Honor Scholarships. 1919.

Honor Scholarships have been established by the College for the purpose of giving recognition to a high degree of excellence in academic work, and of showing appreciation of loyalty to the high intellectual standards that the College seeks to maintain.

Attention is called to the following points:
1. These honors fall into two classes. The student in the first, or higher class, are termed Durand scholars. Students in the second class are termed Wellesley College Scholars.
2. These honors are awarded to seniors on the basis of two and one-half years' work, and to juniors on the basis of one and one-half years' work.
3. The standard in each case is absolute, not competitive.
4. All courses in the College are on the same footing.
5. A small amount of non-credit work will not detract from these honors.
6. In general, a condition in college work will be held, except when incurred in the freshman year and made up before the beginning of the junior year.
7. The names on the list are arranged in alphabetical order.

Senior Durand Scholars. Class of 1919.
Bagley, Edith Augusta
Barbour, Elizabeth Lacy
Bell, Marion
Bishop, Helen Mary
Bledgeth, Florence
Bostwick, Prudence
Breiner, Margarette Amelia May
Brooks, Ruth Frances
Cow, Mary
Cox, Ruth Stevens
Paris, Dorothy Deane
Fiebig, Charlene Doris
Freenan, Elizabeth Frances
Fagan, M. Louise
Goodrich, Florence Emily
Hazard, Dorothie
Hemenway, Vera Carrie
Henderson, Amelia
Hollanday, M. Marion
Holt, Evelyn
Holter, Edna
Kriegsmir, Anna
Lechear, Faith B.
Lofthus, Constance Mary
Merrell, Helen
Morrison, Sarah
Pickard, Edith Estelle
Richardson, Ellen
Rump, Adele Mary
Scherer, Margaret Roseman
Sandl, Miriam Roomer
Strain, Thelma Weiss
Torpey, Mary Rita
Trimmer, Emily Lois
Voss, Katharine Grant
Wallace, Marion Horton
Weischak, Dorothy
Wilson, Irene Harriet
Wright, Susan Lowell

Senior Wellesley College Scholars. Class of 1919.
Anderson, Edna Kathe
Anderson, Helen Lucile
Andrews, Helen Rabbits
Armstrong, Alice Hall
Bisley, Helen D.

(Continued on page 8, column 3)
COMING TO THE DEBATE!

On Saturday evening the "spirit of Wellesley" can shine undimmed. All intercollegiate and intra-collegial activities have been suspended on account of the heavy snowfall. In the absence of these activities, Wellesley has chosen her warriors for the battle of brains—and Wellesley must stand behind them with encouragement.

CONCERNING PUBLIC OPINION.

There has been a good deal of agitation in the college lately concerning the matter of public opinion. Reformers are asking that more rules be done away with and the college body treated less like a boarding school and more like the community it ought to be. Theoretically, this is a sound and justifiable demand.

Before such reform is likely to be brought about we must be aware that just what Wellesley's public opinion is. There have been several instances of late where matters left to student regulation went beyond the limits of moderation. In the last interclass competition, for instance, no one was directly responsible for the degree to which the affair was unconsciously carried. The result was probably due to a certain very natural "mob" spirit.

At the Glee Club concerts, too, no girl intended rudeness. Yet the talking during some of the numbers was most discourteous. The same thing happens again and again with the girls' attitude toward chaperons. They simply do not realize how thoughtless they often are.

It is in boarding school, however, that thoughtlessness is expected and may be excused. But where public opinion is urged as a safe criterion, too much thoughtlessness is rather hazardous. Undoubtedly the majority of Wellesley girls stand for courtesy and self-control. It is not enough for them to do so unconsciously. It is for them to create a public opinion of some power. Wellesley is judged by the standards of any one girl—and unfortunately there seem to be a few who are more than thoughtless. Public opinion can take care of this situation only if it asserts itself and proves that it is a factor to be reckoned with in this college.

RECONSTRUCTION OF SUNDAY RULES.

The growing tendency toward reconstruction is finding expression in Wellesley as well as elsewhere. Sunday rules, standing for outworn tradition, are the object of vehement criticism among the college at large. Unfortunately, however, the majority of the students are content with the present situation. There has been no concerted effort to bring about a change.

Many hold the opinion that conduct on Sunday is a personal matter. From this point of view a restriction on boating is an infringement upon the liberty of the individual and as such is to be condemned. There are others who criticize the rules from the standpoint of consistency. Why one must walk to Wellesley Hills, yet be allowed to ride back is a mystery to the majority of the college. If snow-shoeing on Sunday is not forbidden they see no reason why skating is clashed among the crimes.

And from the point of view of unassured conservation and worthless tradition, others condemn that portion of the grey body relating to Sunday rules. They object to copying to a regulation, dating from an age long vanished, as at present, as at a vesters, which requires registration on Sunday before 7 P.M. They resent the necessity of restricting few rare invitations to ride. Sunday in their eyes does not "look bad." It is a tradition and not good taste that frowns upon it.

These objections deserve attention. Wellesley offers a place for their consideration—the House of Representatives. A change is felt to be necessary. If Wellesley does not effect this change, if discussion is not started, it is her own fault. The Representatives are here—use them.

FREE PRESS.

All contributions for this column must be signed and must be prepared in the third person. The signatures will be printed. Initials or numerals will be used in place of signatures on anonymous contributions.

The Editors do not hold themselves responsible for opinions expressed in the columns. Contributions should be left in the hands of the Editors by 9 A.M. on Monday.

I. NOBLENESS OBLIGE!

It is natural for the esteemed reader of F. B. S. recent Free Press to wonder how much F. B. had considered her subject before she raced into print. Had she stopped to think, or had she enjoyed more than six months of college life, she would have inevitably asked herself, "What does the student owe the faculty?"

In the first place, the student owes to every member of the faculty the respect that is always due her, and the courtesy that goes with it. Such respect and courtesy are neither outgrown nor unnecessary conventions.

In the second place, any student not unfortunately inexperienced is bound to value the time, the attention, the effort, that members of the faculty expend on her. If she is stupid, they patiently endeavor to introduce light; if she is clever, they urge her on to develop new powers. There is no way in which the student can adequately repay this interest. Academic labors do not cancel the debt; socially, the student again receives more than she can give; should she then object to offering the best seats at the tables to those who have probably done more for her than any other saves her parents? The principle of noble oblige is not yet a scrap of paper.

II. RULES OF WARFARE.

Has the war begun again? Evidently cuts were not such a lasting peace as was expected—in Wellesley, at least. The Ennecy and Central Powers brought out and sold their heavy artillery, in the form of kicks, scratches, and bites, last Monday. Some cases of the interclass regulation of the college engaged in battle. The bloodthirsty Amazons were letting off steam longpent up during the months of quarantine and cold weather. But comedy is akin to tragedy, and fun may turn a student's notice to calamity. Is it fun to knock your sister's breath and teeth out of them, to blacken their eyes and divest them of hair? It used to be amusing to fight with little brother, until you pushed him down and he bumped his head on the floor which came about to a place on the casualty list with only a good soaking, but others were not so fortunate. There was a lot of excitement, while it lasted, for those who came out unscathed. It is a fine thing nobly to defend the cause of one's country or class, but next time it would be a wise plan to organise a Red Cross and a medical corps. Hereafter when we battle, let's do it in a ladylike fashion!

J. V., '22.

III. WHAT TO DO ABOUT IT?—TILLY'S QUESTION.

"Heretofore Wellesley college girls have taken pride in loyally upholding the ideas of College Government. What are they to do now? They are up against a problem which will test their present system to the limit. It is a difficult and earnest. Wellesley girls must not say 'College Interpretation is no good— it does not represent us.' They must put their heads together and say 'We're up against it—this is a knotty problem but we must work on it and persuade our College Government in one of the things we are here at college. We cannot be careless about its success or failure."

The House of Representatives has interpreted representation in a way that many of us disapprove. It has, at the last meeting—interpreted it to mean that each representative votes according to her own best opinion after consideration and debate in the House. Some people thought that a Representative should vote according to the head and lay down the law. This is the case in other than freshmen and house presidents for they represent no particular body, but the entire class, and so large a group generally contains both the opinion of the minority and of the majority. It is a good thing to be in a group that is majority, but may contain the opinion of the minority. It is a good thing to be in a group that is majority, but may contain the opinion of the minority. In the case of two-thirds, each group advised their delegate to vote "No," the vote of the house was overbearing and negative and one-third of the college would not be represented—not even by a minority vote.

On the other hand if the opinion of each member of the college is determined and the result is found to be two-thirds "No" and one-third "Yes" and if, in the face of this, the House after a prolonged debate voted "No," the result of the college is represented in a minority vote and the small one-third rules with a majority. Here, however, the decision depends entirely on the way the largest part of the House feels. There is a possible situation under the present system—that of each girl voting according to her own desire irrespective of her class-mates—but of course the opposite situation is here just exactly as possible.

Clearly, we must face this problem and choose: (1) Do we want a group of girls representing the views of the group we want to represent; (2) Do we want an all-female group to express our views to small groups and to voice the consensus of opinion in that group? (3) Do we want them to come from small groups and vote according to their own judgment after fairly considering all sides? (4) Do we want the present situation, in
which class delegates vote as they feel inclined, to exist? It is neither progressive nor fair to say in a disguised way "Herefore we have been loyal to College Government, now we feel shut out, it does not represent us; it seems to be a failure." Let us change it until we are represented fairly, until we feel ourselves—not only "a vital part of a living organization" but one of the forces of a growing and developing organization.

IV. Why Should Books Leave the Library, Over Sunday?

Why should students be allowed to take books out of the Library over the week-end? Often there are not more than three or four books from which a whole section must prepare their assignments for Monday. Saturday afternoon is the one play-time of the week, and few are devoted enough to wish to spend it all in the Library. When one has counted on doing a large part of that collateral reading, which is due soon, on Sunday, and has leisurely dragged oneself and one's gotholes through rain and mud, has slowly congealed while waiting for the bronze doors to open, and spent many precious moments of one's precious hour expect for the rather exasperating to find that the needed book is spending Sunday with some dear classmate. Is it just that a few very girls who were lucky enough to get the books on Saturday evening, should be able to use them all through the following day, any more than they should keep them through any other day? Very probably the girls use the book for only a part of the time that the Library is open, but it is not fair that every one should have an equal chance to make up work or prepare assignments on Sunday afternoon.


SHIFTING OUR TROUBLES TO CHINA.

The following plea from a Chinese student at Radcliffe deserves our attention and thought.

To Wellesley Friends:

Do you have read about American brewers going to China and intending to put up a $2,000,000 plant in the Orient? We, Chinese students in America as well as the intelligent Chinese at home, have been receiving this démarche in the newspapers. Our hearts are saddened at the thought of the evils against which we had to fight, have been fighting, and have to fight. The picture of our struggle against opium, resulting in our having a large indemnity and loss of territory is still fresh in our mind; just recently the Chinese Government had to pay $5,000,000 for the stock of opium and to burn the whole lot; and now evil under a new cloak is being forced upon us.

From the news at home, I learn that the general sentiment of the Chinese Republic is against the introduction of the liquor trade and the people realize the importance of stopping its spread all over China. In my opinion, the establishment of the liquor industry in China being intended by American capitalists that are to be forced out of the United States on account of the national prohibition, the protection will be impossible. In our large indemnity and loss of territory is still fresh in our mind; just recently the Chinese Government had to pay $5,000,000 for the stock of opium and to burn the whole lot; and now evil under a new cloak is being forced upon us.

In the newly published Poets of the Future the work of five Wellesley students is represented.

The Knitter by Mary Clare Barnett, The Cog by Dorothy Crane, A Story in September by Berenice S. Kenyon, The West Wind by Irene H. Wilson, and Late Spring 1917 by Sally Collins Wood have been included in this volume. It is interesting to note that Mount Holyoke is the only other woman's college as well represented. There are five poems from Mount Holyoke, two from Barnard, three from Vassar and one from Radcliffe. Perhaps much of the excellence of the Wellesely students' work is due to the encouragement that aspiring poets have received in Scrivener, a small group who meet occasionally, under the leadership of Miss Bates, to read and discuss their poems.

ARTISTIC FREEDOM WITHIN GEOMETRIC LIMITS.

"Greek pottery is architectural; it is built according to certain geometric themes." Mr. Jay Hambidge made this surprising statement in the course of a lecture delivered at the Fornsworth Museum on Thursday, March 6.

A Greek artist never set down, as so many modern artists do, to draw or model in a haphazard sort of way. His art was not formalized in emotion, it was balanced, intellectual and emotion set each other off, and the artist moved easily and powerfully within severe and precise limits. Now the artist feels hampered by formality of any sort. He tightens up and produces, in very loose limits, an offensive form of art.

Mr. Hambidge, however, showed where there was some hope for the future art. The Greeks, who have been considered of almost immortal genius, may yet be approached. Mr. Hambidge's discovery consists in working out and applying to hundreds of examples the geometric scheme on which their pottery, architecture and design is based. So closely did each artist adhere to the particular mathematical theme of his piece of work that Mr. Hambidge has been able to coincide accurate measurements of amphorae with patterns to the third decimal point.

The system, which was explained in detail, was based on the ratios of the proportions of rectangles. To it belonged a series of shapes to infinity, all of which went into each other and belonged to each other proportionally. If an amphora is constructed according to the variations of what Mr. Hambidge called a "root 2" rectangle, the detail of that pottery follows the same plan. All its relations, height to width, length of lip to height of base, etc. conformed to the restrictions of a "root 2" rectangle. Mr. Hambidge illustrated his state-
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Featured are Distinctive Types in
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and the accessories—gloves, hosiery, neckwear, bags, vanity cases and novelties

YOU ARE CORDIALLY INVITED
Three members of the Wellesley Y. M. C. A. Unit in France who are stationed at Paris composed the following verses during an endless ride from Havre to Paris. Since they are assisting the Army Educational Commission, it may be that they anticipate having classes in parody.

**TEA IN ENGLAND.**

Just a tea at twilight
Bread and buns,
When the lump of sugar
Never come, but go,
When the jam is rationed
And the milk is lean,
Then to us at twilight
Comes saccharine—comes an-a-saccharine!

**A TRAVELING WASH.**

(Tune: *Keep the Home Fires Burning.*)

Keep your teeth from gnashing,
While you wait for washing.
For the laundry takes ten days
And we must wait.
There's a dirty living
Through your shirtwaist shining,
Turn your collar inside out
Till the wash comes home!

**THE CHANNEL.**

(Tune: *K-K-Katry.*)

Oh, the ch-channel
Crossing the channel
In a cabin there is always "noon for more."
But we had twenty.
Found it a-plenty.
For they didn't fasten down the cabin floor.

**LINES TO A Y. M. C. A. HAT.**

Oh, the 'at,
The Kitty 'at!
You may think it's going to fit you and all that.
But you've got another think.
For the hat is bound to shrink,
And sit on you as a farthing might have sat.

Oh, the 'at
Once was flat,
And the brim was thin and tiddy and all that.
But one day we crossed the ocean,
And the brim took up the motion,
Waving like the bill upon an angry cat.

Oh, the 'at
-Lovely 'at!
Oh, how chic and ravissant, and very fat
I appear to all beholders,
You may bet I've some shoulders
When I contemplate the maker of the 'at!

**HERE IS ANOTHER ONE.**

(Students are asked to fill out the following questions without consultation with other students as strictly individual answers are desired.)

1. Are you in favor of red tape?
   a. If so, why not?
   b. If not, how did you happen to come to Wellesley?

2. Perhaps you approve of tape if it is white?
   d. Or at least not red! Give careful reasons for this answer.

3. In how many circumstances of your daily life, omitting those instances in which you were rendered temporarily insane, have you been distinctly benefitted by winding yourself up in red tape?

   a. Was it when you fractured your skull and wanted to change your gym appointment to the next day?
   b. When the cook made chocolate frothing and you missed the last train back Xmas vacation?
   c. When you wished to change your division because the instructor had an unesthetic manner of arranging her hair?
   d. When you said good morning to the dean and were asked to put it in writing?
   e. When you bowed to a member of the faculty and were advised to refer your difficulty to the college recorder?

   Students having answered "Yes" to the previous questions need not fill out the remainder of the questionnaire. Others will kindly think deeply before replying:

   31. If you sincerely feel that the tape (red, white, or a combination of both) has not helped you on the occasions cited above, would you prefer:

   a. To retain some of our tape (for and by which the college is famous and has gained its good name) but only so much as can be reasonably connected with the business in hand?
   b. To abolish all red tape and establish a system whereby any student who wished an immediate response to a request, would be privileged to call a forum and to put her question clearly?
   c. Or that all such matters should be dealt with by heads of houses acting in cooperation with leaders of maid's classes.
   d. Have you forgotten public opinion? (1) (Immediate action will be taken as soon as the results of these questionnaires have been compiled by a committee of the Academic Council which will report at the next meeting of that body. The report of the committee will be discussed, and voted upon, and the resolution conveyed to the President, who will carry it to the Board of Trustees. If the Trustees deem it wise, they will appoint a committee to investigate the history of red tape in colleges, its instigation, assimilation, and perpetuation. At the following annual meeting of the Board of Trustees the committee report will be discussed, voted on, and if possible a satisfactory agreement will be reached.)

B. K., '20.

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YOUNG IMPERSONATOR GIVES ORIGINAL READINGs.

Miss Sydney Thompson, an artist of no mean ability and promise, gave a series of readings in Billings Hall on Friday evening, March 7, in connection with the Department of Reading and Speaking. Miss Thompson is a Vassar graduate of the class of 1913 and a sister of Mary Brewer Thompson, who was a member of the class of 1909 at Wellesley. She endeared herself to her enthusiastic audience by her youthful charm, her gift of a beautiful, vibrant voice and her intense interest in every part she took. That several of her selections were original added to the uniqueness of her program; and that her last three were given in costume gave a reality to her impersonations which nothing else could have attained.

First she presented two original plays, which she called "sketches,"—modern pieces, in which her youth and the force of her personality were made artistic. In the costume of a lady of the French aristocracy during the fifteenth century she interpreted the soul of the misunderstood Agnes Sorrel. This was also original and showed the creative genius which is undoubtedly hers. The parting of Lancelot and Guinevere, from Malory's Morte d'Arthur, gave evidences of even deeper feeling and more accurate interpretation on the part of the impersonator than had yet been shown. Miss Thompson closed her program with several delightful Old English ballads—"The Lady Turned Servant," "The Beaufort Fair," and others not so well known. The ballads were quaint and "Englishly" and left one wondering why this field of interpretation has been so much neglected.

In criticism it would be well to note that Miss Thompson is one of the youngest artists before the public to have made the reputation that she has. It cannot be denied, however, that she has far to go before she perfects the rich endowments which are hers. The force of her intelligence and the compelling charm of her personality make it seem as though she were more of a finished artist than she is as yet. But there is no doubt that her unique imagination, her creative ability, and her remarkable voice will in time place her in the front rank of interpreters of her art. Enthusiastic admirers in her audience were many; Wellesley will watch her career with interest.

INVEIGHERS AGAINST THE REPRESENTATIVE—READ!

The following paragraph may interest a larger circle of readers than are likely to find it in the Library.

A. B. P. Murch. From the New International Encyclopaedia.

"As regards the relation of the representative to his constituency, a popular view is that the representative is the mouthpiece of his constituency and subject to their instructions. According to this view he has no independent judgment and cannot follow the convictions which he may have reached from the most exhaustive study and reflection, if the will of his constituency be otherwise. Moreover, their own local interests are to be preferred to those of the country at large, and it is his first and foremost duty to champion those interests in preference to the national interests. A sounder view regards the individual as the interpreter of the common consciousness of right and reason. According to this view the representative is not bound by the will of his constituency, but by research and reason endeavors to discover what the general good requires."  

It might be noted in passing that an editorial in last week's issue of the News expressed just such convictions.

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ALUMNAE DEPARTMENT

(The Editors are earnestly striving to make this department of value by reporting events of interest to Wellesley Alumnae as promptly and as completely as is possible. The Alumnae are urged to cooperate by sending notices to the Alumnae General Secretary of directly to the Wellesley College News.)

MARRIAGE.


BIRTH.

11. On November 21, a daughter, Virginia, to Mrs. J. H. Whitton (Hoel S. Shepard-Elmer).

DEATHS.

On March 5, Caroline A. Hardwicke at the home of her friend, Susan E. Tracy, Jamaica Plain, Mass.

11. On January 10, 1910, at her home in Springfield, Ohio, Jennie Alexander Lewis, mother of Mary E. Lewis Greene, 91 (Mrs. Arthur M. Greene, Jr.).

CHANGES OF ADDRESS.

11. Mrs. J. H. Whitton (Hoel S. Shepard-Elmer) to Mountain Home, Idaho.

11. Mrs. Durward W. Sisson (Helen Frank) to North Shields Ave., Wyandotte, Mich.

11. Mrs. Foster M. Meldrum (Emma Barrett) to 720 Eastern Parkway, Brooklyn, N. Y.


11. Dorothy L. Stern to 316 West 80th St., New York City (temporary).

11. Mrs. E. H. Blu, Jr. (Kadah Booth) to 389 W. 181st St., New York, N. Y.

PERIODICAL LEAGUE SENDS MAGAZINES TO HOSPITALS.

The work of the Periodical League has necessarily been changed since Christmas as the result of the return of our soldiers from overseas, but it has by no means ceased. The Library Association wrote that the subscriptions which had been sent to Camp Devens were as much needed as ever and would be of great use for some time to come. In addition to these subscriptions the League has recently supplied over 30 six-month subscriptions to hospitals in the United States. One of these is at Otisville, New York, and the other at Fort Snelling, Minnesota. The librarian at Otisville wrote, "I'm sure you couldn't find a better way to spend some of your money than on magazines. The men can't get enough of them and we are nearly always short."

In place of sending the magazines collected here in the college to England, as was done before the armistice, the committee in now sending them each week to a hospital in Georgia, where they need all we can possibly give them.

PHILADELPHIA, March 14.

For Sale or To Let—

PIGEON COVE, NORTH SHORE.

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BENJ. H. SANBORN, V-President

LOUIS HARVEY, Cashier

SAVINGS DEPARTMENT

SAFE DEPOSIT BOXES

CAROLINE A. HARDWICKE.

This last week has seen the passing of a brave spirit from among us.

Miss Hardwicke bore boldly infirmities for years without complaint. Not even those most intimately associated with her, knew of her great disabilities. How beautiful and merciful that after weeks of sleepless nights, that she should slip into silence with the words: "I am going to sleep."

She was Scotch by inheritance and had many of the fine characteristics of the races love of truth, devotion to kin, loyalty to friends, faithfulness and devotion to her appointed tasks.

She was interested in all the great questions of the day and brought to their consideration good sense, strong convictions and courage.

Her faith in God was attested by her deeds. She read many times these last weeks the 121st Psalm. "I will lift up mine eyes to the hills from whence came my help. My help cometh from the Lord which made heaven and earth."

She was eminently the teacher. It is seldom that a teacher in expression had her grasp of principles. She did not teach by imitation, but was logical and constructive in her methods.

This gift of method had high recognition by those who understood the difficulties of teaching her subject. I wish her pupils might know how deep her interest was in them individually. She never worried of discussing them, and followed their progress after they left her classes.

In her private life she had independence of mind and that fine human dependence of spirit on her friends.

As the steady reach of her life was upward, so may it ever be

"Other heights in other lives, God willing."

Here, we shall ever miss her.

MARTHA M. BENNETT.

OTHER COLLEGES.

Wellesley might be interested in seeing and hearing a lecture such as the one attended by the students of Ward-Beauch. They were told the principal rules in color-combination and line-effects in dress, illustrated briefly and impressively by "living examples."

As far as one can tell by the present schedule for football games, Harvard is playing several of its big events next fall in the Harvard stadium. Welcome to this return of pre-war activity on the gridiron.

THE WAR AND FRENCH LITERATURE.

Mlle Marguerite Clément, who left her chair at Versailles to represent the French government in America, more than fulfilled the hopes she had raised in the college last year, when she spoke in the Memorial Chapel on Wednesday afternoon.

Her subject, The Effect of the War on French Life and Literature, was particularly interesting at this time, when all nations are looking to France to see what she will do.

Mlle. Clement was distinctly hopeful. In the first place, she said, the influx of refugees and the great numbers of foreign troops have forced France out of her national isolation and brought about a sort of intimacy between her and other nations. A new industrial life, moreover, an era of machineries, has been introduced by the war. This has caused a spirit of solidarity in France itself, because every one, woman as well as man, is working, and must respect his neighbor as a comrade in labor.

The war, furthermore, has broken down to an unheard-of extent the barriers between classes. A common grief has been the great test, and the great bond between the people of the nation. The churches have forgotten their particular prejudices in response to the country's need. One of the most significant anecdotes of the war is that which describes a cure leading the Marseillaise in a little ruined church behind the lines.

The war, then, has already had a profound influence on the life of the French people. It is difficult to judge how it will affect the literature. The results will be almost entirely of the spirit.

The war, then, has already had a profound influence on the life of the French people. It is difficult to judge how it will affect the literature. The results will be almost entirely of the spirit.

No unknown forms have arisen, no new and startling ideas. But the war has been a school in which each writer learned sincerity and idealism and life. There will be a new truth and vigor in the French literature of the future.

ANNOUNCEMENT

I desire to announce the establishment of a modern-equipped office for the practice of dentistry.

DR. STANLEY E. HALL

DENTIST

THE WABAN  WELLESLEY, MASS.
COLLEGE CALENDAR.

Thursday, March 13. 8 P. M., Houghton Memorial Chapel. Organ recital, Mr. E. E. Trumett of Elliott Church, Newton.

Friday, March 14. 8 P. M., Billings Hall. Third lecture at College Lecture Course. Lieut. Col. Hugh Cabot, M.D., C. M. G. War and Peace.

Saturday, March 15. 8 P. M., Barn. Intercollegiate Debate.

Sunday, March 16, Houghton Memorial Chapel. 11 A. M., Rev. Edward M. Noyes of Newton Center. 7 P. M. Dr. Henry S. Coffin.


Wednesday, March 19. Because of the Week of Prayer services the usual Christian Association meeting will be omitted this week.

Thursday, March 13. 8 P. M., Houghton Memorial Chapel. Organ recital, Mr. E. Harold Greer of Vassar College.

ARE YOU INTERESTED IN STORY-TELLING FOR CHILDREN?

It is hoped that all students interested in story-telling for children will hear Miss Marie Shellock. She is to give two entertainments, on March 19 and 26, at 8 o'clock in Billings, one will be story-telling, the other the Philosophy of Hans Christian Anderson, with stories from his works. The readings are open to the official student and staff members.

Miss Shellock is an English woman and has the charm of beautiful dictation. She is French by birth and will tell one or two stories in the French language. The Manchester Guardian says of her: "When we consider what a lost or suspended art story-telling has become in these days of universal explanation, it is little wonder that Miss Shellock's delicate and finished story recital met with such enthusiastic greeting. Her perfect pronunciation and delicate dramatic gift have great charm, but not the least part of the enjoyment of the audience was the impulsive and evident delight she took in her stories. Dramatic joy she put foremost among the gifts which the story-teller brings to the child. She would have children fed at the well-springs. To develop sensibility in beauty, in mystery, and to lead towards the great poetry of the heart of literature are her educational hopes."

HONOR SCHOLARSHIPS.

(Continued from page 7, column 3.)

Boyd, Isabel K.
Brady, Helen R.
Breingan, Christine Saullie
Brown, Margaret Ellis
Carter, Katherine Bibbie
Cottrell, Dorothy Elizabeth
Cooper, Elizabeth Irene
Edwards, Gladys T.
Frost, Elizabeth G.
Hammarskold, Alva Bjornman
Hickrich, Kathryn Louise
Hoenkhenry, Helen Barbara
Holland, Mary Esther
Horton, Margaret Marion
Hoxie, Emily N.
Hoyt, Margaret Helen
Hunter, Anna Louise
Ingersoll, Marion
Ireland, Isabel Stewart
Jasmyne, Josephine Fae
Johnson, Esther Theresa
Lee, Jean
Levy, Hattie
Littlehales, Margaret P.

McClain, Miriam Graham
McClelland, Ruth Lillian
Martin, Mary Margaret
Matthews, Jane Webster
Moles, Laura E.
Murphy, Kathleen
Pakroff, Lena
Pond, Bita E.
Post, Margaret Louise
Premias, Mary Eleanor
Patsey, Mary Beatrice
Schonemaker, Margaret
Schweiker, Emma C.
Schwenger, Rose Jeannette
Schnuller, Marjorie Ingraham
Shaw, Ruth
Taylor, Eva Marie
Trotz, Elisabeth Stenberg
Trout, Francesca
Willis, Margaret
Worden, Esther Locke

JUNIOR DURAMU SCHOLARS. CLASS OF 1928.

Austin, Mary L.
Barber, Mildred
Bernard, Mary C.
Black, Dorothy P.
Borg, Margaret
Bowen, Edith A.
Cameron, Brenda P.
Chandler, Editha H.
Clark, Eleanor C.
Cook, J. Marjorie
Cos, Elizabeth H.
Dowborn, Lida E.
Ebbers, Kathryn M.
Gay, Margaret H.
Gordon, Helen P.
Green, Ruth C.
Harrison, Mildred B.

JUNIOR WISSTREM COLLEGE SCHOLARS. CLASS OF 1929.

Adams, Doris C.
Atwell, Dorothy W.
Baker, Josephine D.
Barber, Lucile P.
Bell, Jeanette
Belli, Dorothea
Berrymans, Virginia R.
Bigelow, Anne P.
Bolgiano, Ruth A.
Brooks, Frances E.
Brown, Lydia M.
Butterfield, Marjorie
Calvert, Dorothy W.
Combs, Bernice E.
Davidson, Gertrude C.

Kneeland, Viola B.
Luker, Gertrude Rose
McCulloch, Mary S.
MacNaughton, Margaret
Mack, Esther Frances
MacDuff, Florence
Mack, Mary D.
Maddox, Evelyn
Reinhart, Margaret E.
Richardson, Martha H.
Russell, Anna A.
Wasshearn, Winifred

Sheker, Florence
Smith, Helen P.
Stewart, A. Maude
Thomas, Genevieve M.
Thomas, Mary D.
Weidt, Muriel
Weitz, Edith D.
Wight, Elizabeth A.
Williams, Marion A.

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MME. TURCZENOWICZ NOT COMING.

The College Lecture Committee regrets to announce that on March 7 a telegram was received stating that Mme. Turczенович is in England on her way to Poland.

The Committee has fortunately secured the services of Lieut. Col. Hugh Cubot, C. M. G., the prominent surgeon of Boston who has recently returned from France with the Harvard Unit of which he has been in charge. Dr. Cubot will speak on War and Peace in Billings Hall, March 14, at 8 P. M. Single tickets at fifty cents will be on sale at the door.

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