitement of modern living.**
Mr. Louis Van Norman Speaks of the New Rumania

(Continued from page 1, column 3)

States. They are gradually growing less wheat because there is a government tax, it is unprofitable, and much of the land where grain was formerly grown has been turned into pastures. There will grow a great deal of corn, which is the chief article of food of the Rumanian peasant. Last May ten thousand tons of American grain was imported by Rumania, but when things become a little more settled it is probable that the Rumanian peasant will grow more grain.

The second of their great natural resources are the mountains, although of excellent quality, their distance makes it difficult to get to the ports. Their oil is also of a very high quality, and there are many square miles of fruit lands which have not yet been exploited.

"When Rumania took over the new provinces these provincials believed that they were joining themselves to Rumania, while Rumania looked upon them as conquered lands and wished to absorb them. These differences as to the exact nature of the union have not yet been satisfactorily settled, but it is purely a family quarrel, and both sides would resent the interference of any other nations.

"The royal family is as kind as can be; any request coming from them is almost invariably granted."

"The French influence is very strong there."

"America, as has been said, has had a funded debt settlement with Rumania, and very recently a commercial treaty between the two countries has been concluded." Mr. Van Norman gave a delightful account of his trip to America, and the many difficulties he encountered on that somewhat dangerous journey.

Discusses Professions For Women Before Alumnae

(Continued from page 1, column 1)

that 25 or more years ago the term "woman's sphere" was a most frequent cause of argument to intelligent women. Woman's sphere was represented to be kitchen, dining-room, nursery, and with a properly guarded drawing room occasionally added.

"For the last decade or two that phrase has been used as extant as the ballroom sleeve or the merry widow hat. But to-day such educational straws as the Smith Institute for the Culture of Women's Interests, the Vassar Division of Euthenics, and certain of the discussions at the National Education Association meetings in Washington appear to indicate that the wind has changed again. It has been found that we are re-covering a woman's sphere of our own free will, but it is a vastly different sphere. It is the sphere of man's interest, embracé by all of life itself, with home and family occupying their rightful place, but not to the exclusion of all else. Is that or is it not coincident with man's sphere? If it is, then presumably there should be some variation in curriculum for men and women should be identical. If not, then presumably there should be some variation in curriculum for men and women.

"Along broad lines, in the world at present constituted, there should be no great difference, as I see it, between the aims and ideals of man and woman. And, along broad lines, there should be no great difference between the education of one and the other. When it comes to practical application, however, there is no escaping the fact that the chief responsibility for the progress of civilization lies with women, inasmuch as the present social organization has placed in their hands the child in those formative years when the developing mind receives an imperishable stamp of educational theory and practice.

"Discussing the work of the eunuch department, Miss MacLeod said that the wide scope and practical value of eunuchs is the manner in which we are utilizing the comparatively unused talents of a different department is best illustrated by the subjects chosen as the central theme by students majoring in the field of eunuchery.

"At the Vassar Institute of Eunuchology this year covered traditions of eunuchs, Family Relationships, and The Family as an Economic Unit. Under the first, the principal topics were husband and wife, motherhood, the father in the family, individual adjustments, and the family in the eyes of the law. Under the second the topics are production, consumption, and utilization, and the family in relation to the community.

"The proposed school of Eunuchology will differ from the professional schools of Home Economics inasmuch as it is planned specifically for the non-professional woman with a background of liberal arts training.

"The 'Good Life' for Women was the subject of an address by Ethel Par- ter Howes, director of the Institute for the Coordination of Women's Interests at Smith College. The 'good life for women ought not to involve a choice or rejection of one valuable thing for another,' stated Miss Howes. The problem is to end the present waste of educational investment, by finding a particular use of the college education for the older women.

"The student devotes herself to specific interests and then has to make the in- tolerable choice. She usually makes the normal choice of marriage and motherhood, turning back on the specific work which has been giving her best self.

"Dominant interests outside the home ought not to be brought into pedagogically but to be naturally developed as part of the woman's personality. This is a thing that can be done if the right way is found. The complete work has not yet been found. The purpose of the Institute at Smith is to work out and be an integration of all women's interests, the ethical concept.

"Education for parenthood either now or will be a central part of education," said Mrs. Howes.

If we were to say that we are trying to do things for the young professional woman 'although another that would not be a true representation. Our idea is to step back from words that imply a ruthless career, in competition with others. The professional woman is not necessarily the one who has a career outside the home but the one who has a special interest and that it has a professional quality.' There must be in all professionscrews that such women can get into, such as keeping records, research and bibli-
News From Other Colleges

Rah! Rah! Rah!

The greatest preponderance of “rah!” in college yells has been explained by the Bell Telephone laborers. It was found that this sound is the richest in volume and is the most pleasing. For this reason, it is found in practically every language.

The American Campus

Education By Presence

The following paragraphs are excerpts from an interview with Robert Frost in which he explains his pedagogical theories. He is at present at the University of Michigan where he teaches by the informal process of “education by presence.”

“Everybody knows that there is such a thing as education by presence and has benefited more or less by it. I have never set up to be a particularly good teacher in a regular class. I catch them off guard three days in the week classroom work. I refuse to give up; after a day, I follow them up with questions I myself cannot answer. I refuse to stand up and lecture a steady stream of information to the conspicuousness of my character. Three days in the week, thirty-five days in the year is at least three times as often as I have the nerve to face the same audience in a week, and three times as often as I have the patience when I know the audience has been doing nothing but helping itself in the intervals between my lectures.

“No, I am an indifferent teacher as teachers go; but it is hard to understand why I am not among the colleges unless there is some force in it is thought I can exert myself more or less to them. It must be that what I stand for does work.

The teacher who has students contacts which are but informal, extra-class, say, fills a spacious place in the student’s needs. Perfection of contact of mind on an offering oneself as someone the student may like to show his work to. Men have come to and from paintings because they felt their sympathy with anything they might do, even though it was frequently intensely unprofitable something I knew little about. The college, I think, could be partly built, in the upper tier, of teachers who could themselves or were enabled thus. By ‘upper tier’ I mean a few of the teachers could be offered a gift this way and all of the teachers now or less. Every teacher should have his time arranged to permit free informal contact with students. Art, the various sciences, research, lend themselves to this treatment.

The New Student

The Number Grows

Colleges and universities in the United States have adopted 402,000 students enrolled. This is 73 per cent as many as have been graduated from American institutions of college rank in the last three hundred years. The total number graduated is 83,000 and in addition, 2,000,000 have been sent out without degrees.

The Springfield Student

Educating The Sleuth

Northwestern University offers a course for police chiefs. The main study is the psychology of crime.

Flat Hat

The Women Lead

Psychological tests were recently made of Harvard and Radcliffe college stu-
dents by Dr. Abraham A. Rohack of Harvard University. The tests were based on relative speed in observation, deduction, mental application, and interpretation. It was found that the girls scored higher than men, the Harvard men showing an average of 50.5 per cent of the same average, 107 students of Radcliffe girls had a 55 per cent average on tests of thirty-seven girls. Dr. Rohack stated that the higher average shown by the girls is to be explained by the fact that greater discrimination is exercised in sending girls to colleges.

Vassar Bewares Its Folly

Our faith in panaceas has been considerably shaken by the discovery in the Vassar Misselley News of a Public Opinion violently denouncing the new smoking rule at Vassar which permits smoking in one room on the campus, and forbids it in any other public places of the campus. The protest comes not from a firm reactionary but from a confirmed smoker who finds it impossible to endure the air in the room set aside for the purpose of smoking. The picture she draws is of considerable irritation to girls in our sheltered little community.

It has been declared where students smoke—in the College Club, in a possible Semiroom, in the inconspicuous, distant corners of campus. The new rule we understand, we don’t enforce. Well and good. The gain which this gives us is formal approval, a smoking-room, two things for which we had long agitated.

The bait at which we so eagerly bit is covered in our monthly budget. But although lacking the formal approval of the above-named dignitaries, we could smoke: with a certain degree of outdoor comfort, and without an hour’s exercise.

Now we have rendered this almost impossible. We must treat the icy steps to the far Pine Walk or to Sunset Hill; or we may use the Council Room. And if there is any one who has found genuine pleasure in the use of this last privilege since the rule was passed, we have not found her. State air like thick blue ice, protruding feet of those parked in pallid fringes along every wall, dim, scintillating figures huddled on the sofas, butts and ashes, spielers like receptacles here and there, melancholy Rolands leaning at a window are enough to sicken the most robust smoker on entering. From a pleasant spacious room which was the only place aside from the unsatisfactory Lodge and hall parlors where undergraduates might entertain their guests, the Council Room has been turned into a sink of ill-health, ugliness and filth which you could politely take only a yellow journalist and on whose dark, fast-shut door might well be written: No smoking any one who enters here.

Give us back the good old rule! Better the humiliation of such a repeal, its unambiguity, its striking figures and red sparks on a not very immediate campus, than to be herded like pigs in a sty which we ourselves created. But must we swallow in its mire?

We do not wish to antagonize our worthy Trustees, who have recently shown such understanding and sympathy with undergraduate opinion. We do not wish to shock the Alumni who occasionally visit us; nor yet our parents, distraught of their daughters’ characters. But smoking is already an accepted custom, and will indubitably become as common as such former abominations as bare knees, motor parties and visiting men.

We grant we have brought this on our own heads. We have made a mistake. Must we bitterly abide by it?

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CALENDAR

Sunday, March 7—College Preaching Service—Chapel, 10:30 a. m. Rev. Horace Leavitt, of Brooklyn, New York. Vesper Service—Chapel, 7:30 p. m. Rev. Mr. Leavitt.

Monday, March 8—Community Meeting—Chapel Auditorium, 4:45 p. m. Tuesday, March 9—Intercollegiate Community Service Association Meeting—New York Room, 4:45 p. m. Speaker: Miss Amour, Subject: Social Service Work and Its Connection with College.

Boston Symphony Orchestra—City Hall, Holyoke, 8 p. m.

Wednesday, March 10—Trustee Faculty Reception—South Rockerfeller Hall, 8:30 p. m.

Thursday, March 11—Trustee Meeting—Office of the President, 10 a. m. Dance Recital by Members of the Classes in Interpretative Dancing. Department of Physical Education—Chapin Auditorium, 8 p. m.

Friday, March 12—Meeting of the Representative Council—Music Hall, 4:45 p. m.

Illustrated Lecture—Chapel, 8 p. m. Speaker: Mrs. Arthur J. Hopkins. Subject: Bewildering Egypt.

Saturday, March 13—Bible Club—86 Room, 7:30 p. m. Speaker: Miss Hyman. Subject: Art and Religion.

Biology and Chemistry Clubs—Hooker Auditorium, 7:30 p. m. Speaker: Dr. H. W. Patrick, Director of the Research Laboratory, Health Department, New York City. Subject: Investigation in the Care and Prevention of Diphtheria, Scarlet Fever, and Pneumonia.

Classical and Archaeological Club—Music Building Library, 7:30 p. m. Closed Meeting.

French Club—Parsons Pear, 7:30 p. m. Mathematics Club—Hall, 7:30 p. m. Speaker: Mrs. Anna Bell Wheeler, Head of Mathematics Department, Bryn Mawr College. Subject: Numbers. Open Meeting.

COLLEGE NOTES

A large delegation from the college enjoyed the Jeiritsa Concert at the Springfield Auditorium Saturday evening, February 27th. Mme. Jeiritsa gave generous encore.

The Mid Winter Dinner, 28th, accompanied by Constancy Mead's, sang at Parsons Hall, Sunday afternoon, February 28th. Elizabeth Davis, Tein, was selected singing leader of the Sophomore class.

Plans for the 1926 Gym meet are being made for Saturday afternoon, March 20.

Miss Woolley's first tea for Freshmen was held Thursday afternoon, March 25.

The Boston Symphony Concert will be held in Holyoke Tuesday evening, March 26.

Mr. Ellis spoke in chapel on Monday morning on "The Recent Governmental Changes in Italy, and Mussolini." A bronze tablet has been placed in the Cornelius Chappey Laboratory in recognition of the fact taken by the classes of '25, '26, '27, and '28 in the raising of the Building Fund.

ALUMNAE NOTES.

1920

Helen Frances Eaton has been married to Reginald Stevens Kimball.

Florence Chace Watersworth is employed by the First Congregational Church Memorial Church. Her duties include church visitors for religious education, and assistant in the general work of the church.

Louise Schutte has been married to Edward H. Field.

DEPARTMENT NOTES

Department of History and Political Science:

Miss Ellis has been invited by the Carnegie Endowment for International Peace to be one of a group of fifty international lawyers and students of international politics, who will, at the expense of the Endowment, visit various international agencies and foundations in Paris, the Hague, and Geneva during the coming summer.

Miss Barnes has been awarded the Alice Freeman Palmer fellowship of the Association of University Women, and will spend next year in historical research in London.

Department of Chemistry:

Last week Miss Carr spoke to the Alumnae Association on "New Horizons for Chemists." Last week-end she was in New York compiling data in her particular field, absorption spectra, for the International Critical Tables.

Department of Education:

Miss Wentworth attended the National Education Association in Washington.

STUDENT RECITAL

Elizabeth Dolman, '26, gave a piano recital on Monday afternoon, March 7. The program follows:

Principles and Fugue in F flat major

Bach

Sonata No. 2

Bach

Rede von Lieb

Nocturne, Opus 34, Number 4

Chopin

Grifles

Hungarian Rhapsody, Number 2

Liszt

LIBRARY NOTES

The following are among the recent additions to the Library:

Abbott, Helen R. The merry heart. 1918

Culler, Willa S. The professor's house. 1925

Cooper, Alice C. ed. Poems of today; a collection of the contemporary verse of America and Great Britain. 1924

Davies, William H. Nature poems and others. 1922

Downes, William H. John S. Sargent, his life and work. 1925

Gordon, George A. My education and religion, an autobiography. 1923

Gordon, Margaret and King, M. B. comps. Verse of our day; an anthology of modern American and British poetry, 1923.

Gardiner, Alfred G. Prophets, priests, and kings, 1914.

Garrett, David. The sailor's return. 1925

Hamilton, Frederick. The vanished poms of yesterday, 1921.

Henry, O. Selected stories, ed. by C. A. Smith. 1922.

High, Stanley. Europe turns the corner. 1925.

Jacobi, Mary P. Life and letters of Mary Putnam Jacobi, ed. by Ruth Furman, 1925.

Kelly, Robert L. Tendencys in college administration. 1925.

Laxmikant. Translated from the Telugu. 1923.


Reed, Edward B. Songs from the British drama. 1920.


Untermeyer, Louis, ed. Modern American and British poetry. 1923.

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