

Columbia News

BARNARD BULLETIN.

Vol. 1. No. 17.

NEW YORK CITY, MONDAY, MAY 6, 1901.

Price 5 Cents.

The Installation of Miss Gill.

On Wednesday afternoon, May 1st, Miss Laura D. Gill was formally installed as Dean of the College. The inauguration ceremonies were held in the theatre, which was filled by the University Council, the Faculty, the Alumnae and students. On the platform were the trustees of the college, and the speakers. Mr. Brownell, who presided over the ceremonies, spoke for the trustees and introduced the speakers. Bishop Potter opened the ceremonies with prayer. The speakers were then in order, Mr. Brownell, President Low, Acting Dean Robinson, Miss Virginia Gildersleeve, Miss Florence Sanville and Miss Gill. Bishop Potter pronounced the benediction. The chorus sang at intervals during the afternoon. At the close of the ceremonies the guests met Miss Gill and President Low.

President Low in making the opening address spoke in part as follows:

Mr. Chairman, Ladies and Gentlemen:

The installation of a new Dean of Barnard College, under existing conditions, is an occasion of interest and importance, not only to Barnard College, but also to Columbia University. The relations of Barnard College and of the University are so intimate at the present time as to constitute Barnard College, educationally, an integral part of the university system. It is the college for women, precisely as Columbia College is the college for men.

With the installation of Miss Gill as Dean, Barnard College enters upon a new epoch in its career. The college has been singularly fortunate in both of those who have been heretofore placed in the educational charge of its affairs; and I can give to Miss Gill no better wish than that her administration may be as successful as those that have preceded it.

It is becoming also on this occasion, that I should say a word of well deserved commendation for the ad interim administration of Prof. Robinson. Called upon suddenly to take up an untried task, under absolutely new conditions, he has met the duties of the emergency with efficient calmness.

Miss Gill assumes the office of Dean under conditions very different from those that attached to the office in the days of her predecessors. The President of the University is now, *ex-officio*, President of Barnard College; and the Dean of Barnard College has the same educational relation to it as is held by every Dean of the University to the school under his charge. To the public, the Dean of Barnard College will be the representative of Barnard College, in the future, as completely as heretofore. The President, indeed, will represent the College as a part of the University; but the College, by itself, will always be thought of as represented by its Dean. On the other hand, the Barnard College of to-day, being an integral part of the University system, is represented in the University Council by its Dean, Miss Gill, and her successors, therefore will have the opportunity, which her predecessors have not enjoyed, of helping to shape the policy of the University at large, no less than of Barnard College itself. I cannot help believing that this incorporation of Barnard College into the larger life of one of the historic universities of the country is a matter of much consequence to those who shall hereafter hold the office of Dean, and of no less significance to the cause of the higher education of women in the United States. This relationship between Barnard College and Columbia University gives to Barnard College, as I conceive, a unique interest and a unique opportunity. It is not only called upon to show what can be

accomplished by a college for women situated in the metropolis of the country, but it is also given the opportunity to show to what extent and with what fine results the advantages of a separate college for women can be had under the inspiring reference of a university life—that is at once historic, strong, and throbbing with enthusiasm.

Professor Robinson, in extending the welcome of the faculty to the new dean, called attention to the fact that, although Barnard College was completing its twelfth year, the faculty, as a deliberative body, had only just been organized under the new agreement with the University, and was scarcely more than a year old. The members of the faculty have many of them had several years of experience in other prominent institutions, both for men and women, from which they have been called to Columbia University. They are, therefore, in an especially qualified position to take up with the new Dean the great problem of woman's education, which they must necessarily attempt to solve. At present the courses and educational methods at Barnard are practically identical with those at Columbia College. The agreement with Columbia provides only that the degree which the University engages to grant at the end of the four years' course shall be equivalent and of equal value with that granted to the men who complete the course in Columbia College. The determination and administration of the courses leading to the degree in Barnard are placed in the hands of the faculty. It depends upon them to adjust the work in the best interests of the institution.

Equivalence is not necessarily identity, for the woman's mind and tastes and her position in life, her duties, even in youth, differ from those of the men, and to get equivalent results there is little doubt that certain departures from the traditional plan of instruction in Columbia will be necessary. It is this important question which faces the faculty, and they must look constantly to the new Dean for data which can hardly come to the teacher, however well acquainted he may become with his students.

Miss Gildersleeve, speaking for the alumnae, dwelt on the interest and sympathy of the graduates toward their Alma Mater, and of the advantages gained for the college by the presence of a strong and enthusiastic body of alumnae.

Miss Sanville, the representative of the undergraduates, spoke from the point of view of the student still in college. In emphasizing the unofficial and social life of the student, she spoke of the freedom from restrictions of Barnard undergraduate life, and dwelt on the advantages and disadvantages of Barnard's position.

In answer to the welcome extended her by the faculty and trustees, Miss Gill spoke as follows:

It is a great pleasure to be so warmly welcomed to a new field of work. It is a pleasure in and of itself; it is also a good omen for co-operation in the common work before us.

Fortunately, this quiet introduction excuses me from any ambitious discussion of a general problem, and permits me to speak to you in the simplest terms of matters which are in a measure personal. I shall therefore speak briefly of my ideal for a college, a woman's college, and Barnard College.

There are as many ways to define the aim of education as there are minds to conceive it; still, the difference would be largely one of terms or of the degree of abstraction. In a very broad view we may look upon education as any training by which is developed *individual power and poise*.

These qualities are all universally recognized as true aims in education. Two phases, however, may have received less than their due share of emphasis. These are the positive will and the constructive ability. At times the tendency has been to over-estimate the critical faculty. By growing watchful for error, we may lose the power to see the good. It is, then, far safer to make our efforts constructive; to develop truth rather than combat error. A good suggestion is far more valuable than a criticism; we may say a criticism has value in proportion as it is a *suggestion*.

But this force may be as much a menace as a blessing unless regulated by the sense of proportion, the good judgment, the justice, which may all be summed up in the word "poise." This poise varies only in quality; but the power which it guides is as various as the channels through which it is produced. But whether it be physical or spiritual, commercial or literary, judicial or executive, it is adding a beneficial element to the great world of force in which we move.

From the college training we expect the power developed by scholarly work and associations. The old classical discipline is fast receding to a subordinate or departmental place. Undergraduate courses are now generally based on the English theory that a college is primarily for general culture. A growing latitude in course is allowing freer scope to individual taste in all American colleges, whether for men or women.

This change in college policy has given room for two very natural questions. The first concerns the quality of the modern college scholarship. This question often originates in an unrecognized assumption that, somehow or other, the classical training is still the principal, if not the only one, which is entitled to be called scholarly. But in so far as the question is legitimate, it does not concern the comparative merit of the various lines of scholarship which may lead to a given degree; it asks whether an equal amount of mental discipline and power is developed by these parallel courses. A safe criterion for scholarship is found when every student leaves college knowing in what true scholarship consists for his department; realizing the quality of his own intellectual powers, and well grounded in the general principles on which to base special research in case he choose a scholar's career later.

The second question concerns the point at which the elective system must be checked. In nearly every college the number of courses meets a very natural and well defined limit in the state of the treasury. No other limit need be drawn; for under the elective system the damage is not in the variety of instruction which the college offers. It is a purely individual danger, lest a student spread his thought over too great an area. This gives lack of unity in discipline, and consequently does not develop the desired standard of mental powers in the student. Along this path the danger signals are so very plain that any wise Faculty will note and heed them in time.

It would be a great pity to have the intellectual standards of our colleges lowered one whit; it would be a greater pity to have students leave college imagining that the intellectual development is the most important part of a symmetrical education. Intellect alone is cold, heartless and selfish; it must be lighted up by moral and spiritual principles to reveal its beauty or fulfil

(Continued on page 2.)

Barnard Bulletin.PUBLISHED WEEKLY
THROUGHOUT THE COLLEGE YEAR

Managing Editors.

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FRANCES E. BELCHER.....	1902
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BARNARD BULLETIN,
BARNARD COLLEGE,
COLUMBIA UNIV., N. Y.

MONDAY, MAY 6, 1901.

The Installation Ceremonies of Wednesday last were eventful not only as the formal introduction of Miss Gill to the faculty, trustees, alumnae and students of the college, but also from a purely undergraduates' point of view.

Aside from the interest which attached to the final inauguration of a new Dean, and to the personality of the distinguished speakers on the platform, the exercises were important as the first official recognition, so to speak, of the Undergraduate Association. To its representative was accorded the privilege of welcoming Miss Gill on equal terms with the highest University officials—a privilege never before enjoyed, and one much appreciated as evidence of the determination of the authorities to give full opportunity for expression to the sentiment of the undergraduate body.

Moreover, the very fact that for the first time in the history of Barnard there was present at its ceremonies a full representation from the University Council was an event full of meaning. It was the tangible proof of the condition so often emphasized by the speaker, that Barnard and Columbia are but the coordinate colleges of the same university system.

German Play.

On Monday afternoon, April 29th, the Deutscher Kreis produced a farce, entitled "English," by C. A. Goerner. The play was given for the college, and was the first dramatic attempt in German.

The performance was an encouraging proof of what may be accomplished by hard work and interest. The students spoke remarkably pure German, and acted with spirit. Miss Naumburg depicted admirably the phlegmatic Englishman, who could never be excited, but was nevertheless determined. Miss Wick, in the rôle of a charming young widow, passed from anger to pleading, from hope to despair, with ease and grace. Eppelberger, and Rosa, his wife, furnished the clever comic element of the farce.

The cast was as follows:

Adele Frenuhr.....	Jeanette Wick
Marie, her servant.....	Elsa Herzfeld
Eppelberger.....	Alma Rosenstein

Rosa, his wife.....	Adele Wallach
Edward Gibbon.....	Alice Naumburg
John, his servant.....	Elizabeth Kroeber
Billig, hotel manager.....	Elsa Alsberg
Fritz, waiter.....	Rhoda Rennert
Johann, waiter.....	Kate S. Doty

Lecture on Opera.

The Deutscher Verein invited the Deutscher Kreis to be its guest on Monday evening, April 29th. Mr. Hinrichs lectured on "The Historical Development of the Opera," in German. He began with Italy of the thirteenth century. He took up in turn the development of the opera in France, Germany, and England. The lecture was rather long, but it was interesting, especially to students of music.

Miss Marie Strebél, soprano, and Miss Alice Mueller, alto, gave some very interesting illustrations of Mr. Hinrichs' lecture by singing selections from Adam de la Halle, Ginlio Caccini, S. de Luca, Claudio Monteverde, Marco Antonio Cesti, Antonio Lotti, J. B. Sully, J. P. Romeau, Reinhold Keiser and Henry Purcell.

Both the singers, pupils of Mr. Hinrichs sang remarkably well.

The lecture was followed by informal dancing until a late hour.

Dinner to Miss Gill.

Last Monday night President Low gave a dinner at the Metropolitan Club in honor of Miss Gill. The favored guests, besides the faculty proper of Barnard College, who were invited to meet the new Dean were Mrs. Robinson, Miss Walker, Mrs. Gibson and Mrs. Ligget.

After the dinner President Low rose and, in a very happy speech, proposed the health of Miss Gill, which was drunk standing. Much amusement was then aroused when Mr. Low replied to his own toast, a thing which, as he himself said, he did for the first time.

(Continued from page 1.)

its high mission. Even to the highest scholarship, considered as an end in itself, go deep moral qualities. If, then, the intellectual training is not all, the ideal college should create such an all-pervading atmosphere of true thought and generous feeling as will produce the highest results in character building.

To this end the social life of a college becomes one of its most potent agents, and needs to be most carefully guarded and guided by Faculty and students. To attain this atmosphere the social life must represent the truest democracy. It should be characterized by great simplicity; only the most generous rivalry should be allowed; a strong public spirit of honesty and fairness should rule all decisions, and externals should count for their minimum value.

The religious life of a college should be as catholic as its social life is democratic. It should nevertheless be positive, strong and deep, recognizing the responsibility of each individual to evolve some positive guiding philosophy of life, however simple. It should also foster a reverence for the mighty forces about us, which we can neither comprehend nor measure. We may call them by whatever name our childhood's teachings or later experiences may dictate: the forces are facts; our duty to give some honest thought to them is almost universally acknowledged as a fact.

If, then, the duty of a college to its students is to envelop them in, and develop in them, ideals of careful thought in study, generosity in social relations, honest conviction in spiritual matters, must it recognize broader and more extended obligations? Here in Columbia so much stress has been laid upon the relation of the University to the community—upon the idea of service in every possible way—that I may wisely pass

over the point in its general bearings. As related to our woman's problem we can only feel gratitude that women are increasingly allowed to take a simple, natural place in any public work which comes to hand.

To-day it is not a question of woman's sphere. For a woman's influence will be exactly as broad as her intelligence, intention and conscience make it. It should be no more; it can be no less. A woman's duty for public influence is, then, in general the same as for a man. She must focus her effort upon being something positive and noble. The dynamic power of character is then inevitably converted into action, but such actions are unconstrained and spontaneous, without the sadness or danger attendant upon anxiety and self-consciousness. This personal influence is multiplied enormously when it is exerted in conjunction with the opinions of a dignified body of intelligent women.

Here in Barnard College, behind the college dignity which has so markedly strengthened the individual influences of its students and alumnae, you now have the prestige of Columbia University. This accords an enormous privilege, and at the same time imposes a direct responsibility upon the College. Your increased effectiveness comes not only in the tangible form of more varied courses, wider contact with leaders of scholarly thought, exceptional library privileges, and a thousand and one advantages which you know as yet much better than I. It comes most fully in the consideration of like forces. You are no longer a separate current running in a channel parallel to the great neighboring river; you have turned your force into its mighty stream; you have become a part of it. You may lose something of separateness; but you have gained in exchange a share in a larger destiny.

With this privilege comes a corresponding obligation, which, I know, is fully appreciated and acknowledged. An obligation to work in harmony with the University aims; to make as ideal a factor as possible in its larger development; to consider the good of every section of the great organism equally with your own. The effectiveness of the whole becomes of paramount importance, because with it is bound up the abiding welfare of each part. But in seeking to secure this larger end, we shall grow more ambitious for the perfection of the section to which we especially belong, and in which we specially serve. If we have a larger work to do, we must band together more loyally, strive more earnestly, and cultivate higher departmental ideals.

The college has now entered upon its third period of growth—its university life. More people are standing sponsor for this life than for the old; larger interests are at stake than formerly. But we may safely feel that the same wisdom and devotion by which the Trustees won their former triumphs, reinforced by the farsightedness of our President, without whose faith this new life would have been impossible, ensure a future triumph as much greater than those of previous years as the issues are broader.

I count it a distinct privilege to be allowed to throw in my lot with the future of Barnard College.

French Society Notes.

Owing to the fact that only four members have subscribed their names to the list in the Undergraduate Study, there will be no "spread" on May 10, as suggested at the last meeting.

May 1, 1901.

TO THE EDITORS:

I wish to thank you for the very kind words you gave me in this week's issue of the BULLETIN.

If I had not found a great deal of ability in the members who made up the cast of "She Stoops to Conquer," the outcome would have been different, I assure you.

Permit me to say, further, that I found my association with the members a pleasure—not a duty.

Again thanking you, I am,

Sincerely,

EUGENE B. SANGER.

Y. W. C. A. Elections.

On Tuesday, April 30th, the Y. W. C. A. elected the following officers for the ensuing year, to go into office at once:
 President, Miss Vina Peters; vice-president, Miss Margaret Clark; recording secretary, Miss Elizabeth Allen; treasurer, Miss Harrison.
 A majority vote was not cast for the corresponding secretary.

Notice.

Basket-ball practice will continue to be held regularly on Monday and Wednesday afternoons, and will not be suspended unless other arrangements have been made at least a week in advance, with the captain of the team.

Notice.

On Tuesday, May 7th, there will be a meeting of the Tennis Club for the purpose of electing officers. A quorum is greatly desired, and attendance, therefore, earnestly requested.

Mr. McCracken, - for some years in charge of the Y. M. C. A. at the University of Pennsylvania, will be first secretary of Earl Hall.

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BULLETIN.

Monday, May 6.

- 3.30 Regular Meeting of the Class of 1903 in Room 204.
- 3.30 Regular Meeting of Class of 1904 in Room 414. Business: Election of Officers.
- 3.30 Regular Meeting of Class of 1902 in Room 304. Business: Election of Officers.

Tuesday, May 7.

- 9.00 Meeting of Mission Study Class in Room 307.
- 12.30 Chapel in the Theatre, conducted by Miss Gillespie.
- 2.30 Meeting of the Chorus in the Theatre.
- 3.30 Meeting of the Tennis Club. Business: Election of Officers.
- 4.30 Undergraduate Meeting in the Theatre.

Wednesday, May 8.

- 3.30 Basket-Ball Practice.

Thursday, May 9.

- 12.30 Regular Business Meeting of the Y. W. C. A. in Room 304.

Chapel

Room 305 Schermerhorn, daily for fifteen minutes, from 9.10 o'clock. Attendance voluntary. All are invited. Short addresses on Tuesdays, Wednesdays and Thursdays.

Office Hours

- Dean Robinson, 2.15 to 3.15 daily, Saturday excepted.
- Miss Walker, Fiske Hall. Daily, 9.30 to 12, Saturday excepted.
- 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 3 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, 9.30 to 10.30.
- 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., Prof., 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., Chairman of Committee on Admissions Barnard 209. Tuesday and Thursday, 2.30 and 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, Jeanette, Barnard 408.
- Hallock, W., Adj. Prof., 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, 103 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.
- Rapier, 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.

WHO'S WHO IN MYTHOLOGY?

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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 socialists 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.