

# BARNARD BULLETIN.

Vol. 1. No. 3.

NEW YORK CITY, MONDAY, JANUARY 21, 1901.

Price 5 Cents.

## Mr. Lee's Lecture.

In consequence of the enthusiasm shown after Mrs. Howard Taylor's address and after that on Wednesday last by Rev. Edmund J. Lee, it seems safe to predict that no one at Barnard will again remark, of a theme-title, "The Rise of Christianity."—"Where? At Barnard?"

Mr. Lee is traveling secretary of the Episcopal Church Students' Missionary Association. Next year he goes to China as a missionary. Those who were not present to feel the influence of his magnetic personality and of his consecrated enthusiasm have missed one of the delightful features of his inspiring talk. He spoke of the nineteenth century as one of assimilation of the centuries of the world, caused by the inventions and discoveries of modern science, but just as distinctively one of assimilation caused by the growth of Christianity. This growth has been furthered by inventions, which are, after all, but a means to this end. This assimilation has been brought about by missionary enterprise, whether at home or abroad. All missions are one, for they are one authority. "Go ye into all the world and preach the Gospel unto every creature." Consequently, the argument that there are heathens at home is no argument. Neglect of duty at home is no excuse for neglect abroad. Furthermore, the command is rendered more imperative by the demand. For the dying of the old religions, the prevalence of atheism and agnosticism, call for a substitute. The introduction of Western ideas is making the people plastic. Notwithstanding the recent trouble in China, the people are more desirous than ever of hearing the truth. Indeed, Sir Robert Hart, in his article in the *Cosmopolitan*, maintains that for China there are but two alternatives to prevent another uprising. The Chinese must be kept ignorant of ways of Western warfare; or forcible occupation with consequent partition will follow. Or, there must be a rapid spread of Christianity. This, as well as the curse of the opium habit, makes China more than merely interesting. Other countries are just as ready for the missionary. All the world is open to us at the beginning of the twentieth century. Most of it was closed or unknown at the beginning of the nineteenth.

Who is to support this world-wide endeavor? The students. They alone are capable. With the introduction of Western civilization, education becomes the chief requisite for an intelligent missionary. For this reason, the Student Volunteer Movement was organized twelve years ago. It has societies in most of the colleges; it has instituted systematic mission study classes, and has sent 2,000 missionaries to the field. Christianity has done much for men; it has done more for women, and here is the opportunity for paying part of the debt. Only the woman missionary can reach the women of India and China in their dreadful igno-

rance and seclusion. Those who cannot go, may help by their sympathy, prayers, and intelligent study of the problems. Ignorance is the chief cause of indifference in this as in other matters. For this purpose, study classes and missionary addresses are arranged for, and every possible financial help given to the cause.

The scheme of missionary enterprise has been called "visionary." But those who respond to the command to go to foreign lands find it most real and vital. None of us doubted this while we listened to Mr. Lee, who calls the missionary's life a life of the highest ideal, that which calls forth the heroic in a man's nature, and thus yields the greatest happiness. After the address a short meeting of our Episcopal girls was held, at which a chapter for mission study was organized. This chapter will cooperate with a general class to be formed in connection with the Student Volunteer Movement. The chapter will also send a delegate to the Episcopal Students' Convention to be held at Philadelphia on February 8, 9, 10. The Y. W. C. A. is to be congratulated on its forward step toward a higher development of both Christian ideals and culture in its highest sense.

## The Reception of Alpha Omicron.

On Friday, January 11th, Alpha Chapter of Alpha Omicron Pi gave an extremely enjoyable entertainment to the college. During the first part of the afternoon the Glee Club of New York University sang choruses and solos. This was a novel form of entertainment and received much enthusiastic applause from the Barnard students. The Glee Club did extremely good work—there was spirit and enthusiasm in the rendering of the selections, which were well chosen and effectively grouped. The solo work also was of good order and created a very favorable impression of the material from which the N. Y. U. Glee Club is composed.

Later on in the afternoon refreshments were served and dancing followed. The guests showed their appreciation of the good time they were having by staying till the last moment and heartily congratulating their hostesses on the success of their entertainment.

## College Settlements.

One of the causes of the French Revolution most emphasized by historians is the breaking up of the people of France into many separate classes, and the accentuation of the differences between these classes. While few would say that we are now on the eve of a second Revolution, yet none the less the impulse toward the same condition has been so widely observed at the beginning of the twentieth century as to be a matter of common discussion, a known tendency whose remedy is sought by serious thinkers

with sufficient anxiety to give evidence of its danger. Though the settlement movement is hardly the only remedy needed, yet its growing influence and its steady attempt at social unification at least put it in line with the highest and wisest aims of the time.

A settlement is simply a household of neighborly people, intellectually and socially trained, living among those who have not had the advantages of such training. A settlement does not preach any more than a private family does; it attempts no authority, it merely shares with those less fortunate whatever good things it may happen to have, from appreciation of Botticelli to school algebras. The demand for the algebras is greater, to be sure, than the demand for the criticism of Botticelli. Yet the willingness of the settlement to share its artistic knowledge with others exerts quite as potent an influence as does its more common place instruction.

It is easy to give the beggar on the streets a quarter, it is another thing to discuss the questions of the day with him in the tenement where he lives—and perhaps you, too—live.

The first footing the settlement movement gained in America was through the College Settlement, Rivington street, New York, and this branch of the association has remained its chief representative ever since. The College Settlements Association is an organization of various women's colleges in the East, supporting three settlements, that on Rivington street, the one in Philadelphia, and Denison House, Boston. Each settlement has its own local organization, but the association as a whole is governed by the Electoral Board. This consists of the electors of the various colleges supporting the settlements, and in addition a graduate and an undergraduate from each college. Besides the electors there are several representatives on the Board of those who have aided the association largely and are yet not college women. The Board meets twice a year to apportion funds to the different settlements and transact the necessary business, and in the meantime the electors are in charge of the various branches or chapters in their particular colleges.

Membership in the local chapters is held on the payment of the regular fee, one dollar, and the membership of the chapter in the whole association is obtained by the payment of one hundred dollars annually. As there are about a dozen colleges to support three settlements, it is evident that very little indeed could be done did not some of them exceed their dues many times over. Those colleges also which are near any one settlement, such as Bryn Mawr in Philadelphia and Wellesley in Boston, contribute to the special needs of that settlement by work, or by books, clothes, and other necessaries and comforts. Yet as only a few can give

Continued on page three.

**Barnard Bulletin.**PUBLISHED WEEKLY  
THROUGHOUT THE COLLEGE YEAR.

Managing Editors.

AMY LOVEMAN.....1901  
FRANCES E. BELCHER.....1902  
ELSA ALSBERG.....1902  
CARITA SPENCER.....1903  
ROMOLA LYON, 1904.....Associate Editor

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BARNARD BULLETIN,  
BARNARD COLLEGE,  
COLUMBIA UNIV., N. Y.

MONDAY, JANUARY 21, 1901.

Too late for our issue last week came the news of the appointment by the trustees to the post of Dean of Miss Laura D. Gill.

Miss Gill being at present in Havana, what follows has been obtained from such sources as are available. Our new Dean was born in Maine in 1860. She entered Smith College in 1877, after which she became an instructor at the Burnham Preparatory School, Northampton, Mass. She received her degree of M.A. from Smith in 1885, offering biology as her major. While teaching at the Burnham School she also took a special course in philosophy under an Amherst professor and later took up all the Greek work introduced into the Smith curriculum since her graduation. Miss Gill has devoted a great deal of time and work to mathematics. For nearly two years she gave herself up entirely to the study of pure mathematics and worked in the Smith laboratories. In 1890 she continued her course at the University of Leipsic, later at Geneva and finished at the Sorbonne, where she added mathematical astronomy to her curriculum.

On her return from Europe Miss Gill renewed her interest in the Burnham School, but along a somewhat different line. She had less to do with the educational department and applied herself almost exclusively to the administrative side. She took charge of the homes of about two hundred of the students. On account of her connection with this school Miss Gill at one time refused the offer of a professorship in biology in a well-known college, and also the position of Dean of another college.

Miss Gill is well known not only for her exceptional scholarship, but for her ability in administrative and executive capacities. At the breaking out of the recent Spanish-American war she went to Cuba under the auspices of the Red Cross Society and was sent at once to the fighting lines. As a nurse and manager of hospital affairs, both in Cuba and afterwards at Montauk Point, she rendered highly valuable services. At the close of the war, when Cuba came under the

administration of the United States, she was selected to represent the Cuban Orphan Society, of whose affairs she had charge on the entire island, under the special protection of General Francis V. Greene. Her work in this line was highly valuable and her ability and energy in organizing the education of the Cuban children in kindergarten and primary schools was warmly recognized and approved by the American officials. Her assistance was especially acknowledged both by Generals Wood and Ludlow, in whose personal friendship she stands very high. She will also be remembered with Superintendent Fry in connection with the visit of the Cuban school teachers to America last summer, having accompanied them to Harvard, where, although unheralded, her influence was very effective in making this remarkable expedition a success.

Miss Gill is considered by those who know her to be an exceptionally well rounded woman, highly educated and at the same time very practical, being, as she herself stated, "Interested more in people than in books." Miss Gill is thus a woman of affairs, conversant with human nature, experienced in many and varied circumstances, and will, we believe, be welcomed to Barnard both as friend and teacher.

In view of the fact that it is more than probable that many people come to the Barnard teas without special invitations, will it not be advisable to take some measure to prevent this? For if only invited guests are present, there will be no more crowding than necessary. Besides, it may be well to have outsiders consider it a privilege to come to our teas instead of having them think that they are open to the public. One way of remedying this would be to have printed on the invitations the words "Please present at the door."

**Correspondence.**

*The editors wish to announce that they will gladly publish all signed letters, but that they are in no way responsible for the sentiments expressed.*

*To the Editors of the BARNARD BULLETIN:*

In last week's number of the BULLETIN there was an article advising the Freshmen to "show their good sense" by not wearing the college pin. It gave several reasons why they should not think of having such a privilege; the one on which all the others depended was, "Will she (the present Freshman) approve of the new Freshman class having the college pin?" This places the question in a very childish light; the reason given being no more than the traditional spirit of rivalry between Sophomores and Freshmen, a spirit which certainly ought not to enter in a matter of this kind. As for making the wearing of the pin a reward for a year's hard work, that plan is still more infantile than the first. Why not give medals or badges for good standing, as they do in our elementary

schools? The Freshmen are certainly as much a part of Barnard as are Sophomores, Juniors or Seniors, though, owing to their tender age, they have not been in college so long. Therefore, as students of Barnard, and not narrowly, as members of a Freshman class, they ought to be considered, and as a matter of course, should wear the college pin.

F. P. C.

**A New Club.**

At the initial meeting of "The Students' Social Progress Club," held a few days ago, the object of the new society was announced to be the study of social reform, with a view to the collection of facts, and not as a basis for social action.

Fortnightly meetings are to be held and will consist alternately of addresses and discussions. The lecturers, who are to be of the highest standing, will represent the numerous social movements of our time; i. e., there will be trade unionists, vest makers' unionists, and industrial leaders of every type. This club is open to all departments of the university, and all upper class women and graduates who are interested in the study of social reforms are invited to become members.

On Monday evening, January 7th, the society was addressed by Mr. Henry White, Secretary of the Confederation of Trade Unions. He spoke most instructively of trade unions, their evolution and success. On the night of the 21st will occur an open debate on the same subject. Mr. White will again be present to answer questions and defend trade unions against attack.

The following officers of the association have been elected: President, Mr. Armour Caldwell, Columbia; Secretary-Treasurer, Miss A. B. Coles, Teachers' College; Executive Committee, Miss M. C. West, Teachers' College; Mr. H. Ross, Columbia. The representative of Barnard College has not yet been chosen, owing to the fact that no Barnard students were present at the meeting. The club meets at 416 West 118th street.

**1902 Notes.**

Only one negative of the class photograph can be finished. Number 3 has been selected. Will everyone wanting a photograph please give her name and \$1.00 to Miss Elliman before Friday, January 25, as that is the last date they can be ordered.

**Basket-ball Notes.**

Basket-ball practice will be suspended until February 13. Students are urged to practice regularly next term so that the team will be in good condition to meet the teams of other colleges in match games that have been arranged for the spring.

**Notices.**

The Phillips Brooks Guild of Teachers' College is to celebrate the "Day of Prayer for Colleges" on Friday, January 25, by having exercises in Teachers' College Chapel at 4:30. All Barnard students are invited to attend. Bishop Potter will speak.

The examination in French 2 will be held in Room 204 on February 8 at 2:30 instead of February 5.

Continued from page one.

in this way, and as the resident workers must be supported, the contribution of plain, commonplace, uninteresting dollars has to be the share most of us take in the work.

But the Settlement is certainly worthy of all our effort. It is an attempt to combine science and religion with life; "to prize wealth as potential service, learning for the light it can shed, power for the help it can give, to recognize God's coming kingdom in every institution and person that helps men to love one another;" to put into practice in the twentieth century what He of Bethlehem meant when He said, "My mother and my brethren are these."

ELS PATTERSON CAMPBELL,  
Barnard Student Elector.

#### Class of 1900.

The class of 1900 held a meeting on Saturday last in the Alumnae room at Barnard. Most of the original members of the class were present, and in addition some of those who had not been with 1900 during its first two years. A luncheon was served at 12:30 and the meeting afterwards was purely social. 1900 learned many interesting facts about the life and occupation of its separate members since September last, and on one point all were agreed, *i. e.* that the four years in college are very much more fun than the first year after graduation.

#### Undergraduate Notes:

There was not a quorum at the undergraduate meeting called for Monday, January 14th, and no formal business could be transacted. Eighty out of the eighty-five students present advocated that a fine of twenty-five cents be charged for absence at all special undergraduate meetings.

Two sample pins, one with a silver shield, the other with a gold shield, have been ordered and will be offered to the students for inspection.

At the meeting held on Thursday, January 17th it was decided that the dues for the second term be raised from fifty to seventy-five cents.

The Executive Committee will post an amendment to the constitution suggesting that two-thirds of the members present, instead of half, shall constitute a quorum, and this amendment shall be voted on at a meeting to be held Thursday at 12:20

#### Notes of the Societe Francoise.

All members of the Société wishing to take part in the French plays must give their names to Miss Spencer not later than January 25. They will be judged and parts assigned them by a committee appointed for that purpose.

## COLLEGE BULLETIN

FOR THE WEEK BEGINNING MONDAY JANUARY 21

Tuesday, January 22.

- 12.30 Chapel in the Theater.—Conducted by Professor Thomas.
- 2.30 Meeting of the Chorus in the Theater.
- 4.30. Social Meeting of the French Society, Students' Parlor, Fiske Hall.

Thursday, January 23.

- 12.20 Undergraduate Meeting in the Theater.
- 3.30 Weekly French Lecture, "Michelet," by Professor Cohn, 305 Schermerhorn.
- 4.30 Weekly German Lecture, "Die Poesie in der Prosa des Lebens," by Rev. Gustav Gottheil, Ph.D., Rabbi of Temple Emanu-El, 309 Havemeyer.

Friday, January 24.

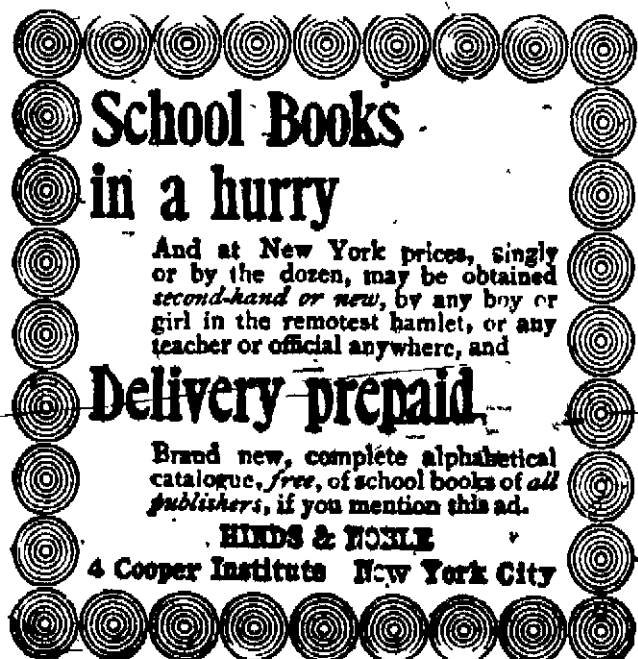
- 12.30 Chapel in the Theater.—Conducted by Miss Earle.

#### Chapel

Tuesdays and Fridays at 12.30 in the Theatre.  
Room 305 Schermerhorn, daily for fifteen minutes, beginning at 9.10 o'clock.

#### Office Hours

- Dean Robinson, Monday, Tuesday and Thursday, 2.30 to 3.30. Wednesday and Friday, 3.30 to 4.30.  
Miss Walker, Fiske Hall. Daily, 9 to 11.  
Dean of Teachers' College, 101 Teachers' College. Monday and Friday, 11.30 to 1.  
Adviser of Graduate Women Students, 414 West Hall, 10 to 11 and 2 to 4.  
Andrews, Grace, Asst. Barnard 309. Tuesday 11.30 to 12, Wednesday 10.30 to 11.  
Beziat de Bordes, A., Lect., 306 West Hall.  
Braun, W. A. Asst. Barnard 317. Monday, Wednesday and Friday, 10 to 10.30.  
Brewster, W. T., Instr., Barnard 216. Tuesday and Thursday, 11.30 to 12.30.  
Burchell, H. J., Jr., Tutor. Barnard 409.  
Butler, N. M., Prof. and Dean Sch. of Philos. 420 Library. Monday and Thursday, 2.  
Carpenter, G. R., Prot. 508 Fayerweather. Tuesday and Thursday, 9.30 to 10.30, Saturday, 11.30.  
Cohn, A., Prof., 303 West Hall. Monday and Wednesday, 3. 30.  
Cole, F. N., Prof., 406 College Hall. Monday, 11. Barnard 309.  
Crampton, H. E., Instr., Barnard 403. Monday, Wednesday and Friday, 3 to 4.  
Day, A. M., Instr., 412 West Hall. Monday and Wednesday, 2.30.  
Day, W. S., Tutor, Barnard 212. Tuesday and Thursday, 11.30 and 3.30.  
Dunn, L. B., Tutor, Barnard 320. Wednesday, 11.30.  
Earle, M. L., Prof., Chairmain of Committee on Admission, Barnard 209. Tuesday and Thursday, 2.30 to 3.30.  
Giddings, F. H., Prof., 403 Library. Tuesday, 4.30, Friday, 2.  
Gildersleeve, Virginia C., Asst., Barnard 408. Tuesday, 11.30 to 12.30.  
Gillespy, Jeannette, Barnard 408.  
Hallock, W., Adj. Prot., Barnard 212.  
Hinrichs, Conductor of Music, 204 So. Tuesday, 3.30 to 4.30.  
Jordan, D., Tutor, 301 West Hall. Wednesday, 11.30.  
Kasner, E., Tutor, Barnard 309. Tuesday and Thursday, 10.30.  
Keller, Eleanor, Asst., Barnard 420.  
Knapp, C., Instr., Barnard 409. Monday, Wednesday and Friday, 10.30 to 11.30.  
McCrea, N. G., Adj. Prof., 309 College Hall. Wednesday and Friday, 11.30.  
McMurry, F. M., Prof., 304 Teachers' College. Monday, Wednesday and Friday, 11.15, Thursday, 10.15.  
MacDowell, 203 So. Saturday, 12.30.  
Maltby, Margaret E., Instr., Barnard 420. Wednesday 10.30 to 11.30.  
Odell, G. C. D. Instr., 505 Fayerweather. Tuesday, 10.30 to 11.30, Thursday, 1.30 to 2.30.  
Parsons, Mrs. Barnard 308. Tuesday, 2.30 to 3.30.  
Raper, C. L., Lect., Barnard 317. Monday, 2 to 3 Thursday, 11 to 12.  
Richards, H. M., Instr., Barnard 316. Monday and Friday, 10.30 to 11.30.  
Shotwell, J. T., Asst., 513 West Hall. Monday, Wednesday and Friday, 2 to 3.  
Speranza, C. L., Adj. Prof., 305 West Hall. Monday, Wednesday and Friday, 12.30 to 1.30.  
Tombo, R., Sr., Tutor, Barnard 317. Monday, Wednesday and Friday, 11.30 to 12.30.  
Thomas, C., Prof., 310 West Hall. Tuesday and Thursday, 10.30 to 11.30.  
Trent, W. P., Prof., Barnard 216. Monday and Wednesday, 10.30 to 11.30.  
Watterson, Ada, Asst., Barnard 320. Monday and Wednesday, 11.30.



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## Columbia University in the City of New York.

Columbia University includes both a college and a university in the strict sense of the word. The college is Columbia College, founded in 1754 as King's College. The university consists of the Faculties of Law, Medicine, Philosophy, Political Science, Pure Science and Applied Science.

The point of contact between the college and university is the senior year of the college, during which year students in the college pursue their studies, with the consent of the college faculty, under one or more of the faculties of the university.

Barnard College, a college for women, is financially a separate corporation; but educationally, is a part of the system of Columbia University.

Teachers College, a professional school for teachers, is also, financially, a separate corporation; and also educationally, a part of the system of Columbia University.

Each college and school is under the charge of its own faculty, except that the Schools of Mines, Chemistry, Engineering and Architecture are all under the charge of the Faculty of Applied Science.

For the care and advancement of the general interests of the university educational system, as a whole, a Council has been established, which is representative of all the corporations concerned.

### I. THE COLLEGES.

Columbia College offers for men a course of four years, leading to the degree of Bachelor of Arts. Candidates for admission to the college must be at least fifteen years of age, and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

Barnard College, founded in 1889, offers for women a course of four years, leading to the degree of Bachelor of Arts. Candidates for admission to the college must be at least fifteen years of age, and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

### II. THE UNIVERSITY.

In a technical sense, the Faculties of Law, Medicine, Philosophy, Political Science, Pure Science, and Applied Science, taken together constitute the university. These faculties offer advanced courses of study and investigation, respectively, in (a) private or municipal law, (b) medicine, (c) philosophy, philology, and letters, (d) history, economics, and public law (e) mathematics and natural science, and (f) applied science. Courses of study under all of these faculties are open to members of the senior class in Columbia College. Certain courses under the non-professional faculties are open to women who have taken the first degree. These courses lead, through the Bachelor's degree, to the university degrees of Master of Arts and Doctor of Philosophy. The degree of Master of Laws is also conferred for advanced work in law done under the Faculties of Law and Political Science together.

### III. THE PROFESSIONAL SCHOOLS.

The Faculties of Law, Medicine, and Applied Science, conduct respectively the professional schools of Law, Medicine, Mines, Chemistry, Engineering, and Architecture, to which students are

admitted as candidates for professional degrees on terms prescribed by the faculties concerned. The faculty of Teachers' College conducts professional courses for teachers, that lead to a diploma of the university.

1. The SCHOOL OF LAW, established in 1858, offers a course of three years, in the principles and practice of private and public law, leading to the degree of Bachelor of Laws.

2. The COLLEGE OF PHYSICIANS AND SURGEONS, founded in 1807, offers a course of four years, in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine.

3. The SCHOOL OF MINES, established in 1864, offers courses of study, each of four years, leading to a professional degree, in mining engineering and in metallurgy.

4. The SCHOOLS OF CHEMISTRY, ENGINEERING, AND ARCHITECTURE, set off from the School of Mines in 1896, offer respectively, courses of study, each of four years, leading to an appropriate professional degree, in analytical and applied chemistry; in civil, sanitary, electrical, and mechanical engineering; and in architecture.

5. TEACHERS' COLLEGE, founded in 1888 and chartered in 1889, was included in the university system in 1898. It offers the following courses of study: (a) graduate courses leading to the higher diploma or to the secondary diploma; (b) professional courses, each of two years, leading to diplomas for teachers and supervisors in kindergartens or elementary schools, or for specialists in Domestic Art, Domestic Science, Fine Arts, and Manual Training; (c) a collegiate course of two years, which, if followed by a two years' professional course, leads to the degree of Bachelor of Science. Certain of its courses may be taken without extra charge by students of the university in partial fulfillment of the requirements for the degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy.

SETH LOW, LL.D., President.