

Dr. Shotwell Talks on War

Religious Clubs Told No One Can Stand Apart From Political Forces Today

A CHALLENGE TO YOUTH

Substitute for War Must Eventually Be Evolved Out of Present Crisis

"He is no genuine adherent of any religious creed who stands apart from the political forces of today," stated Dr. James I. Shotwell, guest of the religious clubs at their combined Peace Week meeting last Tuesday. "For," he continued, "the religious ideal is fundamentally a social one."

No other generation, according to Dr. Shotwell, has been faced by a challenge more definite or direct than the young generation of today. The World War brought about a change in attitude toward the absolute sovereignty of nation states, built up a new ideal, and left the world in a ferment. "But," stated Dr. Shotwell, "it is shallow to place the blame for the present crisis on the Treaty of Versailles. No one treaty can be responsible for so much. So new a system as the treaty anticipated was bound to be crude, for, it had to break in on old prerogatives. Poland, Czechoslovakia, and the other new nations were born with all the old desires and ambitions of absolute sovereignty and they accentuated that sovereignty in the name of liberty."

For the first four or five years after the peace treaty the accent was on the status quo, for Germany and the former Austro-Hungary were agreed that peace could be maintained only on those terms. However, the time soon came when peace could no longer endure on those terms. The defeated and dissatisfied nations demanded justice. "And justice in human affairs," Dr. Shotwell emphasized, "means adjustment to change. If there is no war and a change is needed and no one is willing to change, what is the result? For a substitute for war has not yet been adequately worked out."

That a substitute would eventually be evolved, Dr. Shotwell seemed sure. He cited the long evolution of jurisprudence as encouraging. The peace movement has the beginnings of organization, he pointed out, but no court of equity where cases may be tried on the basis of right and wrong, for today cases of international law may be tried only on the basis of previous treaties or agreements.

The case of Ethiopia today, he went on, is not the case of an Italian dictator against a backward African people, but a test of whether or not the experiment of international organization of humanity for further advance can be continued. Ethiopia sees that she must insist upon peace, for she will not be able to get justice until war is outlawed "as an instrument of national policy."

Touching some more on the Ethiopian situation, Dr. Shotwell pointed out that Italy's demand for a "place in the sun" through Ethiopia would work hardship on countless Italians. If, for example, the surplus population were shipped only to the plains of Africa they would be under great disadvantages. Lacking, as it does, the technological equipment, and the ability to compete with the other world populations of the world. "Would you get justice there?" asked

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Ethiopia is Discussed

Elizabeth MacCallum Addresses Joint Meeting of Clubs on War Abroad

PEACE WEEK FEATURE

Member of World Peace Federation Retraces Causes of Trouble With Italy

Miss Elizabeth MacCallum of the World Peace Foundation addressed a joint meeting of the International Relations Club and the Social Science Forum in Even Study on Monday, October 21st, at 4:10, on the Ethiopian question.

After an outline of the significant happenings during the past week, Miss MacCallum went on to sketch the relations of Ethiopia to European powers for the last fifty years. She explained the rivalry of Great Britain and France concerning their hypothetical empires which crossed on the Upper Nile and in Ethiopia in the 1880's Italy then announced her candidacy for African expansion, extended inland from the Red Sea towards the west, met the resistance of Emperor Johannes of Ethiopia, placed Menelik, her own candidate, on the throne, and signed a friendship treaty with him.

After the World War, Miss MacCallum declared, Ras Tafari, the Ethiopian emperor, became uneasy; because (1) Ethiopia was not asked to join the League of Nations; (2) articles concerning slavery in Ethiopia abounded in the British press; (3) Italy was bound to demand compensation in Ethiopia for her territorial disappointments after the War. In 1923, Ethiopia was admitted to the League; in 1925, Great Britain agreed to permit Italian dominion in Ethiopia. The British would not assist Italy, however, unless she obtained a dam at the outlet of Lake Tana. The Emperor was shocked and asked a New York engineering firm to survey the dam.

In 1928, Mussolini decided to act alone and tried to build a road from Eritrea into Ethiopia; Ethiopia, dreading an invasion, prevented this. An agreement was made; but, according to the speaker, conditions had not been so strained since Adowa. Hostility increased; and the Ualual incident was an expected result. Since then, the situation has become acute; and the Italo-Ethiopian War has been a consequence.

Stag Line Holds No Lure for Barnard Freshmen; Majority of Class of '39 Prefer Phi Beta Kappa Key

Fifty-three Barnard freshmen prefer a Phi Beta Kappa key to the position of siren of the stag line, while only three declare that they will work, rather, toward the latter goal in college. *Bulletin* has discovered in a questionnaire survey, which 95 freshmen answered. Ten declared ambitiously that they would strive for both, and eight will look for the happy medium. As one member of the class of 1939 put it, "A Phi Beta Kappa key and a mild sensation in the stag line." One 17-year-old confidently declared, "A Phi Beta Kappa key. I'm a siren already."

The average age of the freshmen who answered *Bulletin's* queries is seventeen years and three months. Two of the 95 are only fifteen, and one is twenty-four. By far the largest number are from New York City, with most of the rest residing in New Jersey and Long Island suburbs. A few are from upstate New York, Connecticut, and Pennsylvania.

Human Nature Must Change, Mrs. Roosevelt Declares Addressing Capacity Audience at Barnard Tuesday

Something More Than Mere Goodwill Must Exist If Peace Is To Be Preserved, Declares America's First Lady

NO WAR EVER REALLY SETTLES ANY QUESTION

Belief In Student Influence For Peace Cited By Mrs. Roosevelt; Praises Youth Hostel Movement



N. Y. World Telegram peace.

"Human nature must be changed," declared Mrs. Franklin D. Roosevelt, speaking on "Opportunities for Better International Understanding" before a capacity crowd of 1,500 at the Peace Week assembly Tuesday afternoon, as she scored intolerance and selfishness as causes of misunderstanding between nations.

"You know, and I know, how differently people feel and think about questions, than people in other parts of the country," she stated. "Even different groups with different interests in the same locality see differently. We must overcome that trait which makes us see only our own point of view, which makes us see our own interest first." This same trait, she continued, makes us fail to understand and tolerate the motives of other countries.

Economic Basis

"But something more than mere goodwill must exist, if we are to preserve peace. There are underlying causes, differences in economic interests," she averred. "We must understand the economic basis, to understand international relations."

Mrs. Roosevelt went on to say that no war ever really settled any question. She refuted the point made by a man who wrote her a letter pointing out that the Civil War settled something. "It settled the question that this country was a union," she said, "but it did not settle the underlying differences between agricultural and industrial interests of different sections of the country, and those questions are not settled yet."

She said that she received many letters from people whose ancestors had come over on the *Mayflower*, boasting that they were "native Americans," and complaining of the benefits showered on the later immigrants who had turned to agriculture. "That sense of superiority because one is more native than someone else is something we must get over," she stated. "People who came here more recently than the *Mayflower* made this country their choice because they loved what it stands for. Everyone has a right to be just as proud, everyone has a right to the heritage of our country, and we who have *Mayflower* forebears have no right to look down on them. When we stop looking down on others, we will be able to achieve a better understanding of different nationalities."

Must Study History

"We must know more history," she continued. "What you must do is read history objectively, learning different points of view, and understanding the imperfections in the motives and personalities of the past, not only in other countries, but in our own. Our motives have not always been just what we said they were, nor have our statesmen always been of the highest caliber. We would like to believe that our country has always been right, but we must read history with a view to knowing the truth."

"The same principle applies to the study of current events," she added, and "this is the most difficult of all, because of the conflicting statements and ideas in the mass of information available. We must take these written statements and vocal statements, and knowing the backgrounds and prejudices and inclinations from which they have sprung, sift them through as objective a mind as possible in order to arrive at the best conclusion."

She quoted Dean Gildersleeve's introductory speech, elaborating upon

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Chittenden Speaks To Liberty League

Miss Chittenden Calls Ninth and Tenth Amendments Keynotes of Constitution

Miss Alice Hill Chittenden, speaking before the Liberty League at a tea in the College Parlor on Monday, October 21, asserted that there is no more fascinating or important period in our history than the five summer months in 1887 when the Constitution was being drawn up in Independence Hall in Philadelphia.

Miss Chittenden, who is former president of the Women's National Republican Club, said, "I never go down to Independence Hall that I don't like to picture that scene of the delegates coming in—most of them young men, college trained." There were men from Columbia, Yale, Harvard, University of Virginia, and from English schools. In closing, Miss Chittenden said that in her opinion the ninth and tenth amendments were "the keynote of the Constitution." "The ninth especially," said Miss Chittenden, "supplied a new dignity to mankind by its recognition for the first time in history that there are some things a government can not do, that the people are essentially sovereign."

Soph-Frosh Party To Be Held Tonight

Each Sophomore Will Be Personally Responsible For a Freshman at Party

This year's Soph-Frosh Party which will be held this evening, will be attended by about a hundred members of the two classes. The festivities will begin at six-thirty with dinner in the cafeteria after which the group will adjourn to the gymnasium where an entertainment will be given. As in former years there will be the torch ceremony, an obstacle race and skits by members of both classes. Singing will be included in the program. Each Sophomore will be personally responsible for a Freshman for the course of the evening's activities.

Laura Miles is chairman of the party, Helen Lange heads the Sophomore Entertainment Committee, and Barbara Ridgeway the Freshman Entertainment Committee. The cost of the supper is fifty cents for day students and five cents for those living in the dorms.

The furthest cities represented are Denver, Colorado, Kenosha, Wisconsin, and New Orleans, Louisiana.

The Class of 1939 numbers among its members 12 former editors of school publications, three presidents of student government, ten class presidents, three presidents of the Arista honor society, and eleven club presidents. Numerous other lesser offices were reported as having been held—and only fourteen, out of the entire survey, admitted that they had held no office whatsoever in pre-college days.

Eighty-six freshmen have never had relatives attending Barnard. Of the nine who remain, one has had two sisters whose record she could emulate; the other eight have had two mothers, two sisters, three cousins, and one aunt collectively as Barnard students at one time or another.

To the query, "Why did you come to

Barnard," the majority of answers were divided, mainly, into three categories: 43 mentioned the advantage of an academic institution situated in the heart of a city teeming with cultural organizations; 38 mentioned Barnard's reputation for high scholastic standards; and a remaining group named the fact that they had heard the girls were nice. A 17-year-old remarked, "One of the few colleges my parents could agree upon." Another said succinctly: "Cheapest decent place." And a third confessed: "Vassar wouldn't take me," but, as an added afterthought, declared, "I'm not a bit sorry about my refusal, though."

"What feature had you heard of before coming here?" received a variegated response. Twenty-five had heard of Greek Games, and thirty-one had heard of the high scholastic standing of the College. Others had known previ-

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EDITORIAL

We have always considered it unwise to make predictions on the basis of the results of a questionnaire, especially when only half of those concerned in the prediction have filled out the questions. Nevertheless, we venture to interpret the *Bulletin* survey because of marked trends displayed therein.

We should say that this year's freshman class is more the happy-medium type than Barnard halls have seen in ten years. The general tenor of their replies, lacking both the restless gaiety of the late twenties and the tragic despondency of depression days, indicates this. A new high in stability seems to have been attained.

Specific results of the questionnaire apparently substantiate this. The determination to be open-minded is outstanding. In politics, most answers indicated a definite freedom of thought. In the choice of a vocation a typical reply was, "while I like a certain profession, I intend not to depend too much upon it." The professions chosen went radically beyond the conventional categories which students in recent years have selected. Teaching, while in a relatively important position still, has not attracted the usual large numbers. The mention of dress design, the diplomatic service, and commercial photography as possible vocations reveal a distinctly practical bent.

We predict that the Class of 1939, if it adheres to these excellent principles, will have an eminently successful future.

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Jester scores again! The Columbia *humor* magazine, in a sensational scoop, has taken only five months to reveal the fact that a "purity test" has been given to seventy-odd Barnard students.

For the benefit of those few who are still interested, perhaps we should lift the veil of mystery in which *Jester* has seen fit to enshroud the facts of the test. It seems that last May two Barnard sophomores, basing their work upon a personality test required in a psychology course, privately formulated a subsidiary group of nineteen questions which they circulated informally around the college. We speak with assurance when we say that most of the girls taking the test did not regard it seriously enough to give a great deal of thought to their answers.

More important, we think, is the fact that once taken, the test passed into well-deserved oblivion. Such trivia mean little to Barnard girls. It is only our young friends across the street, overwhelmed by the naughtiness of it all, who could magnify an inconsequential item of this sort.

Charles Sears Baldwin

Charles Sears Baldwin, Professor of Rhetoric and English Composition in Barnard College, died Wednesday morning at the Presbyterian Hospital, where he had been a patient since Monday. He taught at Barnard for three weeks at the beginning of the 1935-36 academic year, after having been absent for several months last spring due to illness.

He was born in New York City, March 21, 1867. His youth was spent in Montclair, N. J. He received the bachelor of arts degree at Columbia University in 1888, the master of arts degree in 1889, and the Ph.D. degree in 1894. In 1909 he received an honorary M.A. degree from Yale University, and in 1929 an honorary Litt.D. from Columbia.

From 1891 to 1895 he was tutor and instructor in rhetoric in Columbia College, also giving instruction in Barnard College. He was thus one of the earliest members of the teaching staff of Barnard College which was organized in 1889. From 1895 to 1911 he was instructor and professor of rhetoric in Yale University. In 1911 he became Professor of Rhetoric and English Composition in Barnard College.

A requiem High Mass will be celebrated at the Church of Notre Dame, Morningside Drive, at 114th Street, on Friday morning at 10 o'clock. Prof. Baldwin is survived by his second wife, the former Gratia Eaton Whited, whom he married in 1902; a son by his first marriage, Father John Sears Baldwin, O.H.C.; a second son, Prof. Marshall Whited Baldwin of New York University; a daughter, Mrs. Frederick J. Woodbridge, and two grandchildren, John Marshall and Jan Woodbridge. Prof. Baldwin's first wife, the former Agnes Irwin, whom he married in 1894, died in 1897.

Prof. Baldwin was characterized as "a gifted teacher of composition and of medieval literature and an influential teacher and scholar in his field," by Prof. Donald L. Clark, one of his former students.

"Prof. Baldwin's influence as professor of rhetoric was twofold," Prof. Clark said. "As an historian of rhetorical and critical theory he pointed out how rhetoric in classical times and in the middle ages permeated and contaminated poetical theory and practice.

"As a teacher, Prof. Baldwin deeply influenced the teaching of rhetoric and composition in his own time, largely by shifting the classroom emphasis from style alone to a consideration of subject matter and arrangement as well, and by a reintroduction of oral composition. He thus brought his historic scholarship to bear in restoring the well rounded balance to modern teaching.

Prof. Baldwin was the author of "The Inflections and Syntax of the *Morte d'Arthur* of Sir Thomas Malory"; "DeQuincey's Revolt of the Tartars"; "The Expository Paragraph and Sentence"; "A College Manual of Rhetoric"; "The English Bible as a Guide to Writing"; "Essays Out of Hours"; "Writing and Speaking"; "Composition, Oral and Written"; "Introduction to English Medieval Literature"; "College Composition"; "God Unknown"; "Ancient Rhetoric and Poetic"; "Medieval Rhetoric and Poetic"; "Three Medieval Centuries of Literature in England."

Freshmen Prefer Phi Beta Kappa Key

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ously of Dean Gildersleeve, the nice group of girls, Barnard Camp, Wigs and Cues, the feud between Barnard girls and Columbia men, and the democracy and broadmindedness of the faculty. One young lady averred that she had heard that "one could take five years to graduate, thus taking a minimum number of courses the year I wanted to come out." Another boldly asserted that the publicity reaching her ears about Barnard maintained that it was "easier than high school."

Chairman Henry Fletcher of the Republican National Committee should take heart from the fact that the largest group of definitely politically aligned freshmen are Republican—27, as opposed to only 12 Democrats—albeit one member of the class of 1939 who put down "Republican" next to the questionnaire query "What is your political complexion?" affixed, in faltering strokes, the legend "Am I blushing?" Another declared, "Republican, but I try to be broadminded." Ten students labelled themselves "Conservative." Four others are Socialist, five are "pink" or "pale pink" and while there are no avowed Communists, one hardy individual said her political complexion was "rosy." Another freshman, apparently world-weary and skeptical, claimed that hers "ranges from pure white to rosy red depending upon my financial condition." The remainder either have an open mind or have no interest in the political sphere.

"What do you expect to get out of college?" was another question put the new class. Fifty-four expect simply an "education"; 20 anticipate new friends and social contacts; and the third largest group, numbering 14, think that going to college will give them "culture, poise, and polish." Individual replies mentioned "a broad outlook on life," "an idea of my own capacities," "preparation for independence," and "a better understanding of the world." Only one said that she expected "preparation for earning a living." One ill-advised young woman expects "to get a Columbia man." Another is fully prepared to receive, four years hence, "gray hair, eyeglasses, a spinster's future, and an A in physical ed."

Of intended majors, the largest group is undecided. English, French and Chemistry, in the order named, are expected to be pursued by comparatively large numbers. Almost every field in the curriculum received at least one vote, and the professions of banking, architecture, and journalism were also among those mentioned. Of intended vocations after graduation, the largest group likewise is undecided. Sizeable votes were cast for teaching and journalism. Five want to be physicians, three in the diplomatic service, three social workers, three chemistry technicians. Radio broadcasting, social secretary, movie critic, "something in the line of art," writer and illustrator of own books, dancing, dress design, and commercial photography, among others, received one vote apiece. One bluntly declared that she intended to be a "lady of leisure." And although two or three freshmen thought they would try a profession or marriage, only one came out and vigorously maintained that "marriage" would be her vocation after college.

On the whole, replies to the question "What is your impression of the college in the few weeks you have been here?" were most favorable. "Perfect," "grand fun," "refreshingly restrained," "freedom," "spirit of sociability," "friendly faculty" (the last two gaining the most votes), "cosmopolitan," "sophisticated students," "admire student organization" and the way they "acclimate freshmen" were some indications of the 1939 seal of approval. Disapproved were "the irksome rules," "merciless homework,"

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ABOUT TOWN

Second Balcony

Squaring the Circle

Lyceum Theatre

For those benighted souls who still believe that there can be no sense of humor in a communist state we strongly advise a trip to that riotous piece *Squaring the Circle*.

The drama lends itself most readily to the program of self criticism inaugurated in the USSR in 1928, a Valentine Katayev, one of the foremost exponents of the censure via the theatre, has here produced a work both humorous and constructive, understandable not only to Soviet audience, but to any group with a comprehension of communist principles.

Squaring the Circle squares not the circle, but the eternal triangle. It is the tale of two young married couples who are forced by the exigencies of poverty to occupy the same apartment. Their attitudes towards communist ideology and their respective personalities eventually produce a complete scramble of relationships, following which they all live happily ever after.

Mr. Katayev has developed two extraordinary characters in the persons of the young women, one a serious intellectual, proletarian youth leader, the other a petit bourgeois, brainless, domestic. In the contrast and interplay between the two, the author achieves a dramatic effect that carries through to the end and atones for the less expert handling of the male characters.

Although, on the surface, the play is a farce, it never loses sight of its communist acknowledgments. The most astounding part of the drama is the significant epilogue which gathers "in a nutshell" the moral for the masses. At this point it is almost reminiscent of the early miracle play presenting a message in action and dialogue. But even the apothegm is merely an amused reflection. Mr. Katayev jousting his comrades for the utter lack of humor in the political outlook. But it is good-humored jousting, entirely inoffensive to the most ardent Marxian and great sport to the non-believer.

In its present American presentation the play is admirably performed, the female roles, of broader natural scope being especially well played.

Squaring the Circle gives the average American altogether new angle on the Soviet experiment. It is significant of the healthy attitude of these communists.

* * *

—N. D.

Bright Star

Empire Theatre

Bright Star, we fear, is a misnomer for this new offering by Philip Barry of *Animal Kingdom* fame; clarity and lucidity are anything but present these days at the Empire Theatre, where author, actors, and character within the play are engaged in one grand, befuddling search after a goal which remains desperately intangible throughout.

Quin Hanna, the young mayor of a "small town New England," is enterprising, dynamic, and self-centered without being unpleasant; he marries the town's richest girl who is madly in love with him, without reciprocating her love. The conclusion immediately to be drawn is that Quin Hanna has married Hope Blake for the material advantage to be derived from such a union. Yet the impression gained is quite different; Hanna is no conscienceless egotist, but a man who tries without success to overcome his inherent self-love in a genuine effort to retrieve his marriage to the brink of ruin. Hanna's groping, and the bewilderment of his wife and friends, at the failure of a match which should have been eminently successful, carries over to the audience, which is left lamentably casting about for the precise point which Mr. Barry wished to make or the solution he offered.

The actors, too, participate in this nebulous state of things; one had the feeling that while they had made the lines, they had been unable to grasp the shades and nuances of the roles they portrayed. Lee Tracy, who usually cavorts about in fast-stepping, smooth-talking comedy roles was acutely uncomfortable as Quin Hanna; and Julie Hudson (Noel Coward's "dupe" in *The Scoundrel*) could seem to do much with the part of Hope Blake. The "bright star" of the evening for us, in truth, was Miss J. Dixon, whose caustic and well-timed wit seemed much less forced than the tragic mood her co-players were endeavoring to convey across the footlights.

But by far the most interesting part of *Bright Star* is the author, Philip Barry. Mr. Barry has gone a long way since his prize-winning days as an undergraduate playwright at Harvard. The *Bright Star* stage of his career seems to us to be a respite—that is to say, Mr. Barry has gotten all his good (as regards public appeal) ideas acted in such plays at *Holiday*, *Paris Bound*, and *Animal Kingdom*, has now turned to a theme which engrosses him more deeply personally, but is of less general interest. Literature we can draw a parallel to this in the work of Sinclair Lewis. There is no doubt in our minds, of course, that Mr. Barry can and will turn out more attractive office material when he has wearied of impaling his theories and formulae for the satisfaction of his private curiosity.

—D. F.

As It Happens

By Miriam Roher

Last week this periodic sermon concerned with the art of growing up as interested in vengeance wreaked upon the future. This week we are again preoccupied with the problem of rising prices, and only in this case it isn't a problem at all. It's a joy. And it's all about Money.

Money, as someone has sagely remarked in the past, is the root of all evil. But, with all due respect to the wisdom of the deceased, we have noticed a certain duality in the character of Money, a certain tendency to bigamy, if we may mix our metaphors. At one end of the town Money may be lathering a brood of disreputable, wicked infants, while not fifteen blocks away he is playing the proud parent to shining, ultra-good offspring. The desire for money may lead a man to murder his best friend (though we doubt it), but a need for money may also initiate a shy young college girl into the magic world of gainful work.

It isn't as sober as it sounds, it isn't as dull. It is our opinion that the acts of signing your first payroll, endorsing your first pay-check, spending the first dollar of money you have yourself earned, are the most epochal experiences that it is possible for mere mortal to endure.

Consider your run-of-the-mill modern child. She is born into the house of her parents, come to them, in a manner of speaking, by accident. And by this mere freak of nature she is for some nineteen or more years fed and clothed, entertained and admonished, taught and berated. She is taken to school, sent to the theatre, measured by a dressmaker, given a permanent wave, fed medicine when she is ill. Why? Because she happened to be born into a household. Her life thus far is completely in the passive tense. No credit is due her. She was merely born.

Comes a depression. Comes, also, some glimmering of maturity in our sheltered little chick. Of a sudden she is aware of a world wherein people worry and slave and toil, a world wherein other heretofore sheltered chicks are unaccountably made to shift for themselves, and, in the shifting, to lose themselves in the back alleys of that world which needs them not. Perhaps, if she is an intelligent nursing, this little one of ours will now feel a certain doubt of her own status, a certain fearful horror of being herself turned into those very back alleys. What she may ask herself, would I do? What she will add, can I do? And, remembering the passive tense which undistinguished her previous eighteen or nineteen years, she will be very much afraid.

This fear may lead her to do one of two things. She may marry the first young man who asks her. That's one way of shutting one's eyes to back alleys and alone ness. And never again need she worry very seriously about the actual getting of money. She has exchanged one passive tense for another. She has married into the verb to be.

On the other hand, she may look for a job. And (it's not impossible), get a job.

Here is a new situation. The chick is not, somehow, a chick any more. She has her first pay-check. Money—and it wasn't given to her for being born or for marrying! She says to herself, this fledgling who isn't a fledgling, "I am worth something to someone. The labor of my hand and my brain is exchangeable in the realm. I have a value!"

Money, the bigamist, is quite a guy.

Mrs. F. D. Roosevelt Talks to Assembly

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the influence which college students may bring to bear on public opinion. "I think you can exert an influence," she said, "but just be sure that you are thinking objectively, taking in new ideas more true than those you held before. Make yourself a free person, able to look as far as possible on thoughts of other people. Have reasons for your own arguments, and be able to express them in a calm and scholarly fashion."

Mrs. Roosevelt praised the Youth Hostel Movement for the opportunities it provides for foreign travel and for meeting individuals of other nations. She further advised, "You should take opportunities for meeting other people and learning to know them. I have never hated anyone I really knew." Racial hatred, she explained, would be obviated if all races could have an opportunity to better know each other.

A farmer who commented that the Italo-Ethiopian war was "too bad, but we can still sell our goods," and a business man who remarked that the war "won't spread, but will help business," she used as examples of selfish points of view. "That is human nature," Mrs. Roosevelt concluded. "The only way that it will change is through young people. If you don't change human nature, it will dominate your lives."

She offered to answer questions at the end of her speech. Sophia Simmonds was the first to present a query. "Can the present war be localized?" she asked. "And can the United States keep out of it, if it spreads?"

Mrs. Roosevelt replied that no one knew whether or not it would spread, but that commercial interests might involve other nations. "All we can do is try to keep ourselves calm, retain the ability to be fairminded, and not be swept away by propaganda of any kind," she said.

Agnes Leckie asked if Congress could be influenced to have the United States cooperate in the League sanctions. Mrs. Roosevelt replied that Congress does not meet until January, that it is guided largely by public opinion, and that it would be necessary to wait and see what will happen at that time.

Miss Leckie then asked if the President could influence the course of events independently of Congress. "All he can do," Mrs. Roosevelt answered, (Continued on Page 4)

Athletic Costumes Exhibited by A.A.

"As emphasis on formal gymnastic drill progressed to more and more emphasis on sports and games, the costumes became more and more abbreviated and scanty," observed Miss Wayman in speaking of the Athletic Association Exhibit in the Conference Room during the past week.

By tracing the evolution of the costume one traces the changes in the physical education program. The voluminous bloomers and huge middies that spread over one-half of the north wall of the Conference Room was worn by Miss Wayman during her teaching days here. When a student Miss Wayman appeared in a long skirt, heavy sweater, high-necked, shirt and a pompadour for hockey meets.

The tricky black bathing suit with the white piping bordering its many scallops occupies at least four times as much wall space as the efficient, modern speed suit. The difference is indicative of the importance now placed on the value of sunshine and fresh air.

The black taffeta jacket with the full sleeves decorated with lace was made for a great event—the launching of the Battleship Connecticut. The rust-colored croquet costume with its many puffs and tucks and what-nots graced the then-athletic female for the less active sports.

Looking formidable on a small table were dumbbells, barbells, and wands that were used in the days when formal gymnastic drills made up most of the Barnard Physical Education Program instead of the many sport activities of which it now consists.

Competing with these things of yesterday are smart, comfortable, modern costumes and equipment. Miss Wayman, President of the American Physical Education Association, is the chairman of its committee to establish a permanent historical exhibit of all the phases of gymnastic equipment and costumes. It will not be long, she said, before the modern girl has little or no idea of yesterday's costumes.

In the camp sections, maps, plaster casts of leaves (a few of which were made by our worthy editor), baskets, fern and leaf collections, and a day-by-day log of the Camp Craft Courses of '34 and '35 were displayed as well as many snapshots of Barnard Camp. Greek games pictures dating as far back as 1918 and A.A. awards were also shown.

Freshmen Prefer Phi Beta Kappa Key

(Continued from Page 2)

"complicated library system," the fact that "more practical courses" were needed, the fact that there was "not enough social relations with boys," "the constant hurrying and noise" and the fact that there was a "need for new buildings."

The extra-curricular activities which the freshmen plan to indulge in are concentrated mainly in Wigs & Cues, Bulletin (adv. — Ed. Note) and the French Club. However, practically every branch of activity at Barnard was mentioned as entering into 1939's plan of life for the next four years.

The final question of the Bulletin survey, "Do you have to do any paying work at all to carry you through college?" was answered in the affirmative by nineteen freshmen, and in the negative by seventy-six. Of the nineteen former, five do typing; other jobs include tutoring, accompanying on the piano, companion to children, selling, etc. One freshman who stated that she did have to do paying work, revealed that the type of work she did was "commuting two hours every day."

Dr. Shotwell Talks To Religious Clubs

(Continued from Page 1)

The only solution to the whole situation is more intelligent comprehension of economic and social behavior, the speaker concluded, for that is the one starting point in the community of nations.

After the talk Professor Shotwell consented to answer a few questions. In reply to a question on what Mussolini could do to relieve Italy's population pressure he stated that that was a question of lowering tariff barriers and permitting a natural flow of trade. "Under such conditions," said Dr. Shotwell, "I would make tariff prizes for those nations who raised their standard of living by reciprocity with other enlightened nations."

Officers of the university present were: Chaplain Raymond C. Knox and Mrs. Knox, Father Ford, Mrs. Ladd, and Assistant Chaplain John G. Golding. Members of the faculty were: Miss Mabel Foote Weeks, Professor Wilhelm Braun, Miss Gertrude Hirst, Dr. F. Holtzwater, Mrs. Herr and Miss Katharine Doty.

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Notices

Dr. Parkhurst

Dr. Helen H. Parkhurst, temporary chairman of the Department of Philosophy, will speak of her recent travels in Greece at an illustrated lecture sponsored by the Classical Club, on Tuesday, Oct. 29, in 304. Miss Parkhurst, who traveled by donkey as well as in the more usual ways, will show slides of temples, paintings, landscapes, and other interesting things that she encountered in her "Wanderings in Greece." The college is invited. Tea will be served afterwards in the College Parlor.

Social Science Forum

The Social Science Forum, at its first meeting on Monday, Oct. 28, at 4:00 in the College Parlor, will present Nathan Strauss, giving the Democratic viewpoint on "Which Way America." Mr. Strauss has had a varied career, from Assistant Editor of "The Globe" in 1918, to his present position as special

Housing Commissioner to Mayor LaGuardia.

It is also announced that Mr. William Middleton, of the Executive Board of Republican Builders, will speak on "Conservative Democracy," on Dec. 9.

Sophomore Weekend

The sign-up poster for the sophomore week-end at Camp, November 1 to 3, will go up on jake at noon today.

Sports Movies

Sports movies will be shown today at 3 p.m. in Room 304, Barnard. They will include golf, swimming, diving, basket ball, and camp. Miss Finan is in charge of this event of Sports Week.

Faculty-Student Tenikoit

The Faculty-Student Tenikoit Meet on Tuesday, October 22, was won by the Faculty with a score of 254 to the

students' 157. Both the courts on the North Terrace and the roof were used. Among the faculty players was Dean Virginia Gildersleeve, who played an excellent game. The match was followed by a tea in the Conference Room.

Swimming Meet

The Winter team won the first swimming meet of the year last Monday. The score was Fall 14, Winter 24. A great deal of fun was had in the charades (one presented by each team), the apple bobbing, and the soap-and- spoon race. The formal diving contest was won by Irene Lacy, swimming manager, and Dorothy Watts was a close second. Dorothy Brauneck and Virginia Thomas won the crawl tandem race.

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Mrs. F. D. Roosevelt Talks to Assembly

(Continued from Page 1)

"is to define what should be included among munitions of war."

Marie Smith inquired if the young people of today are more fairminded or more prejudiced than those of previous generations. Mrs. Roosevelt's reply was that the present generation has more opportunities to attain a critical objective mind. "They can be carried away by emotions," she stated, "but the very fact that they have more opportunities to study the situation probably signifies that they are less prejudiced."

Mrs. Roosevelt was welcomed by Dean Gildersleeve and Professor Wil-

helm Braun, chairman of the assembly committee, at the gates in front of Barnard Hall as she stepped out of a taxi. She was escorted to Miss Weeks' office to meet the members of Student Council.

At the conclusion of her speech, the President's wife took the subway, explaining that she was taking a train to Washington and had no time for a taxi. A number of Barnard students followed her, continuing their questions about the war and the duty of youth to preserve peace. Mrs. Roosevelt answered them all, as other passengers watched from the end of the car.

"Do you often travel in the subway?" a student asked.

"Always, when I have to," the President's wife replied.

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