BARNARD BULLETIN

γ | XIL, No. 27 |

WEDNESDAY, APRIL 29. 1908

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PROF. BREWSTER'S ADDRESS AT CHAPEL

The things of which I wish to speak teday relate chiefly to what we call college sentiment and its importance; for college sentiment is, of course; as you know. a very important thing indeed, In any institution, rules, to be at all ef-fective, must be supported by common sentiment. . Sentiment, therefore, is a very valuable thing to cultivate in any institution or group of people-whether this group be as small as the family or as large as the nation. Now the sentiments which belong rightly to any organization are those which minister to the general welfare-sentiments of con--ideration. of respect for the rights of others, all of which must be based on unselfishness. Justice is the foundation of many things which are necessary for the good of any institution or any group of people.

As an example of what I mean I wish to refer to other things which have come under my notice. For instance, one thing which aims at the general good has been advocated by various students from time to time-the establishment of an Honor System in Barnand College. Such an undertaking as this would need the support of every one: otherwise it would be forcing into existence an institution which would have very little value. The students themselves must be the foundation and the root of any such institution. I do not wish, however, to go into this mat-ter in any detail. I simply use this as an illustration showing how useless it would be for the Faculty to formulate an Honor System if the sentiment of a majority or even a large minority were against it. In a college like this where most of the students are non-resident any sentiment for an Honor System would have to be particularly strong and united.

That is but an illustration of a very important principle. In general, it weems to be that one of the most valuable things, you, as a body of students, can do is to educate your sentiments, your common opinion, toward the right sort of thing, the just sort of thing. Do not misunderstand me to use sentiment is meaning sentimental feelings, and do. not imagine that general good sentiments can be had ready made, out of hand. It is useless to try to incorporate into one's character general results without hard practice in specifically right things, without acquiring virtues one by one. I shall, therefore, make my illustrations of the subject rather short. Now there is a sentiment, already a little too wide spread in many colleges today, that it is not proper to work very hard at one's lessons, and some students are a little inclined to call a hard worker a "grind"— a very unfortunate term of reproach. You so characterize her because she prefers to work hard when you would rather have her do something else. If she works hard and the hard work does not interfere with your plans, then she is not a "grind". You can easily see, if you think about the matter, that it would be so. Such a sentiment as this is unjust and should he corrected. The commonest rule of

THE UNDERGRADUATE PLAY

"To the King's house and there saw 'The Tameing of a Shrew', which hath some very good pieces in it. but generally is but a mean play; and the best part 'Sawny,' done by Lucy; and hath not half its life, by reason of the words, I suppose, not being understood. at least by me."

So wrote Mr. Pepys in his diary, April 9, 1667, and while I have no idea of founding my criticism on his. I envy him one thing,-the freedom with which he could speak of Shakspear. If I, too, were not dazzled by the glamor of three centuries, I should say that "The Taming of the Shrew" is a rattling good comedy, with two flesh-and-blood characters. Katharine and Petruchio, and a dozen lay figures and conventional Types, which the most skilful actor cannot entirely vivify. Now the editors of the Bulletin have not asked me to criticize the work of William Shakspear. I know, but it would not be fair to comment on the acting of the minor parts without taking into account the slight material that the actors had to work with.

Miss Goldberg was dignified and manly, with a quiet. supple grace in every motion; she used her voice remarkably well, keeping her tones clear and resonant, while sufficiently deep; she showed a delightful, snarling jealousy in the tutoring scene with Hortensio; in short she did everything that such a part gives scope for and did it well. Miss Cochran was as lovely a Bianca as I There is a certain ever wish to see. gracious sweetness about her acting and there is a musical quality in her voice, of which, to her credit be it said, she did not make too much. We know she can act with fire and force, and not the least commendable thing about her Bianca was the sense of proportion she showed in not trying to make it what it was never meant to be, a great part. Even Miss vom Baur's talent for drollery and the quick dramatic perception with which she seizes every opportunity could not make very much of Grumio who is after all only Launcelot Gobbe in embryo. It was probably a sense of the incompleteness of the part which made her at times seem to struggle for humorous effect. Yet even a young Shakspear in a hurry could not help informing with something great whateven he laid his hands upon, and Katharine and Petruchio may wel lie beyond our greatest efforts and attainments. I hardly dare to say how good 1 thought our Katharine and Petruchio were, for here I am afflicted with the awe which did not oppress Mr. Pepys. I was a little disappointed in Miss Richardson in Acts II and III. but she improved steadily as the play went . on, and I was more and more satisfied and charmed. Her acting in the scene in Petruchio's house was unusually artistic and sincere and effective and her long speech at the end of the play was <u>+</u>* beautifully rendered. The listener had a sense of joy. for in this speech at any rate he had come upon some real Shakspear and it was being spoken worthily, so that I for one wished it no whit better.

MRS. KELLEY'S LECTURE

At the regular monthly meeting of the Barnard Union, held on Wednesday, April 22, Mrs. Horace Kelley spoke in support of woman-suffrage. In introducing Mrs. Kelley, Mrs. Simkhovitch gave some of her own reasons for believing that women should be given voting rights; she showed that women cannot control even that sphere to which no one denies their right, the home--without having direct voting powre. Instead of being taught how to spin and weave and brew household remedies must now learn how they may secure good water supples, how they may find out whether the clothes they wear are made under proper conditions, and if not, how they may secure efficient legislation to that end.

Mrs. Kelley spoke with much vigor and conviction, nor did she fail to spice her remarks with sarcasm. With some asperity she attacked that class of women who are too lazy to care about voting, too lazy even to think about the whole question of the enfranchisement of women. Also, she pointed out many incongruities in women's position today: for example, to women is intrusted almost the whole task of educating children, yet women are denied the privilege of voting even on those questions relating directly to the work they control.

After the lecture there was an open discussion. As many of the audience asked how college women stood toward the question of woman-suffrage and how the college women figure in our civic life it will not be uninteresting to hear Mrs. Kelley's summary of the progress colleges have made toward preparing students more directly than formerly for a socially useful life. She says:

"To the graduate of a quarter century ago, the most striking development of the modern colleges for both men and women is the sense of social responsibility now everywhere present among students beginning even with the Freshman class. There, is, however, a marked difference in the outlook of men and women students. A large proportion of the men look forward to going directly into business, and acrange their social studies accordingly, for instance some fifty students of the Sheffield School at Yale invite lecturers to discuss with them the question "what can we do towards the peaceful solution of the social problem when we leave Yale to become engineers or to go into business?" In the women's colleges the most obvious line of study. on the other hand, is in answer to the questions "since our chief economic function is as spenders of infome, how can we spend so as to be helpful instead of injurious members of society?" The men all look forward to taking part in the government of our country as voters if nothing more, and have a correspondingly lively interest in the. study of government and political tendencies. Women students on the other hand seem rather to shirk the duty of urging their rights and their obligation to take a share in the affairs of the city

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Prof. Bervaner's Address at Chapel

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Blue Book

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Societte Francaine

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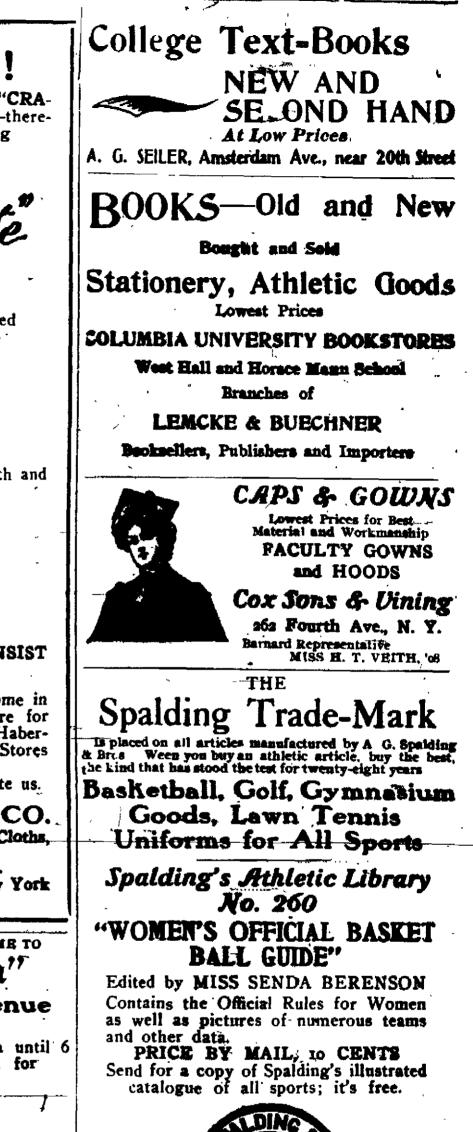
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BARNARD BULLETIN

The Undergraduate Play

(Continued from page 1. second col.) rightly afraid of using it, but I believe I am willing to take my chances in saying that to Miss Wyeth in some measure it belongs. Her acting has a quality that I have never seen in any other amateur acting, however, excellent of its kind. It has poise, restraint, reserve, force, lightness, ease and grace. In the part of Petruchio she is astonishingly virile, not only in carriage and voice, but in the whole personality. She has seized the salient points of Petruchio's character,-humor and the possibilities of tenderness, along with the iron will. Two points of technique she excels in, which are more rarely mastered, even on the professional stage, than one would think: she is a very good listener and in speaking she makes the words so completely her own that we never remember that they are not "extempore, from my mother wit."

To leave the discussion of individual actors, the whole performance had a smoothness and finish which may well make us proud of our first attempt at Shakspear. There was nothing amateuish about it, except the feminity of some of the lesser male parts. For the staging of the play, the introduction of so much good business, the building up of. the parts and most of all for the excelleut reading of the lines, we have to thank the art of the stage directors. It is no small praise for amateur actors to say that not one word was mumbled or spoken too-low or poorly pronounced. Unlike the production which Mr. Pepys saw, the play lost none of its life "by reason of the words not being understood."

Lillian W. Closson, 1909

Y. W. C. A.

The officers of the Y.W.C.A. Cabinet for the year 1908-09 are: President -Winifred Barrows '09: Vice-President-Mary Bailey '10; Recording Secretary-Aurill Bishop '11: Corresponding Secretary-Mabel McCann '10; Treasurer-Louise Allen '11.

The following committees have been appointed:

- Missionary: C. Mae Murray, (chairman). H. Fox, E. Eddy. L. Anderson, M. Downs, J. Bosch, G. Lovell.
- Blue Book: F. M. Ingalls (chairman), C. Fleming, R. Hardy, R. Hakes, E. Goodwin.
- Finance: L. Allen (chairman), M. Palliser, G. Bonfils, M. McClan, S. Minor.
- Reception: J. Wylie (chairman), C. Debouy. D. Kirchwey, L. Greenawald,



Mrs. Kelley's Lecture

(Continued from page 1, third col.) and state. They appear to be more interested in entering the field of professional philanthropy to repair the harm done by bad laws and by failure to enforce good laws, than in insisting upon justice in the first place.

Suddenly, during the past two years, there has swept over the country in universities, colleges and schools a wave of lively interest in women's enfranchisement and its probable results. This makes it seem far more worth while than ever before to speak to women-stu dents. If they are to be full citizens, not mere petitioning half citizens, it is to be of a new importance that they should think straight and know the world as it is today."

THEODORE B. STARR,

MADISON SQUARE.

Jeweler and Silversmith

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FACULTY OFFICE HOURS

Brewster, Prof Wm. T.; Acting Dean. Mon., Tues., Wed., Thurs., Fri., 12-1. Dean's office. Agger, Eugene E., Lect., Mon., Wed., 2-10 Room 403 W. Bargy, Henry, Instr., Mon., Wed., 2. Room 305 W. Bechert, Alexander, Tutor, Mon., 3; Thurs., 1. Room 11'3 B. Becker, Frank, Asst., Fri., 10-11. Roo 7 419 L. Botsford, George, Adj. Prof., Fri., 11-11:50. Room 340 B. Braun, Wilhelm, Instr., Mon., 10; Thur ., 3. Room 113B. Brown, Harold, Tutor, Wed. 2-4; Fri., and Th., 3-4. • Room 417L. Carpenter, George, Prof., Tu., Thu., 10-11. Room 610 Hm. Chaddick, Robert, Lect., Mon., Wed., 3:10 4:00. Room 403 W. Clark, John. Prof., Mon., Wed., 1:30-2:00. Room 204 W. Cole, F. N., Prof., Wed., 12-1. Room 140 B. Crampton, Henry, Prof., Mon., 17. Room 413 B. Dederer. Pauline, Tutor, Tues., 12. Room 420 B. Farrand, Livingston, Prof., Mon., Wed., 4. Room-513-S., Gery. John. Lecture. Giddings. Franklin, Prof., Mon., 3:30; Fri., 1:30. Room 408 L. Haskell, Alice, Assist., Thurs., 11-12. Room 130 B. Hazen, Tracy, Inst., Wed., 9. Room 320 B. Heuser, Frederick, Tutor, Mont. 11; Thur., 10. Room 403 Hm. Hirst. Gertrude. Inst., Wed., 10. Room 212 B. Hubbard, Grace. Adj. Prof., Thurs., 12-1. Room 200 B. Iordan, Daniel, Adj. Prof., Tu., Thurs., to. Room 311 Hm. Kasner. Edward. Adj. Prof., Tu., Thurs., 10-11. Room 309 B. Keller, Elearer, Tutor, Room 435 B., Knapp, Charles, Prof., Mon., Wed., Thur, Fri., 10. Room 114 B. Krapp, Philip Mon., Wed., 11-12; Fri., 2-3 Room 507 F. Krathwohl, Wm., Tutor, Mon., Wed., 11 12; Tues, 12-12:30. Room 309 B Laneford, Grace, Asst. Latham, Marton, Tutor, Mon., 10-12. Room 313 B. Le iseany, J. A. Adi, Mon. Wed., Fri., 10, 12 1. Room 310 Hm. Lord. Herbert. Prof., Fri., 2-3. Room 335 B. McCrea. Nelson, Prof., Mon., Wed., 10-10-30. Room 510 Hm. Maltby. Margaret, Adj. Prof., Wed., 11-12. Room 240 B. Montague. Wm., Adj. Prof., Mon., W d., Fri. 12:50. Room 139 B. Muller, Henri, Tutor. Tues., Thurs., 11-12. Room 111 B. Ogilvie. Ida. Tutor. Tues., 11-12. Rooga 214 B. Osburn. Raymond. Inst., Tu., Thurs., Fri., mornings. Room 409 B. Gegood, Herbert, Prof. Tues., Thurs., 4:30. Room 320 N. H. Porterfield. Allen. Tutor, Mon., Fri., 2. Room 336 B. Reiner, Marie, Instr., Tues., Thurs., 1-2. Room 438 B. Reynolds, Grace, Assta Mon. Tues, 10 11 Room 436 B. Richards, Herbert Maule, Prof. Mon., Fri., 10-11. Room 310 B. Robinson, James, Prof. Tues., Thurs, 2:15. Room 340 B. Seager, Henry, Prof. Tues, Thurs., 2-3. Room 403 L. Seligman, Fdwin, Prof. Fri., 2-3; Tues., Thurs., 1:30-2:10. Room 409 L. Shear, T. Leslie, Tutor, Tues., 3-4. Room 112 B Shotwell, James, Adi., Prof Tues, 3-4. Room 340 B. Simkovitch, Mary Kingsbury, Adi, Prof. Thurs., 4. Room 308 B. Speranza, Carls, Prof. Mon. Wed., Fri. 4 Room 204 W. Sturtevant, Edgar, Tutor, Tues. 10-10 55, Room 112 B. Tassin, Algernon, Lect., Mon., Wed., 1 /- 12:20 Room 137 B. Thomas, Calvin, Prof. Tues, Thurs. 10 11. Room 315 W. Thompson, Elizabeth, Asst. Mon. 10-11 Roem 313 B. Weeks, Mabel, Adj., Prof. Tues 11 12 Room 130 B Westcott, Allan, Lect. Tues 11/12 Room 137 B Williams, S. R. Tutor, Tues, 11 12 Room 232 Woodrow Herbert Lect T ... 11 2-4 Room 418 B.

Debouy. D. Kirchwey, L. Greenawald, E. Lawrence. E. Shaw, H. Woodhull, H. Dean.

Devotional: C. **Stewart** (chairman), B. Firebaugh, V. Jackson, H. Crossman, M. Borland, G. Sanford.

Philanthropic: G. Hunter (chairman), E. Bugbee, M. Woodhull, C. Verlage, E. Fancher, A. Morgnstern.

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Bible: H. Murch (chairman), H. Davies, I. Wagner, A. Loehrsen, M., Reid, K. Tiemann, H. Woodhull.

The annual business meeting will be held in Room 139 at 12 o'clock on Wednesday. April 29.

1910 Luncheon

The Class of 1910 celebrated the end of its Brief troubles by a spread in the lunch room Tuesday noon. A's and B's, C and D's and all pride and prejudice were forgotten. A toast to the English Department was given and the spread broke up with sings and the class yell.