

THE BARNARD BULLETIN

VOL. XXVI. No. 25

MAY 5, 1922.

PRICE SEVEN CENTS

ALICE DUER MILLER SPEAKS TO COLLEGE

Calls Math. Good Training for Author

On Tuesday, May 2, Mrs. Alice Duer Miller addressed the assembly after a short recital by the Columbia Glee Club.

Mrs. Miller, who is the author of "Come out of the Kitchen," "The Charm School," and "Manslaughter," among other things, is a Barnard alumna and a classmate of Dean Gildersleeve. She spoke of the value which her college education had been to her as an author. It was not, she claimed, from the English department that she received the most useful training but from the Mathematics department. Writing makes terrible demands upon the will and mathematics teaches you to stick at a problem until it is carried through. "Mathematics," said Mrs. Miller, "is the only subject that teaches you what you want to say, how to say it and when you've said it." You learn also to get a conception of a thing as a whole.

College gives valuable training in "getting up" a subject, in the use of libraries and investigations. Mrs. Miller spoke, in this connection, of an interesting experience she had in getting information on the subject of women's prisons for her last novel "Manslaughter."

"CLARE DE LUNE" APPEARS TONIGHT

The huge yellow moons that dot the campus together with an occasional vision of lady or gentleman in most unusual garb are mute but striking evidence that "Clare de Lune" will be presented tonight in the Brinkerhoff Theatre.

E. Sheehan, M. Weeks, F. Boas, R. Hoff and G. Frankel are playing the leading rôles. The chorus has been trained by Olga Autenwreith. Garda Brown and Edythe Sheehan are coaching "Clare de Lune."

Dancing will follow the Friday night performance and a special performance will be given on Saturday afternoon for those attending the Barnard Day activities

BARNARD DAY USHERED IN TOMORROW

Barnard Day, the first in history, will be held tomorrow. Any secondary school pupils will be invited as guests to Junior Show while their hostesses will be admitted on a Saturday night ticket or the stub from the Friday night performance. Other Barnard students must subscribe to the particular performance.

"Clare de Lune" will be followed by a swimming exhibition. After this a college tea will be held in the Parlor from four to six.

SCHOLARSHIP IN ACTING OFFERED

The Boston School of Public Speaking offers to a Barnard Student or graduate free tuition in the summer school at East Gloucester, Massachusetts.

Candidates should be recommended by the Department of Spoken English or the Department of Drama.

Further information and a catalog of the Gloucester summer school may be obtained in the Bulletin office.

WIGS AND CUES ATTAIN FORMER GLORY IN PRODUCTION OF SHAW'S "GREAT CATHERINE"

Pippa in mind, the reviewer would offer the first congratulations for "Great Catherine" to the Committee on Choice of Play. That wily cable to Mr. Shaw: "Caesar, our greatest success" was after all not too misleading; even from the viewpoint of those who had seen "Catherine" professionally staged. G. B. S., it seems, is legitimate material for Brinkerhoff, and not because he is actor-proof. Here is something in the final sense, good, we can tackle as producers, and more especially as audience. There is no longer any need to repudiate "If I were King" to the lengths of the deep, the artistic, and the symbolic.

Beyond establishing this happy truth the spring performance revealed one very good magnetic actress, one delightful

character actor, one way to get brief intermissions, several ways to get an audience.

Miss Mosely-Williams as Catherine recalled the golden days of Barnard dramatics before 1920 had got A. B.'s. Even in the yellow dress and a wig that must have been subduing, Catherine was distinctly a stage personality and an irresistible queen.

Louise Schlichting as Patiomkin preserved the Shavian saving inimitable flavor through scenes of rollicking slapstick—and that with a sporadic handicap of feminine voice. To her appalling realism is perhaps due the large prohibition poster in Students' Hall. Denver Frankel's Captain got over past a debutante slouch.

MT. HOLYOKE FOLLOWS BARNARD IN CURRICULAR REFORM

Shortly following the report of Barnard's Curricular Committee comes the report of a similar committee at Mount Holyoke, which by the way, got the idea of such a committee from Barnard. Based on the questionnaire answered by 340 students, the Mount Holyoke report takes up curricular reform from 3 different aspects.

First is specific criticism of the present curriculum. A reduction in the number of required courses is asked, with Latin and Mathematics selected as the subjects to be eliminated. In place of present requirements are suggested Physiology, Hygiene, Economics and Modern Government. It may be noted that all but the latter are already required at Barnard.

In their discussion of particular departments the vote was 266 to 13 in favor of laboratory methods and field work wherever possible, especially in the social sciences. It was suggested that psychology courses condense their study of physiological structures, since this is already covered by zoology and physiology—a complaint similar to one heard here.

The second aspect of the report is a plea for an honors course that would release real students from class attendance and quizzes to devote themselves to intensive and mature work. This is a spreading movement in which we may be proud to claim Barnard a pioneer.

Finally—and of most interest to us—the Mount Holyoke Committee puts forward an adaptation of the Reed College curriculum as ideal. Its main principles are the presentation to Freshmen of a general background of the history of man and a wide range of requirements during the first two years of college to prepare the way for highly individual and intensive work the last two. These are the same principles which the Barnard Curricular Committee tried to embody. The Mount Holyoke Committee's report was received with much interest by a Faculty Committee engaged on a revision of their curriculum.

BARNARD MAY APPOINT STUDENT TO "JUNIOR MONTH"

It has been decided that Barnard shall be again included in "Junior Month" together with nine other colleges—Bryn Mawr, Connecticut College, Mt. Holyoke, Radcliffe, Smith, Swarthmore, Vassar, Wellesley, and Wells.

Junior Month is an opportunity offered one Junior from each of these ten colleges to learn something of the broad field of social work. Conducted by the New York Charity Organization Society, a member of whose Council has made it possible for the Society to bring these girls to New York as its guests, it aims to provide first hand study of social problems that have heretofore been but text book assignments.

The lucky Junior is chosen according to the most approved undergraduate experiments in democracy: by a committee of student officers with a sprinkling of faculty for ballast. All Juniors who are interested apply to this committee.

When these ten girls arrive in New York on July 5, they are housed together and work and play together. A program of lectures, trips, and field work is planned to cover in panoramic fashion such of the larger social work branches as Housing and Health, Child Welfare, Community Work and Americanization, Industry and Work with the Handicapped. Thus the student is given a broader conception of the whole profession, its ideals, standards, and objectives. In the fall when she returns as a Senior, she is in a position to transmit her July experiences to her fellow students. She may or may not go into social work herself. There is no such obligation tied to the opportunity she has had. But whatever she does, and wherever she goes in post-college days, she cannot help taking, it is hoped, a more vital part in community life; she will want to have a part in civic and social progress and will play that part more intelligently.

Professor Ogburn will act as Chairman of the Barnard Committee to select the Junior for July, 1922. Applications should be handed to him or left in Student Mail for Edith Cahn by May 12.

E. SHEEHAN WILL TAKE OATH AT TUESDAY MEETING

On May 9, at 1 o'clock, Edythe Sheehan will be installed as Undergraduate President for 1922-1923. This impressive ceremony, now three years old in its elaborated form, is to be held in the gymnasium instead of Room 304 in order that all may be accommodated and that a proper setting be given the ceremony. The classes will sit in groups as cheering sections for their Class Presidents on the old and new Student Councils.

After the regular business of the meeting is settled and a vote taken on the question of open nominations, the ceremony will begin. Its first feature is a report by this year's Undergraduate President mentioning the services rendered the college by various Student Council appointees. The new Student Council is then presented and takes the place of the old upon the platform. The climax of the meeting comes when the new Undergraduate President takes the solemn oath of office. The meeting is then put into her hands and closes with the "Alma Mater."

CLASS NOMINATION OF UNDERGRAD OFFICES QUESTIONED

"Shall nominations for Undergrad offices be open to the college at large?" will be the topic at the final Undergrad meeting of the year on Tuesday, May 9. The proponents of this measure feel that since the Undergrad offices are primarily of college rather than class standing, proposal of nominees should not be limited to one class. The officers would have to be members of specified classes as at present, but they could be nominated by any one in the Association.

Since the main purpose of next Tuesday's meeting is the installation of the new Student Council, this will be the only measure put up for vote, though if time permits some other matters may be proposed for informal discussion.

A. A. BANQUET NEXT FRIDAY NIGHT

Stunts—Singing—brief and snappy speakers—Dance Club numbers—and a tuneful quartet are only a few of the attractions of the annual A. A. banquet which will be held next Friday night in the gym. A. A. awards will be presented and the initial presentation of literary awards will be made. The installation of the A. A. officers for next year will be followed by social dancing.

Tickets must be secured in Students' Hall between 12 and 1 by Tuesday, May 9, or earlier.

LAST SWIMMING MEET OPEN TO ALL STUDENTS

The last swimming meet of the season will be on Monday, May 8, at 4:30 o'clock. As it will be open for all swimmers, it will give an opportunity for those who have been doing other activities to compete in swimming. There will be dashes, form contests, plunging, and diving. Among the informal comic events will be an odd-even medley relay.

BARNARD BULLETIN

VOL. XXVI No. 25
Published weekly throughout the College year, except the last two weeks in January, by the Students of Barnard College, in the interests of the Undergraduate Association.

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Mailing Price..... 2.25
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Entered as second-class matter December 14th, 1908, at the Post Office, New York, N. Y., under the Act of March 3rd, 1879.

Acceptance for mailing at special rate of postage, provided for in Sect. 1103, Act of Oct. 3, 1917, authorized November 12, 1918.

Address all communications to
BARNARD BULLETIN
Barnard College, Columbia University,
Broadway and 119th St., New York

NEW YORK, FRI., MAY 5, 1922

EMINENT EDUCATORS COMMENT ON CURRICULUM

Dr. Horace Kallen of the New School for Social Research.

In criticising the proposed Curriculum, Dr. Kallen made the following big points. He thought that the curriculum as suggested is a great improvement on the existing system, but that probably, in view of various administrative and personal problems, it cannot be put through now. He considers it far from ideal, however, because it is both abstract and dialectical. An adequate program would start from the practical immediate problems that stir peoples' feelings, and stretch out from them into the remote in time and space. Concretely this would involve a reversed order of the topics treated in the "History of Mankind." Regarding the "Technique of Expression," Dr. Kallen considers the spoken word far more important than the written word, since communication through speaking is used to a far greater extent than communication through writing.

Professor Boas, of Columbia

Professor Boas, although agreeing with the underlying principles, disapproves of the suggested program for the Freshman year. To his mind, there are certain lines of activity for one of which each person is best fitted. Instead of trying to give the Freshman a general glimpse of the whole subject matter, we should offer her the opportunity of becoming familiar with the

THE CURRICULUM AS OTHERS SEE IT

aims, methods and material of a branch of each of these lines. That is, the range of these activities should be covered in about 4 or 5 introductory courses, differing from present introductory courses in that they would bring out the above points and show what a definite subject is driving at; e. g. in the realm of art, empirical and social science, etc. The History of Mankind not only lays too much stress on information, but it caters only to a purely historical type of interest. Some students investigate actual phenomena, and from them formulate general laws; others are interested in seeing how general laws work out in particular instances, but this point of view is ignored in this curriculum. Professor Boas approves decidedly of the freedom in junior and senior years, with a final required examination in the field selected by the student.

A. J. Muste, Chairman of the Faculty of Brookwood Workers College, says:

"I have read with much interest the outlines of the Curriculum proposed by the Student Committee of Barnard College. It seems to me that the suggestions are in the main excellent, particularly the Freshman courses in History of Mankind, Introduction to Human Biology and Physiology, English Literature and the Technique of Expression. Would it be possible and advisable to postpone History of Philosophy, etc., from the Sophomore to the junior year, and use part of the time thus saved in the former year on more work in Literature and Technique of Expression? Many college graduates are woefully lacking in the latter. If additional time is made by putting ahead the Philosophy work, might part of this time plus a little time taken from Introduction to Biology and General Mathematical Analysis be used for Psychology, particularly Social Psychology? I should be for getting this into the Freshman course, possibly by postponing Mathematical Analysis, if need be, to the Sophomore year. The absence of Psychology from the required subjects seems to me a serious defect."

Beatrice Lowmes Earle of the Class of 1917, who is at present a teacher of History, says:

"Faculty, alumnae, and undergraduates of Barnard may well be proud that sufficient interest has been shown by a group of its students to bring forth such valuable suggestions for the revision of the curriculum. Undergraduates have been warned, and wisely, to beware lest the side-shows of college obscure the main tent. And now, on their own initiative, the students have shown a keen interest in what takes place under the main tent. After seven years of a gradually growing desire to participate in the determination of educational policies, intelligent proposals are made as to how the College may respond more sympathetically to the intellectual needs of the student body. It is encouraging that student self-government should turn its attention to curricular affairs, for there is much that students can and should contribute to a solution of the educational problems of the College.

The report of the student committee is a starting point. Can there not now be a conference of representatives of the faculty, alumnae, and student body to consider the proposed changes in the curriculum? These three groups should work sincerely in the interests of the College.

Dr. Charles A. Beard, Head of the Bureau of Municipal Research and formerly Professor of Political Science in Columbia University writes us:

"It is an encouraging sign to find students taking a hand in making a program of studies, and I must say that your general scheme appeals to me immensely."

Dr. Scott Nearing, former professor of Sociology at the University of Pennsylvania, and now a member of the Rand School Faculty, says:

"In regard to your Curriculum:—

1. Your Course in the 'History of Mankind' is too objective. You need a big section in the history of thought. As civilization accumulates, men must devote more and more time to thinking in its various forms.

2. Require German, French, Spanish, Russian or Japanese, and at least four months travel in the country whose language is chosen.

3. Your courses sound too much like lecture courses. Let the student do more.

4. This is a great work—keep at it."

Finally the New Republic in its current issue, in an article entitled: "Ferment in the Colleges," after reviewing various utterances on the general subject of the curricular made by other colleges, says:

"These are stirrings, or perhaps better, growing pains. For a maturer performance we turn to Barnard College, where, under the opaque shadow of Columbia University, a really spirited student life is taking shape. A student curricular committee, created by the Student Council with the consent of the undergraduate body, has reviewed thoroughly the present curriculum and has presented to the Faculty a report which has, we believe, been laid on the table. But that is, we hope, not the end of the matter, as the report is too live to lie forever gathering dust.

We have not the space to reproduce the detailed specifications offered for the Freshman courses, nor to follow the curricular committee through the succeeding years of college. But we submit that even the bare titles of the Freshman courses are sufficient to show the boldness of the curricular committee's conception. It is bold, but there is no recklessness in it. A Freshman year thus occupied ought to prepare a student, as the conventional Freshman year does not, to utilize the resources of the college in the later years of his course."

CORRESPONDENCE

Letters to THE BULLETIN should ordinarily not exceed 250 words and shorter communications are apt to be more promptly printed. The Editor reserves the right to abridge communications.

To the Editor:

I think that the curriculum outlined by Dorothy Thomas and her committee is a step in the right direction. It attempts to solve the modern dilemma, namely, how to achieve satisfactorily self-expression without the curse of overspecialization. Our social heritage today is so infinitely complex that intimate acquaintance with many fields is impossible for the average individual, but if we grasp blindly at one mission in life without any real sense of what rôle it plays in the general scheme of things, we miss the inspiration and tolerance that comes with a broader vision. The general surveys of man and his culture planned for the first two years

(Continued in column 4)

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CALENDAR FOR THE WEEK

Friday, May 5
12:00-12:10—College Chapel in the Conference Room.
4:00-6:00—Freshman Party to the Juniors on the roof of Students' Hall.
4:00-7:00—Faculty - Student Tennis matches.
8:00—Junior Show. Dancing will follow the performance.

Saturday, May 6
2:00-6:00—Barnard Day Activities:
2:00—Special performance of Junior Show.
4:00—Tea in the college parlor.
4:45—Exhibition Swimming in the pool.
8:00—Junior Show.

Monday, May 8
4:30—Open swimming meet in the pool.

Tuesday, May 9
12:00-12:10—College Chapel in the Conference Room.
1:00—Undergrad meeting. Installation of officers.
4:00-6:00—Music Club in the Conference Room.
4:00-6:00—Social Science Club in the College Parlor. Speaker.
4:00-7:00—Faculty - Student Tennis Matches.

Wednesday, May 10
4:00-6:00—College Tea in the College Parlor.

Thursday, May 11
12:00—Barnard Chapel at St. Paul's.
4:00-6:00—Math Club in the College Parlor.
4:00-6:00—Glee Club.
5:00—Barnard vs. T. C. in baseball.

Friday, May 12
12:00-12:10—College Chapel in the Conference Room.
4:00—Sing Song in the Theatre.
6:30—A. A. Banquet in the gym.
Mrs. Annie Nathan Meyer, a trustee of Barnard College is the author of a play called "The Advertising of Kate" which will have its initial performance at the Ritz Theatre on May 8.

(Continued from column 3)

supplemented by individual and concentrated work in the last two will be an effective means of filling the student with a vivid picture of the possibilities of life and the training necessary for her to do an original and efficient piece of work after graduation.

Sincerely yours,

EVELYN PRESTON



CAT ALLEY

The most remarkable thing I've noticed this week is the boundless ability of our Student Body to do everything but work. Perhaps the poor lambs don't know about those exams next Monday week. I know Mrs. Liggett got anxious for she sent all the Seniors little twenty dollar reminders several days ago, but no one seems to tell the others.

Now, the Juniors, with a show only three days off, have nothing to do but tea-dance on the veranda. A senior remarked that her class were sewing hooks and eyes on their costumes at this time last year, but she presumed these modern girls thought if tapes were good enough for P. E. D. costumes they were good enough for them.

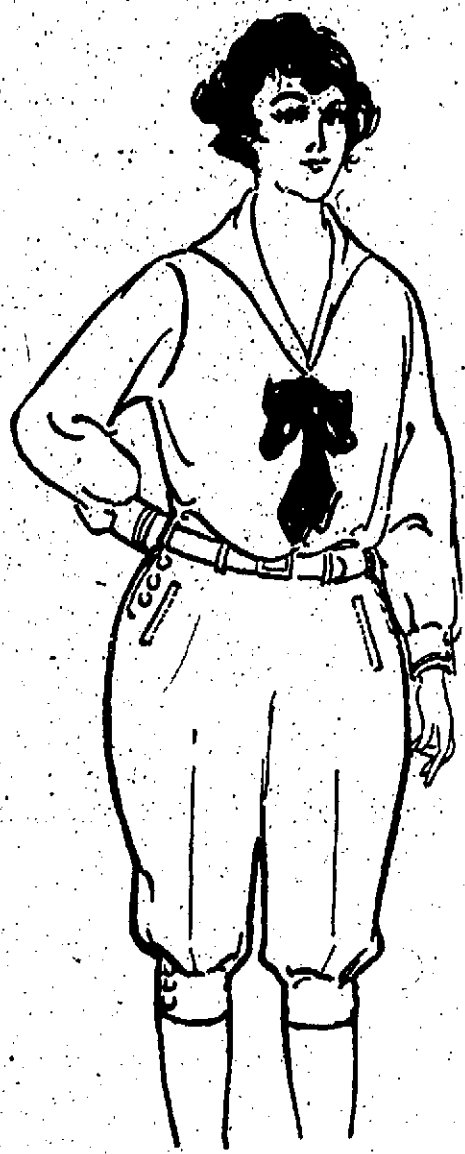
However, if the Junior Show has evolved to a point where it can bring itself up while mother goes to dances, who can say it's not all for the best.

Tea dances do provide a brand new alibi, you know. "My men are all in business and they positively couldn't come in the afternoon!"

Well, well,—and the Senior English Majors having been simply tearing their hair ever since the Duer Miller lecture last Tuesday. After all the plays and poetry they've concocted, not to mention the daily theme course, it really is going a little too far to tell them they should have majored in math. Young authors must learn to bear these hard knocks, though—don't you think?

How the other half plays will be revealed on the tennis courts during the next few days.

Twenty-six members of the editorial board of the William's Record were suspended from college after the appearance of a humorous issue. Ivanhoe and I were discussing the matter on Jacob Schiff the other day. He thinks it's dangerous to run this column any longer. Then Ivanhoe wondered if we were humorous, which is really no joke.



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ALUMNAE NOTES

Edna Fox, 1921, is substitute psychologist in the New York City public schools.

Ruth J. Ehrich, 1921, is doing volunteer employment work with the American Red Cross.

Mathilde Drachman, 1921, is teacher of English in the trade extension courses at the Manhattan Trade School.

Freda Heyman, 1919, is working at the Custom House under the U. S. Public Health Service.

Dorothy Dirkes Turnquist, 1918, is office manager with the Batavia Rubber Company.

Ethel Newman, 1902, is secretary to Mr. Pindar, the Registrar at the American Museum of Natural History.

Judith Bernstein, 1914, and Lillian Brower, 1921, are doing graduate work at Columbia.

Estelle Abrahams, 1921, is studying law at New York University.

Helen Falconer, 1921, is traveling in India.

Gladys Van Brunt, 1921, is teaching French and history in the Girls High School in Brooklyn.

Margaret Montgomery, 1921, is teaching English and French in the high school at Syracuse, New York.

Ruth K. Stowell, 1909, has recently been appointed Special Agent in the U. S. Department of Commerce.

Sophia Amson Olmsted, 1918, is studying at the Brooklyn Law School.

Elsie Guerdau, 1921, is doing translating at the American Institute of Medicine.

Mary Sistrunk, 1913, is selling securities for the L. R. Steel Service Corporation.

Caroline Sexton, 1920, is teaching English the rest of this term in Ramsey, New Jersey.

Irma Hahn, 1917, is president of the Junior Auxiliary of the N. Y. Section, Council of Jewish Women.

Imogene Neer, 1916, will be assistant in English at Teachers' College next year.

Amalia Gianella, 1916, is a translator in the foreign department of the Irving National Bank.

Esther Schwartz, 1920, is doing secretarial work with The Annalist.

Felice Jarecky, 1920, is with the American Institute of Medicine as secretary to Mrs. Taneyhill, taking the place of Helen Calhoun, 1920, who is to be transferred to the Paris office.

Mary Vail, 1921, has accepted a position as secretary to Dr. Dunning of the School of Dentistry, Columbia University.

The engagements have been announced of Eleanor Wallace, 1916, to Philip Sidney Herbert, and of Rosemary Lawrence, 1917, to Paul D. Murphy.

Helen Goldstein, 1918, was married on March 30, 1922, to Harold R. Rafsky.

Agnes Maas, 1920, was married on April 8, 1922, to Oswald Lewyn.

Freda Heyman, 1919, is working at the Customs House, under the U. S. Public Health Service.

Dorothy Dirkes Turnquist, 1918, is office manager with the Batavia Rubber Company.

Ethel Newman, 1902, is secretary to Mr. Pindar, Registrar, American Museum of Natural History.

(Continued on page 4, col. 2)

"GREAT CATHERINE"

(Continued from page 1, col. 3)

said of his accent, his air, and his taking ways. The rest of a creditable cast were backed by the thorough coaching of Dorothy McGrayne and Helen Gahagan.

Not so much can be said for the choice of "Aria da Capo." Its subtleties, except with phenomenal luck in casting, are beyond the amateur stage.

Elizabeth Reynard, the coach, is to be congratulated for an appreciative production, with a rather ill-matched cast, of a delicate bit of playwriting. The settings of the first and third acts of "Catherine" and especially of "Aria da Capo" were beautifully simple and suggestive—with rare success.

FROM OTHER COLLEGES

Bryn Mawr Experiments with Oxford System of Study

Bryn Mawr College is making an experiment this semester with thirty-six members of the Junior Class. The system is on the Oxford plan. A student in this group must have a straight B average for the two preceding years. She then chooses her field of study and presents her name to the head of the department who plans a program in two comparative divisions of this chosen field. The student is then assigned to two members of the staff who are specialists in the subjects. Eight problems are planned in each branch of the subject, for which two weeks' preparation is made and a paper written, the papers in the two divisions alternating. Examinations are given at the end of the Senior Year, after a semester of special preparation, the questions being made by professors from other colleges and universities.

The purpose of this plan is to do away with the much criticized "smattering of information" type of college education.

A. A. BANQUET TICKETS

Tickets for A. A. Banquet must be secured by Tuesday, May 9, since arrangements cannot be completed until the number coming is known. Tickets can be secured in Students' Hall from 12:00 to 1:00 every day. Subscription \$1.25, dormitory students \$5.00.

Beginning Monday, May 8, seniors are to wear cap and gown on the Campus. On Thursday, May 18, President Butler and the Barnard faculty will give a tea to 1922.

THE TATLOCK LATIN PRIZE

Saturday, May 13, 1:30-4:30. Room 330, Barnard College. Open to all undergraduates. Candidates should give their names as soon as possible to Professor Hirst or Miss Goodale.

ALUMNAE NOTES

(Continued).

Judith Bernstein, 1914, and Lillian Brower, 1921, are doing graduate work at Columbia.

Estelle Abrahams, 1921, is studying law at New York University.

Margaret Montgomery, 1921, is teaching English and French in the high school at Syracuse, New York.

Ruth K. Stowell, 1909, has recently been appointed Special Agent in the U. S. Department of Commerce.

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