

Barnard Bulletin

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Freshman Show

The Freshmen are modest—"Pandora's Box (containing much agony)"—and they are clever (just see the show) and they are worthy sisters of 1913!

Even as we write up the Show we are forced to depart from the trite—"As the curtain rose—" for the curtain did not rise to mark the beginning. Pandora (Mary Gray), a lovely white-robed maiden, with flowing hair, stepped before the curtain and delivered a short prologue in which she opened the box and the eyes of the audience to the content of the show. The pests are let loose, and seven of them are sent to plague the waiting multitude. We only wish that all Barnard pests were as delightful!

Pest I showed the Barnard stage once more, the scene of an Indian encampment. Sixteen sturdy braves were grouped artistically about a glowing log fire. In the background there stood a wigwam, and before it a very fiery-looking Big Chief Soangetaha (Katherine Fox), the tribe (R. Toussaint, A. Herzfeld, H. Lichtenstein, E. Berghaus, D. Earle, M. Doody, F. Markwell, D. Krier, V. Pulleyn, B. Weldon, M. Pollitzer, F. Belknap, E. Lambert, A. Paddock, D. S. Kinker) are interrupted in the midst of a very effective fire dance by beautifully musical tones from without. The voice grows nearer, and Tossakeed (Estelle Krause) appears. She sings a very lovely Indian solo, luring Jeebi (Elizabeth Palmer) into the group. Jeebi comes dancing in, and in her turn does some very pretty steps to the Indian music. The curtain goes down on a well grouped tableau of Indians singing a final choral. The whole thing was most artistically arranged, the music was good, and the general effect excellent.

Pest II.—Helen Jenkins certainly can do monologues and succeed in keeping people amused. She did several original ones that were particularly good, and her imitative powers seem to be unlimited. The audience certainly enjoyed them and didn't fail to show their appreciation.

Pest III.—The "lithping girl" and the "stu-t-tering boy" did their song and dance nicely. The boy—a small Buster Brown—was Helen Lachman, and the girl—a plump little maiden in a pink and white checkedingham dress, was Margaret Carr.

Pest IV.—We had only to look at the comical figures of Tweedle Dum (Edna Astruk) and Tweedle Dee (Lucy Morganthau) to roll with laughter. They were dressed identically in long green-checked trousers, little black coats, red ties, and black cardboard high hats and sang the famous "Walrus and the Carpenter" of "Alice in Wonderland" fame—each verse to a different college melody. Along the back of the stage stretched a sheet with "Ocean" printed across, and behind this the oysters appeared in solemn array. They were E. Mever, L. Kelley, G. Bain, A. Malleson, F. Flier. The classic tale was sung and acted out in such a way as to portray vividly to the audience the true meaning of each line—we not only heard about the "sun," the "forest," the "rock conveniently low," but we saw them as well. The tragic close of the story was sung impressively to "Stand Columbia." And then, to make the last impression less touching, Tweedledum and Tweedledee danced a rollicking if inappropriate horn-pipe to "Baffin's Bay."

Pest V. entitled "As You Like It or What You Will" was a clever little skit showing the Freshman's dream of college. The scene was "laid at the threshold of Idelia on the Road to the Future." Verda, the Freshman, (Cora Senner), meets for a brief space of time her Hero, the Junior (Vera Hotson) and of course succumbs to

(Continued on Page 6, Column 1)

"Star Gazers" Feast

On the auspicious night of February 29th the Barnard astronomy class, according to its leap year prerogative, gave Professor Jacoby a dinner. It was a real birthday party, with a cake and candles—out of due respect to our professor we forget the exact number! For the sake of easing the anxious minds of the prim and proper let us add right here that Mrs. Jacoby came too, and thus no occasions for jealousy were created.

The feast was plentiful and luscious, and was crowned in due style by a speech from the lion of the occasion. The toast-mistress, Dorothea von Doenhof, delivered a stirring and ornate oration expressive of the general kindly sentiments, and then called upon both Mrs. and Dr. Jacoby, leaving it to them to settle the matter. Mrs. Jacoby proved, indeed, the "better half," and so prevailed upon the professor to speak for both.

After due enjoyment of the speech, and a little time to cut the cake, the next toast was called for, from the "common herd." Thereupon the class rose in a body and delivered an original song, to the tune of "By the Light of the Moon." Some of the choicest extracts therefrom follow:

Oh, every other Thursday night
We flock across the street,
Though the rain, though the rain,
Though the rain it may team.
We nibble Park and Tilford's,
And we try to warm our feet
By the heat, by the heat of the steam.

CHORUS.

By the heat of the steam

In observatory Wilde
The howling mob is piled,
Though the rain, though the rain,
It may team.

The final chorus was the most personal.

By the light of the sun,

Where Jacoby happily
Tries to teach astronomy,
At Barnard, by the light of the sun!

To Virginia Smith is due most of the credit for running the dinner party.

Literary Society

Despite the fact that this dilatory society resents very much being called by so prosaic a name as the "Literary Society," the BULLETIN is again forced to make use of that term, for as yet we have been informed of no other. We were told, however, that there would surely be a "fiery" name in time for the next issue, provided that in this article we exhorted all members to think their hardest about it—especially such members as are blessed with the gift of originality. Let us consider our duty discharged.

Aside from the failure to choose a suitable name, however, the Literary Society had a very interesting meeting on Monday night, February 26th. The cozy fire seemed extremely welcome to the score of brave ones who had ventured out in the storm in order to hear "Barnard literature" read aloud by its authors. Unfortunately most of these geniuses were absent, but since it is an ill wind that blows no one good, even this had its advantages, for it gave more freedom for discussion. Much of the *Bear* material for March was read and commented upon, among other things some good short poems. The most delightful surprise was the reading of Kate Tiemann's poem on "Goldie Locks," which unhappily came too late for the Alumnae number of the *Bear*.

(Continued on Page 6, Column 2)

The February Bear

It is with some diffidence that the BULLETIN assumes the duty of reviewing the February *Bear*. Heretofore the fate of the *Bear* has been in the hands of members of the faculty. The BULLETIN does not feel privileged to adopt the pedagogic standpoint. It will therefore attempt to give an impression of the *Bear*, rather than a criticism.

Upon first opening the covers of the *Bear*, we are rather disappointed at not finding the frontispiece which was so successful an innovation this year, and which added so much to the general appearance of the magazine. We also gain the impression that the *Bear* is rather slim. The editor is by no means to be held responsible for this state of affairs. If the *Bear* is to be more imposing, it is entirely up to the girls at large to make it so, by sending more frequent contributions.

A closer inspection of the subject-matter is encouraging. The verse especially is rather better than in preceding issues. The sonnet is smooth and well-rounded. "L'Extase," although not so smooth, has much more true emotion in it. The first stanza fairly thrills, and expresses an exaltation which most of us feel, but cannot formulate. The second half is perhaps not quite so spontaneous.

Amelia Mumford's story is written with a satisfactory blending of humor and pathos. Moreover, it is a story "with a point," and that is rather a rare treat. There is humor, too, in Mildred du Bois's charming fairy tale. "Peaseblossom Sneezes" discloses a copious, albeit very delicate, imagination. The delightful detail is just exactly what we would expect to find if the fairies were to catch cold. An entirely different tale and one of considerably less merit is Eleanore Myers' "Bee in the Bonnet." This story is rather amusing, but it does not nearly attain the standard that Miss Myers' own work has set. Dorothy Spear's "Avalon" is a scholarly essay, probably of great interest to specialists in the subject, but of no very great fascination for the layman.

The daily themes do not come up to the usual excellence of this department. Decidedly the most amusing of the three is Virginia Smith's. It is briskly told, and makes the best of a good situation. The other two are rather commonplace subjects treated in a rather commonplace manner.

French Show Dance

On Tuesday evening, February 20th, the cast of the French Show had a reunion at Earl Hall. Preceding the dance was an entertainment. Florence Lowther announced that she had found a play that would be appropriate for next year's production, and forthwith proceeded to present a melodrama in four parts, with which some of us are familiar. The Barnard delegation sang an original song with hits on the cast to the tune of "Malbrouck s'en va-t-en guerre." Further numbers were violin-playing, a song and recitation by the coach, and even selections from a Sanskrit tragedy. Of course, there were refreshments, and everyone was sorry when the lights began to blink at the respectable hour of midnight.

Student Council

At the regular Student Council meeting held last Friday, permission was granted to the Socialist Club to give some tableaux on March twentieth. Those taking part will be subject to the regular scholarship regulations. The Council recommended that all elections for next year be held after the regular undergraduate elections.

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NEW YORK, WEDNESDAY, MAR. 6th, 1912

We printed in last week's BULLETIN an editorial quoted from the *Columbia Spectator*. No doubt the readers wondered at the absence of an explanation. There was to have been one, but in the process of publication, the explanation disappeared, in the mysterious manner understood only by printers. In the said explanation we mentioned that we have read the *Spectator* editorial with interest. We were not aware that the "faculty adviser" system existed elsewhere in the University. Apparently the spirit reigning at Columbia anent the faculty advisers is one of dissatisfaction. We wonder whether this is true at Barnard, too, or whether the scheme has met with greater success here. We have heard remarkably little comment on the subject, and we cannot but wonder why. Ordinarily, every subject of the minutest interest is carefully and thoroughly threshed out. Perhaps it is because the Conference and the Honor System successively have overshadowed everything else, that we have heard so little on this question. It is an important one, however, and should be thoughtfully considered. In to-day's issue we print two replies to the editorial in question. We invite further discussion of the subject.

Pro

To the Editor of the Barnard BULLETIN:
Dear Madam—In the last issue of the BULLETIN there was an article quoted, evidently from a Columbia publication. It questions why the system of faculty advisers has not been more successful, and suggests a possible remedy—a corps of men who shall be primarily advisers. This perhaps would be an ideal condition, although I fear that people in such a situation would find themselves very much overworked at the beginning of terms, and

would be severely left alone when term work was well under way; anyway we feel quite sure that such a corps will never exist.

We have the same system at Barnard, and its success depends upon what its intentions were. If it was meant that faculty advisers should be a *continual* source of help and information, I should say that the scheme had accomplished little. If, however, they are intended only to assist us in making out our courses, they have undoubtedly given valuable help in that direction, and I think we have not had much experience in finding ourselves in the mazes of courses, for which we "were not fitted," through their guidance.

It does seem, however, that both faculty and students could make the system of much more vital help by continuing the process of advice a little through the term on the one hand, and by having a little less superior attitude on the other. The plan undoubtedly has possibilities of establishing friendly relations between students and instructors which have not been developed. —Why? Because we have not time!

JUNIOR.

And Con

To the Editor of the BULLETIN:

In last week's BULLETIN appeared an editorial about Faculty Advisers, in which a problem of Barnard, as well as of Columbia life was discussed. It seems to me that here at Barnard we ought to stop and consider, as they have done over at Columbia, just what the new system of faculty advisers has done for us.

Has it, in reality, helped us at all? Is there any student who could not have made practically as good a choice without her adviser, as with that adviser?—I venture to say there is not. A majority of the girls here have a fairly definite idea of the courses they wish to take for any reasons whatsoever—whether for preference, or for fitting them to teach, for discipline or for general culture. Those individuals, fortunately in the minority, who lack any definite idea or aim, are in the habit of going to everyone they know and discussing what they can take—whether they be looking for "cinch" courses, or "nice" instructors, or what not. There is, moreover, always general talk about all courses by the students in them, and these students are undoubtedly more qualified to judge of these courses *from the students' point of view* (which is here the desired one) than most of the people in the Faculty.

From this situation, then, come these results. Faculty advisers are, in the first case with the students who know their own minds, practically unnecessary, and the "advice" reduces itself to the mere formality of having the adviser sign his or her name to a course of studies made out entirely by the student herself. Or, with these same students, the awkwardness comes of declining the adviser's counsel to take a course which the student does not wish to—*which most students do not care to do*—or going against one's own judgment and taking the course, usually heartily regretting it afterwards. With the undecided students the adviser can do little more than those same girls' fellow-students who have the advantage of better acquaintance both with the girls and the courses. In neither case can the adviser accomplish much, and as in the instance cited, they can often do a certain amount of harm.

If students, however, wish to ask the advice of certain people in the faculty, let them be free to, and as the editorial suggested, let there be "several associates" specially fitted for this task of advising. But I think the student body would, on the whole, feel relieved if the system of compulsory advisers were abolished.

INDEPENDENT.

(Write us how you feel about it.)

ANNOUNCEMENTS

Greek Games

So many questions about Greek Games have been asked by the upper-classmen that it seems necessary to give a brief statement of the policy adopted by this year's committee. A new experiment is to be tried in order to accommodate our guests better, namely, that the Games are to be held in the Columbia Gymnasium. Of course this affords much more seating capacity, but when over three hundred Freshmen and Sophomores have to be taken into account, each individual does not gain so much by it. Moreover, the expenses connected with the gymnasium are heavier than they have been in the case of Thompson Gymnasium and therefore the following plan has been adopted to meet the conditions. As usual Freshmen and Sophomores will be given one ticket each, which may be obtained in the Sophomore Study from nine until three on Thursday and Friday, March 7th and 8th; besides this, each girl will be permitted to obtain one additional ticket for 10 cents. If, after all the Freshmen and Sophomores have been thus supplied, any tickets are left over, they will be sold to Juniors and Seniors—one apiece—on Monday, March 11th, in the Sophomore Study, from 9 to 12:30. It is hoped that this scheme will meet with the approval of the college, but since the classes are so large, we fear that very few tickets will remain on Monday, so if you want one for your friends, come early.

Special Notice

On Monday, March 11th, we are to have the great and unusual opportunity of hearing Dr. Birkhead, of St. George's, in chapel. Dr. Birkhead is about to leave New York for a parish in Baltimore, and so we are particularly fortunate in thus having a chance to hear him. Let us show our appreciation by attending in full numbers.

Many of you will remember reading last year in one of our current magazines, a series of fascinating stories entitled "Mothering on Perilous." These stories told of the Kentucky Mountaineers—fine, strong people of good American stock who live far away from comfort and civilization—and of the wonderful work that is being done among them by the recently started schools. On Thursday next, March 5th, Miss Katherine Pettit, who is on the board of directors of the Hindman W. C. T. U. Settlement School down there, is going to speak to us in chapel, and tell us something of her work.

Christian Science Society

The next regular meeting of the Society will be held at 8:00 o'clock, on Thursday, March 7th, at 435 West 117th street. Regular meetings of the Society open to all members of the University, are held the first and third Thursdays of each month at 8:00 P. M.

Calendar of Events

Wednesday, March 6th—Tea in Undergraduate Study at 4.

Thursday, March 7th—Chapel at 12. Miss Pettit. College Sing-Song, Theatre at 4.

Friday, March 8th—Botanical Club Lecture at 4.

Saturday, March 9th—Basketball, Barnard vs. Teachers' College, Thompson Gymnasium at 12.

Sunday, March 10th—St. Paul's Chapel at 4. Rev. Wm. P. Merrill.

Monday, March 11th—Chapel at 12, Dr. Birkhead, of St. George's. Lecture, George Kriehn, "Franz Hals and His Contemporaries," 309 Havemeyer at 4. Lecture, Professor J. T. Shotwell, "The New History," Great Hall, Cooper Union, at 8:15. Barnard vs. Alumnae basketball.

Wednesday, March 13th—Lecture at 4. Miss Cummings, "Intercollegiate Bureau of Occupation," Room 139 at 4.

On Writing Plays

Why is it that Barnard students do not more often attempt to write plays? We have a playhouse such as few colleges are blessed with, clever actors, good writers, and a knowledge of the theatre that out-of-town college students seldom possess. Why are we so unwilling to try to write a play which will express the best we have in us? We have produced occasional farces and extravaganzas, but do they represent us? I hate to think that when the Barnard mind roams fancy free, it thinks of nothing but jokes. It looks as if we took our studies only for duty, never for pleasure, and, once out of the classroom, thought no more about them. I wonder that someone of the many students who have met Erasmus in Professor Robinson's history course has not tried to embody her new acquaintance in a play. If Erasmus has never fired your imagination, there is surely someone or something in history or literature which you would like to see vividly on the stage. Marlowe, for instance, was made to live again by Mrs. Marks (Josephine Peabody), a Radcliffe graduate, and her play about him, presented on the Radcliffe stage, was the delight of Cambridge, not only because it was a good play and because Professor Baker took the part of Marlowe, but because university people love Marlowe himself, and like to see him with their eyes.

We are very timid, of course, about being "serious." We are afraid of looking ridiculous. But, after all, a college audience is so sympathetic and has so much experience in common, that it knows what we mean, even if our speeches are awkward, and our acting is not perfect. We would be secretly proud and glad to think we had some poetry and imagination in our midst; and if you submitted one act to your class and to the kind English department before you went to the trouble of writing the whole thing, they would tell you whether it was worth going on with or not. Professor Baldwin is requiring some play-writing from his students in English 2 this year. Perhaps they may produce something that could be tried out on our stage. Meanwhile, if any underclassmen want to put serious effort into writing a class play, I for one would be very glad to talk it over or to help in any way they may suggest.

CLARE HOWARD.

The Concert

Why?
For the Building Fund.
Where?
In Horace Mann Auditorium.
When?
On Monday evening, March 18th.
Artists?
Missurgia Men's Chorus
and
Hans Kronold, cellist.
Prices?
Barnard students—75c.
(Block of 200 seats reserved in centre balcony.)
Outsiders—\$1 and \$1.50.
Seats?
All reserved.
Tickets?
On sale by committee.
Committee?
1912 { Dorothy Griffin (chairman).
{ Harriet Hale.
{ Florence Lowther.
1913 { Imogene Ireland.
{ Bessie MacDonald.
{ Eddie Parks.
{ Marion Barber.
1914 { Marguerite Bevier.
{ Jean Mohle.
{ Katharine Fox.
1915 { Phyllis Hedley.
{ Margaret Meyer.
{ Miss Patchin.
Ex-officio { Anne Wilson—1912.
{ Louise Comes—1913.

Basketball 1913-1914

Score 9 to 3, favor 1913. Line-up:
1913. 1914.
R. Davis..... Forward..... E. Mayer
E. Oerzen Forward.....
..... { I. Randolph
..... { E. Hadsell
S. Pero..... Center..... W. Boegehold
D. Flieschmann..... Side-Center.....
..... { L. Petri
..... { I. Randolph
R. Goldstein..... Guard..... F. Upham
M. Van Duyn..... Guard.....
..... { E. Hadsell
..... { R. Hibborn

ALUMNAE—T. C.

Score 15 to 7, favor T. C. Line-up:
Alumnae. T. C.
A. Smithers..... Forward..... G. Junck
E. Leveridge }
E. Burns }
..... Forward.....
..... { R. Brooks
..... { Kirlein
L. Schoedler..... Center..... I. Pray
F. Sammet..... Side-Cntr. L. Montgomery
M. Conroy..... Guard..... E. Alfke
E. Burns }
E. Leveridge }
..... Guard..... C. Hart

In a game with the Alumnae, the Varsity came out with a score of 23 to 4 in their favor. Line-up:

Alumnae. Varsity.
A. Smithers..... Forward..... M. Hillas
E. Leveridge..... Forward.....
..... { R. Davis
..... { E. Mayer
F. Sammet }
M. Wegener }
..... Center.....
..... { W. Boegehold
..... { S. Pero
F. Sammet..... Side-center D. Fleischmann
M. Conroy..... Guard..... E. Hadsell
M. Wegener }
H. Smithers }
..... Guard.....
..... { R. Goldstein
..... { F. Upham

Owing to the late arrival of certain Alumnae the first half was played without a side center.

1912-1915

Score: 23-3; favor 1915.
Line-up:
1912. 1915.
M. Hamburger... Forward..... M. Hillas
G. Segee..... Forward..... E. Astruck
S. Gleason..... Center..... J. Harper
A. Wilson..... Side-Center... K. Williams
C. Straiton..... Guard..... M. Meyer
A. Hallock..... Guard..... G. Perlman
..... { L. Martin

Madam Editor:

The Freshman Show was like certain pleasant medicines—it left a very unpleasant aftertaste! It was a pity to end up an otherwise charming performance with a number that was vulgar to say the least. We of Barnard should be more than careful not to let this sort of thing creep onto our stage.

A CRANK.

Das Deutsche Zimmer

A special meeting of the Deutscher Kreis was held at noon last Wednesday, chiefly for the purpose of giving Dr. Braun an opportunity to speak to the members about his plans for a certain room in Barnard's new building to be called "Das Deutsche Zimmer." This room will open from the main library and will serve as a combination German reading room and museum. Here, beside their works, could be placed the busts of Goethe, and Lessing, and Schiller. Here could be exhibited models of old Nuremberg houses, dolls in national costume, and a hundred and one other things, that will surely be accumulated in time (down in Room 113 there is already a promising little collection of sturdy German soldier dolls) and will do much toward making the work in the department more concrete and interesting. With "Das Deutsche Zimmer" in prospect the Kreis will no longer have to hunt about diligently for some worthy object upon which to lavish its modest little annual surplus of cash.

Dr. Braun said that the powers that be evidently appreciate what a great advantage such a room would be to the very large number of students majoring in German, for they have practically given him an option on it. Moreover, he knows where to obtain the money to found and partly equip it. The new building is coming, and, unless fate unexpectedly steps in and says "No," so is Das Deutsche Zimmer. The Kreis showed its enthusiasm over the idea by hearty applause. Also a motion was made and carried to draw up a resolution expressing its approval and interest.

The resolution has been drawn up as follows: "In Anerkennung des von Dr. Wilhelm Braun und ungenannter Freund bezeugten Interesses sei es.

Beschlossen, dass der Deutsche Kreis von Barnard College Seine Teilnahme und Unterstützung der Gründung und Aufrechterhaltung eines Deutschen Zimmers in dem Neuen Gebäude angedeihen lässt."

Buy a Brick!

Since the red-wall poster filled up with recorded bricks there has been no general announcement of the progress of the Brick Fund, though many girls have asked individually. It naturally takes time for pennies and nickels to grow into dollars, so it is not altogether uncreditible to Barnard enthusiasm to be able to report that on March 1st the total sum collected amounted to \$71.95.

This brick plan is, of course, merely one out of many of the ways and means the girls are devising to contribute to our much-needed new building, but it is unique in two particulars.

In the first place it asks contributions on such a small scale! How many of the girls have ever regretted the money they have dropped into the little red box? It is possible to give five cents at a time, without missing it at all, yet every brick helps raise the wall.

Its second good point is that you don't get anything for your money but the personal satisfaction of feeling you are helping on a good cause. Concerts, plays, entertainments, all are contributing for our building, but all these ask for your money primarily because you will enjoy what they have to give; and it is only incidental to you that your money will be used for Barnard. Subscription lists are not entertaining, but they give you the pleasure of seeing your name opposite your contribution and the satisfaction of knowing that other people will see it, too.

The brick fund is absolutely impersonal. No one has any idea who is contributing, nor the amount they put in. This is the ideal way of giving and, if you stop to think about it, one which must appeal to your highest principles. Buy a Brick!

Graduate Fellowship for Barnard Students

A Graduate Fellowship of an annual value of \$500 has just been established by an anonymous donor. The holder is to pursue a year of graduate study at Columbia or any other university or college of approved standing. This Fellowship will be awarded each year as an academic honor to that member of the graduating class of Barnard College who, in the opinion of the Faculty, shows most promise of distinction in her chosen line of work. Should the recipient prove in no need of financial assistance, she may retain the title and honor, but resign the income, which will then be used for other fellowships or scholarships. This Fellowship is not to be applied for, but will be awarded each year as soon as possible after the midyear examinations. Students who have graduated in February will be eligible, as well as those who are to graduate in June.

Within the next few weeks this Fellowship will be awarded to a member of the Class of 1912 for the year 1912-1913.

Miss Patchin's Class

The second meeting of Miss Patchin's class on the "World Wide Work of the Y. W. C. A." was held on Wednesday in room 135 at 3:10. Instead of talking herself on the work of the Y. W. C. A. among nurses and art students, Miss Patchin had invited the general secretaries of the "Central Club for Nurses" and the "Studio Club" to come up and each speak for a little while on her particular work. Both ladies were very enthusiastic and, consequently, tremendously interesting. When the 4:00 o'clock bell rang, we were none of us really willing for the last speaker to stop talking. Miss Farquhar told how the "Central Club" was started to provide a comfortable home where nurses could afford to live when they were off duty. The history of the club has been one of expansion. They have moved from small into larger and still larger quarters, until now they are located at 52-54 East 34th Street. The popularity of the establishment is attested by the fact that Miss Farquhar has had to turn away over four hundred nurses during the past year. The Club is not a mere boarding-house. The general secretary is a sort of house-mother. She serves afternoon tea to the nurses and their friends, arranges for after-dinner talks by people of note, for social evenings, for a Sunday Vesper Service, for Bible, and language classes, and trips to such places as Blackwell's Island, the museums, reformatories, settlements, etc. Mrs. Christabel Merritt is conducting a very popular course there this year on the prophets.

The "Studio Club" was also formed primarily for purposes of shelter. There are hundreds of girls who come into New York every year to study music, painting, sculpture, journalism, aesthetic dancing, etc., and who have no suitable place to live. The Studio Club can, of course, take care of only a very small proportion of this vast number, but it does that admirably. After a history of steady growth, it can now accommodate seventy students with beds and one hundred and twenty-five at table in its well equipped building at 35-37 East 62nd Street. This Club also has to turn away applicants for residence by the score. Miss Newman, the general secretary and house-mother of this Club, also renders life very attractive to her girls by informal receptions, by talks by prominent men from the fields of religion, literature, art, etc., by classes, and by lectures.

Miss Patchin's course is thoroughly delightful and most instructive. Everyone is welcome. This week Miss Patchin expects to talk on Y. W. C. A. work in the western colleges, and she has invited Miss Laura Parker, a Barnard Alumna and secretary of the Harlem Y. W. C. A., to come over and talk about city Y. W. C. A. work.

Buy a Marble Pillar!

"This lunch room gets more crowded every-day! It is almost insufferable! I don't see why someone doesn't give us money for a new Students' Building!"

Some of us have started a perfectly feasible and most promising plan for actually raising an appreciable contribution to the Building Fund. It can be made a great success. But it can also be a great failure, if each and every Barnard student does not find it in her heart to repay to her Alma Mater a little of the vast benefits she has received from her. It is not necessary to support the concert as a duty. It should be a great privilege.

Did you ever stop to wonder where all the accommodations that we enjoy now at college came from? They did not drop out of the sky. They are all the result of work, hard work. Somebody pioneered, and eventually the accommodations came.

Once upon a time we had no dormitory. Did you ever realize that, little Freshman? And where do you suppose the out-of-town girl lived? Why, bless your heart, she lived wherever she could—in hall bedroom or attic, I suppose. But some of our Alumnae pioneered. Our Alumnae worked—and now behold Brooks Hall—an elevator, steam-heat, electric lights, nine stories, marble pillars! Wouldn't you be proud if you had had a hand in it?

Well now let me tell you, in confidence, a scheme of ours. Let's start a building of our own! Why not? If you buy a ticket for the concert, maybe we can have a quarter of an inch of marble pillar in our new building, and if you sell three more tickets, then perhaps we can have one whole inch! And if the entire Freshman class makes returns for four tickets apiece, then I should think we could afford enough pillars to beautify a main hall-way quite respectably. And if the whole Sophomore class followed your suit, we might be able to have an elevator as much as twice as big as our present one in Milbank Hall! Now I am sure you will not stay away. Won't it be fun being pioneers? And how proud we shall be of that building in a few years!

Remember what the Dean says: "If the students don't show that they need the new building, how can we expect the public to believe it?"

(Now please do not go and ask your father how much marble really costs!)

It's Never Too Late—To Be Ladies

To the Editor of the BARNARD BULLETIN:
DEAR MADAM:

Last Friday, at the Freshman Entertainment, the first few rows of seats were reserved, as usual, for the members of the faculty, and guests. Why, then, did undergraduates,—not many, I am glad to say, but some—sit down there and enjoy themselves to their hearts content, when faculty and alumnae, who were forced to come late, had to stand up during the whole performance? And standing up meant not only actual standing, but craning one's neck and jostling against people in order to see anything. Barnard undergraduates are not models of perfection,—but when one sees seniors, and sophomores (who by rights should not even have been down-stairs) doing things of this kind, one's blood is riled. The seats were not meant for them in the first place, and in the second they should not have kept them when they saw the others standing. Let us at least treat our guests and faculty with the consideration which is their due, and learn—it is never too late—to be ladies.

A LATE COMER.

A Potpourri Of Nothing in Particular

The Department of Psychology at Teachers' College is given to taking the mental measurements of freshmen and comparing them with those of the same individuals four years later. If some scientist could devise the method, it would be interesting to estimate similarly their difference in manner and dress. Perhaps no one could determine exactly what forces had been at work to transform the plain and shrinking little Freshman with the unbecoming clothes and coiffure into an attractive and self-possessed Senior; or what had given the thoughtless hoyden a pretty dignity, and the snob a more catholic cordiality. But at least, the fact, which we all vaguely recognize, would be substantiated, that college does more than it claims to do, that it develops consideration and poise and task as well as sound logic and broad interests.

This does not mean that Freshmen are ugly duckings and Seniors swans—heaven forbid! We have seen Freshmen who united in their bearing just the proper degree of youthful modesty and social ease; we have seen Seniors who sported the cap and gown with "a rather too thrasonical complacency." But such cases are exceptional, you will admit.

There are no organs devoted to poise and taste—now please do not mention your semi-circular canals and put out your tongues; you know quite well what I mean; there are no courses devoted to their cultivation, and, therefore, if we grant that college develops these faculties, we shall have to accept the doctrine of "formal discipline," which, Professor Thorndike tells us, is unfounded.

We are willing to leap that barrier, however, if you are, just for the sake of argument. Let us say, then, that college life brings forth in us the fruits of good manners and good taste. What particular phase of college life is it, that operates in this way? Is it the democratic social contact—does the elegance of the wealthy girl teach her poorer classmate style, and the plainness of the poor girl teach the rich girl simplicity? Do the over-confident embolden the timid, and the timid modify the bold? This certainly seems to be one factor in the process; but it is not the only one. Athletics give bodily ease which is reflected in the manners as social poise. Dramatics demand the subordination of one's own personality to that which is being presented, and so reduce self-consciousness to a minimum.

And the academic side of college life? Here, the direct effect upon clothes at least is less. The large majority of our instructors is men, and their formative influence is confined at most to cravats. They never venture an opinion as to the appropriate and becoming styles for girls, although certain few do express an aversion to the wearing of hats. If they influence our manners, it is less by precept than by example.

All this is aside from the Christian virtues which college courses inculcate. We all know that mathematics teaches long-suffering; Latin Prose, sweet-temper; Zoology, courage, and Education A., patience. We all know that essays, quizzes and all translation-courses inspire generosity among us; and that History A excites and demands the cultivation of Faith, Hope and Charity.

But these are platitudes, and divert us from our main thesis, the contributions of college life to manners and taste. I have reserved the weightiest testimony for the last. Study the Freshmen themselves. Where do they look for models of behavior?

Development of Trusts

Morris Hillquit Addresses Socialist Clubs

In his lecture last Tuesday on the trusts and the Sherman law, Mr. Hillquit emphasized the importance of the trust problem. On the solution of this problem, he said, depends the future of the country. In considering the matter we must remember that social and industrial situations are not made to fit theories, but are the products of history. Therefore, to approach the trust question scientifically, we must consider the history of the trust.

Originally industry was conducted by individuals, at home, alone, and by hand. The change from this condition is gradual, not radical. The individual tool grows into the modern machine, which transfers a number of establishments under a single roof.

Society now splits up into two economic classes, the worker, who can and does use the tool, and the owner of the tool, who does not use it. A general struggle ensues; between the classes, for wages; between the workers, for jobs; between employers, for profit. Industry is now carried on for profit, not for social welfare. The result is that woman and child labor are employed, for with the machine system their labor is as valuable and cheaper than a man's. This leads to joblessness among the men, which in turn leads to industrial depression, and national disaster.

Partnership, combination, association, corporation are phases leading to the trust. The trust, at last, is so highly organized that it does not produce blindly for the market, but can foretell and fore-plan the market, because competition no longer exists. The trust, therefore, has a tremendous power over the consumer. It can part or not part with its product as it pleases, and if it does part, at such terms as it pleases. It has absolute domination over its employees. It controls politics.

Two methods are now being put forth for dealing with the trusts. First, *abolition*. This is impossible even if it is desirable, because it is impossible to return to a past historical state. What the abolition of trusts really means is the restoring of competition. And does anyone really believe that by "busting" the trusts, competition will be restored, and the individuals now controlling an industry will no longer control it? The second method of handling the trusts is *regulation*. This is an eminently sane scheme. The government shall regulate the issuing of stocks and bonds, prohibit the watering of stocks, fix a minimum wage, maximum price, etc. That is, it is to control the activities of the trust, but it is to allow the profits to go to a few individuals. Obviously the line between government control and government ownership is purely arbitrary. If we admit that the government has the sense to control and regulate, why not let it take over the profits by degrees, and so own the trusts? The trusts themselves have demonstrated that industries can be organized on a national scale. Industry has become social in method; why not in purpose? We should have an industrial as well as a political democracy.

Cast for German Play

Last Tuesday the final trials for the girls' parts in "Die Jugendfreunde" were held, and on Wednesday the men were finally selected. The results are as follows:

- Dr. Bruno Martens.....
- ... E. Zeydel, '15; C. C. H. Prox, '12
- Heinz Hagedorn.....
- ... M. G. Wiener, '15; A. C. Nolte, '14
- Phillip Winkler.....
- ... C. C. H. Prox, '12; E. M. Untermeyer, '14
- Waldemar Scholz.....
- ... F. D. Zeman, '14; S. Janney, '14
- Stephan.....
- ... E. M. Untermeyer, '14; M. M. Loréntz, '14
- Dora.....
- ... B. Lauterbach, T. C.
- Amelie.....
- ... A. Misch, '12
- Toni.....
- ... G. Borchardt, '12
- Lisbeth.....
- ... L. Bunzl, '14

The second mentioned men are understudies.

Chapel

Monday

On Monday, February 26th, Professor Coe of the Union Theological Seminary spoke in chapel on "The New Place of Woman in Educational Life." He spoke of two uses in particular that women can put their education to. The first of these is teaching. Boys and girls are under the training and influence of women for the chief part of their formative years, and so women have the opportunity of making a very definite contribution to the problem of education, which is fundamentally ethical, as well as the problem of citizenship, which is ethical also.

But even more than in teaching, in the family life the function of women is with reference to children. A great opportunity is open to make the home the center of education in the best sense of the phrase, and to bring the American home to its proper goal—the center of American citizenship.

Thursday

Dr. Charles Knapp spoke in chapel on Thursday last. He talked about the old Roman answer to that old, old question, "What is there after death?" Lucretius, he said, brought the best science and poetry of his day to bear on the subject, and declared that death ended all things. On the other hand, Plato, Cicero and many others believed and taught that after death there came a happy, pain-free life. Dr. Knapp read a letter written to Cicero at the death of his dearly beloved daughter. It was full of beauty and dignity, but it lacked any note of comfort in bereavement. Then Dr. Knapp read a fragment of an Egyptian letter which had very much the same feeling in it. In contrast to these we have the beautiful words of St. Paul in I. Thessalonians 4: "For the Lord Himself shall descend from Heaven with a shout; with the voice of the archangel and with the trump of God: and the dead in Christ shall rise first. Then we which are alive and remain shall be caught up together with them in the clouds to meet the Lord in the air; and so shall we ever be with the Lord. Wherefore comfort one another with these words."

Barnard College Library

List of Additions

- 931-S02. Sohm, R.—Outlines of church history.
- 943015-LB2. McGiffert, A. C.—Martin Luther, the man and his work. 2 copies.
- 160-H52. Hibben, J. G.—Logic, deductive and inductive. 2 copies.
- 160-Sil. Sidgwick, A.—The application of logic.
- 874-H22. Hardy, E. G.—Six Roman laws.
- 84R73-P22. Rostand, E.—Chanticleer, trans. by Gertrude Hall.
- 82P65-X3. Pinero, A. W.—The Thunderbolt.
- 82P65-T. Pinero, A. W.—Mid-channel.
- 82G86-W. Gregory, I. A., Lady—Seven short plays.
- 931.6-H28. Hatch, E.—The organization of the early Christian churches.
- 943015-LB3. Smith, P.—The life and letters of Martin Luther.
- 330.4-Ad12. Adams & Sumner—Labor problems. 4 copies.



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Dr. Reisner at Barnard

One of the most splendid religious addresses given at Barnard this year was given by Dr. Reisner of the Grace Methodist Church. He spoke as the guest of the Y. W. C. A. at a special service held by them last Friday noon in observance of the "Day of Prayer for Colleges," a calendar day of the National Y. W. C. A. Dr. Reisner gave his address no title, but he talked first on the devotional and then the active side of spiritual life. As a proof of the value of frequent communion with God he cited the case of the mother of Canon Farrar, of whom the son said that he had never heard her say a sharp, cross, or vitriolic word in all his life. The explanation Canon Farrar gave was that his mother invariably went apart for an hour at the noon-time every day to commune with God. Another of the most beautiful illustrations Dr. Reisner used in this regard, was that of Tennyson. It seems that one day a friend asked Tennyson, as they were walking together, in a garden, what he thought of Jesus Christ. Tennyson walked on in silence, stopped and picked an exquisite rose, gently blew the petals apart until the full glory of the flower was apparent and the centre visible, glanced reverently from the flower to the sun and then back again to the flower, and then said, "What the sun is to that flower, that Jesus Christ is to my soul." But Dr. Reisner did not want us to think that the devotional is the only phase of a healthy spiritual life. He coined the term "spiritual gymnastics" to explain what ought to be a prominent phase of every spiritual life. The soul, just as the body, cannot be expected to remain in sound condition without sufficient exercise.

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To Barnard College and Teachers College

Alumnae Notes

Jessie Fox, ex-1911, is teaching this year in a private school in Albany.

Mrs. Lindsey Best (Elizabeth Hamilton) 1901, and Sophie P. Woodman, 1907, are members of the College Club of Plainfield, N. J.

F. May Ingalls, 1909, is teaching geology and other sciences at the Veltin School.

Laura S. Turnbull, 1909, is in the library of the Union Seminary.

Freshman Show

(Continued from Page 1, Column 1)

his charms. Her sisters (S. Bernheim, H. Gilleaudeau, E. Becker, E. Henry, E. Kerby, E. Rich) ask her all about him, and Verda promises them that they, too, shall all have heroes—that they are a part of Idelia. Then suddenly they hear a loud stamping, which gradually becomes greater and greater, and down upon them swoop the Scolding Aunts, the Sophomores (D. Dean, G. Greenbaum, L. Soskin, E. Walker, L. E. Walker, E. Oerzen) led by one who is the most shrewish of them all (Helen Zagot). They, and the Irish Biddy, the Senior (Margaret Terribery) who appears to frighten the poor little Freshmen almost out of their wits and nearly make them lose all faith in their sweet dream of college, when singing is heard without. The Scolding Aunts and the Biddy flee, and slowly dancing in, come the Heroes, as Verda promised, one for each little Freshman,—singing the song dear to the hearts of all "odd" Freshmen—"In the beautiful world."

As the audience waited and wondered what Pest VI was going to be, the curtains suddenly parted, and there came forward none other than Soangetaha himself (Margaret Meyer) who, still on his pedestal, had come down from the Freshman Study to tell some of the things he had heard and seen since '15 came to Barnard. He certainly had no difficulty in expressing himself, and the college at large enjoyed fully his pleasant voice and calm, statuesque aspect.

In Pest VII Helen Bleat, garbed in a black gown, and with a rope hanging about her neck, told us a way of ending all our troubles by taking a "dose of cyanide." The song she sang was rather clever but by no means so pleasing as the rest of the Show.

As a grand finale the whole cast, grouped most effectually, sang "to Barnard and her B." under the leadership of "a noted artist," our Senior Cheer Leader (D. Stanbrough). The song was good, and the leader excellent.

The entertainment was certainly a success, and the success was due largely to the efforts of Cora Senner, chairman of the committee, Eleanor G. Louria, Rhoda Erskine, Vera Hotson, Grace Perlman, Louise Walker and Freda Kirchwey, the committee, and to Ray Levi, for her help with the music.

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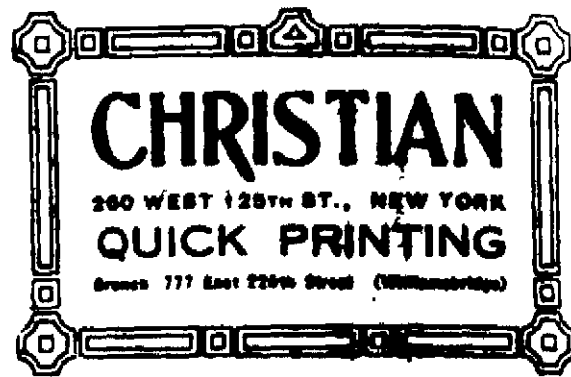
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Buzzings of the B

The Freshman's Attitude:

Oh, my dear, I'm so thrilled! Wasn't it wonderful? I think it was absolutely the best Freshman show I've ever seen at Barnard. And so original, too—not a word about Dr. Knapp. Did you ever see such a good looking class? And wasn't it wonderful of those darling Juniors to help us make up? Oh, dear, to think it's all over now!

The Newspaper Point of View:

BARNARD GIRLS IN TROUSERS
Young Amazons Roll Cigarettes on Upper Broadway Stage
Scene Shifter Only Male Admitted
Fond Mamas Pack the Gallery

We are glad to note that after many years of endeavor and song practice, the "Patter" of 1912 was followed by a storm of applause.

In case you don't know it, by the "Patter" we mean that there rather rapid song of 1912's.

And to the tune of "Hurry up, curtain, won't you please rise"—it did! Tied, per usual.

It grieves us deeply to be forced to pay a compliment, but—the Bear's fair reputation has been saved, by what we should call a real poem.

Buy the Bear, and you may be able to see for yourself.—Adv.

The upper class cheering for "undertaker" and "hearse" was in just about as good taste as the song which evoked it.

Otherwise, we must admit it was an exceptionally good show.

1915 has thrown her mortarboard into the ring!

The Literary Society

(Continued from Page 1, Col. 2)

A lovely fairy story by Miss Du Bois concluded the program and gave rise to a discussion on fairy and folk lore which came to an abrupt end by the turning out of the lights at ten o'clock. But interest in fairies had waxed so high that it was decided to devote a whole evening to the subject, and the society is very fortunate in having had its invitation to Dr. Jacobs to address the society accepted. Dr. Jacobs is the ex-president of the English Folk Lore Society and it is expected that his talk on March 25th will be most interesting. The subject of the discussion for the next meeting, on Monday, March 11th, has not yet been decided.

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