

# BARNARD BULLETIN

VOL. IV. No. 18.

NEW YORK, WEDNESDAY, FEB. 23, 1910.

PRICE 5 CENTS.

## UNDERGRADUATE ASSOCIATION MEETING.

The second regular meeting of the Undergraduate Association was held in the Theatre at twelve o'clock Wednesday, February 10. The report of the Executive Committee was as follows:

### ARTICLE I.

#### DUES.

Section 1. That the dues of the Association for the second term be fifty cents.

Section 2. That March 2, 1910, be pay day upon which day the dues of the Association shall be paid.

### ARTICLE II.

#### REVISION OF THE POINT SYSTEM.

Section 1. That the office of sub treasurer of the Undergraduate Association shall count fifty per cent.

Section 2. That the chairmanship of the Greek Games Committee shall count fifty per cent.

Section 3. That membership of the Greek Games Committee shall count twenty-five per cent.

### ARTICLE III.

Section 1. That the Undergraduate President for next year be sent as a delegate by the Association to the Intercollegiate Conference of the Young Women's Christian Association at Silver Bay, N. Y.

### ARTICLE IV.

Section 1. That the members of Student Council shall assist the Executive Committee in seeing that there is quiet in the halls during recitation hours.

There was some discussion of Article 3, which was finally struck out, and the report was then accepted.

It was moved, seconded, and carried that the next tea be held May 6 at Brooks Hall. One hundred dollars was appropriated from the treasury for this tea. It was moved, seconded, and carried that the date of the Undergraduate play be changed from April 1-2 to April 15-16.

The vice-president then took the chair while the president gave an informal report from Student Council. Early in the year a committee was appointed by the Council, to draw up new regulations for the Mysteries. The following report was submitted to Student Council by that committee:

Article 1. That no member of the Junior Class be allowed to take part in or be present at the Mysteries further than to sing two songs to the Freshmen from the stair landing between the second and third floors.

Article 2. That the two songs may be sung any number of times until the last Freshman in line has left the entrance

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To the Editors of the BARNARD BULLETIN:

As some discussion was aroused by Article III of the Executive Committee Report, I wish to give the point of view taken by the Committee when the report was drawn up. It was not prompted, as has been suggested, by any desire to favor the Y. W. C. A. above other organizations in college, but rather by the desire to have Barnard well represented in an *Intercollegiate* Conference, whether it be for religious purposes or otherwise. The Silver Bay Conference is decidedly an intercollegiate one with delegates from almost all the women's colleges in the East, and as is common in such conferences, the college is judged by its delegation. For this reason it is natural that those who realize this are anxious to have Barnard stand well there and have in the delegation the most representative girl in the college, the Undergraduate President. Especially is this important at Silver Bay, as a very large number of girls' preparatory schools send delegations, and they naturally look over the different college delegations and form their opinion of the colleges from them. In some of the colleges like Vassar and Smith the ten delegates are elected and in this way representative girls are sent. As this cannot be done at Barnard, both last year's Executive Committee and that of this year felt that sending the Undergraduate President as a delegate was the next best plan.

Why then should such a measure which springs naturally enough from college pride arouse hostility? Why should the fact that the whole college does not belong to the Y. W. C. A. make such a difference? If there were an intercollegiate conference on athletics, the fact that a very small proportion of the college belongs to the Athletic Association would hardly interfere with our sending the Undergraduate President to represent us there. Why may not this spirit apply likewise to a conference on the religious side of college life? GRACE A. REEDER.

## FROM THE UNDERGRADUATE ASSOCIATION.

At a joint meeting of the Student Council and the Executive Committee the following resolutions were drawn up:

*Whereas:* The family of our Acting Dean has been visited by the sadness of death, and

*Whereas:* In our affection for him, the students of Barnard College feel very deeply and sincerely with him in this sorrow, be it

*Resolved:* That we express to Mr. and Mrs. Brewster our sympathy in the loss of their son.

To the Editors of the BARNARD BULLETIN:

Dear Madam: Since the talk on the effect of Woman Suffrage in Colorado was so extensively quoted in the BULLETIN, I beg that you will print this at once. Knowing how false a view of real conditions are given in such talks by politicians who fear to offend the women voters, I have asked Miss Chittenden to prepare the following for me. The Association opposed to the Extension of the Suffrage receives many confidential statements as to the sad results in Colorado, few are as courageous as the late General Palmer who said over his signature: "I regret to-day (1909) that in my opinion it has proven a failure here."

I commend to all college girls a careful reading of the just published book on Colorado called "Equal Suffrage" by Helen Sumner—written by one suffragist (but a fair minded, scholarly one) and prefaced by another, the best possible case has been made for it—yet the deductions from the investigation plainly in no sense be made to be at the truth of the rosy picture painted by such speakers as addressed the Barnard girls, or by the highly colored statements made constantly on platforms and in magazines. Read carefully and critically it cannot but have a sobering effect on the blatant prophecies of what can be accomplished by the vote.

Faithfully yours,

ANNIE NATHAN MEYER.

In the present day agitation pro and con of the question of woman suffrage, the statement that the woman's vote in Colorado has accomplished so much good legislation for the women and children of Colorado makes a very strong appeal to many people. I cannot recall a single instance, however, where this statement has been verified by specific facts.

We are told, for instance, that the Child Labor Laws are better in that state than in any other, but no specific data is given. Wishing to ascertain the truth about it I wrote to an officer of the National Child Labor Committee and asked him the question: "Are the Child Labor Laws in Colorado better than those in New York?" This was his reply. "I do not know that in any respect the Colorado law excels the law in New York. Perhaps the better conditions are largely due to the fact that the problem is very much less acute."

The suffragists boast of the equal guardianship law for children in Colorado. This same law prevails in New York and some other States where there is no woman suffrage, while on the other hand, in the other three suffrage States, Utah, Wyoming and Idaho, there is no such law.

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# Barnard Bulletin

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BARNARD BULLETIN,  
Barnard College, Columbia University, N. Y.  
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NEW YORK, WEDNESDAY, FEB. 23, 1910.

The marks have been posted during the past week and all those concerned are interested in studying the effect on them—  
their fellow “concerned” who at first did not exactly admit now that their scores a point for its admission nature is after all one of study for the educated matter what walk in life an undergrad is planning to tread, a thorough knowledge of human nature, a clear insight into its rigidity as well as its variety is indispensable. Whatever institution helps to furnish live material for such study is of the greatest value in a college. Now a look at the bulletin board or a few moments’ sojourn goes a good way toward enriching this branch of a college girl’s education. The very fact that this look and sojourn is more or less imperative, prescribed as it were for all students, gives wider scope to the influence of the bulletin

board as an educational factor. Moreover, study under these conditions is in accordance with the most modern scientific method, observation and induction from living facts and actual phenomena.

A student may learn from books that there are girls of thought, girls of feeling, and girls of action, and be sub-consciously impressed. At the Bulletin Board, however, this truth forces its way to the brain centres directly. Miss X sees her F, changes color, clenches her hands tightly, and swallows a Freshman sob; Miss Y catches sight of hers, shows no outward chemical changes, and looks up and down the list for a few others; Miss Z takes a few looks at “the writing on the wall” turns away quickly, and walks off in the direction of her instructor’s office. What an ideal lesson in psychology!

Posting the marks has many moral as well as intellectual effects. In no other way can world truths be so graphically illustrated; it convinces the most skeptical that “a cutting Junior gathers no A’s,” “There is always room at the top,” “It is more blessed to give than to receive—D’s,” and “one cram does not make a C.” The Bulletin Board is a wonderful preacher in its eloquent silence.

To the Editors of the BARNARD BULLETIN:

The letter from “A Former Resident” which appeared in a recent issue of your paper, raises, in a way possibly to be regretted, an interesting point, and gives me an opportunity, with your permission, to explain the policy of the authorities in regard to Brooks Hall. It was planned primarily for Barnard students, but as they have not applied in sufficient numbers to fill the rooms, we have, after the opening of each academic year, admitted students working in other departments of the University. Although we have regarded this as a temporary arrangement, I should like here to say that these students, graduates and specials, have enriched our life at Brooks Hall in many ways and we have not regretted the conditions that have brought them under our roof. In fact, so strongly do we feel the benefit of the presence of more mature students among our undergraduates, that in framing our policy for the future we have decided regularly to reserve for graduate students a limited number of rooms in Brooks Hall.

The “Former Resident” looks back to a past which has perhaps gained a little of the deceptive glow of college days that are over; I prefer to look forward to a day more successful than any we have yet seen at Brooks Hall, when we shall have a larger number of undergraduates, varied in type and purpose, and living with them, and entering into relation with them as helpful occasion serves, a small group of earnest graduate students, working perhaps with greater concentration for more definite ends.

MABEL FOOTE WEEKS.

To the Editors of the BARNARD BULLETIN:

“When I use a word,” Humpty Dumpty the fascinating Looking Glass country, their conversation includes some interesting remarks concerning language:

“When I nae a word,” Humpty Dumpty says “it means just what I choose it to mean—neither more nor less.”

“The question is,” says Alice, “whether you can make words mean so many different things.”

“The question is,” says Humpty Dumpty, “which is to be Master, that’s all. They’ve a temper, some of them—particularly verbs; they are the proudest—adjectives you can do anything with, but not verbs—however, I can manage the whole lot of them! Impenetrability! That’s what I say!” And to still Alice’s evidently unappeased curiosity, he adds: “I mean by impenetrability that we’ve had enough of that subject, and it would be just as well to mention what you are going to do next, I don’t suppose you mean to stop here all the rest of your life.”

Examinations often bring home the fact that there are many Humpty Dumpties about us, Masters of language, but not always, like Alice’s hero, expounders of their own master works. As a student of Philosophy, one tries not to concern himself with such superficialities as style, and though such a sentence as “the formation of bad habits is worse than not to form any” may offend the ear, the philosophic spirit can still soar serene. Even the grammatical error and ambiguity of the sequel—“but also the formation of good habits are equally good”—may be laid to haste. One can follow invented terms and interpret “types of imagerry” or “sensorious bodies,” if one must, but what is to be done when, without any key, the masters of language tell one that “if it were not for memory we could put hands in boiling water, not knowing we ought to harm ourselves,” or better, “If you hold a ball in front of a child he will see it but won’t know enough to take it in, through (though) her arms wave about, he may touch it and will immediately take it, for it holds everything they touch instinctively.” Who was it said “language was given us to conceal our thoughts?”

Please don’t think the above quotations are remarkably choice specimens. They could, for the most part, be matched by selections from say a third of the class and from papers of students by no means deficient in knowledge of Psychology; nor were they written by students of foreign extraction who manifest unfamiliarity with English in their speech.

The college man or woman is supposed to occupy a dignified position among people of culture. Does haste, or any other motif, quite justify such propaganda as the above—especially in a busy world where Humpty Dumpty, the interpreter, is not to be met at every corner?

Very sincerely yours,  
HAROLD CHAPMAN BROWN.

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We hear that compulsory education laws were passed in Colorado soon after the women had the vote in that State. New York has had compulsory education laws these many years.

In an authoritative book entitled "Woman and the Law" the statement is made, "That in 1901 it was said, that New York and Massachusetts had developed the most detailed mercantile laws regulating the employment of women, and that other states were following their lead." In twenty-one States it is obligatory to furnish seats in mercantile establishments for women. There is no such law, however, in either Wyoming or Idaho. Certain dangerous occupations, such as mining, are prohibited for women in several States, but again Wyoming and Idaho have failed to pass laws like these.

Judge Lindsey in his articles in *Every body's Magazine* shows such a state of corruption in Colorado politics as is scarcely believable. In referring to the difficulty of getting good laws passed he says: "Legislature corrupted by corporate wealth refused to pass an eight-hour law that would give the child's home a parent able to fulfill his parental duties—refused to pass the employer's liability law that would save the widows from starvation and the children from the street." When it looked as if Judge Lindsey would not be renominated at one time by either party, he tells how he started out on an independent campaign, and incidentally remarks, "The women rallied to me first." This is the only tribute he pays in the five articles which have thus far appeared in the magazine, to the woman's vote in Colorado.

If it be true, as the suffragists claim, that laws granting women special privileges and immunities, and bettering the conditions under which they work, have been enacted more quickly in the four States where women vote than in the Eastern States, is not this simply due to the fact, that the newer States took such laws from the statute books of the States where they had been tried and proved to be good, whereas the older States, having no precedence to go by, failed to pass such laws without careful consideration.

ALICE HILL CHITTENDEN.

**UNDERGRADUATE RESOLUTIONS.**

Whereas: Miss Agnes Opdyke has recently and unexpectedly died, and

Whereas: In her life time she faithfully and efficiently served for five years as Registrar of Barnard College, and

Whereas: We lovingly preserve the memory of her character and personality, be it

Resolved: That the students of Barnard College hereby express their sincere sorrow at her untimely death.

To the Editors of the BARNARD BULLETIN:

"A writer of Pink Books" may be interested in the views of one who has had experience with examinations, and also with the partial abolishment system which she proposes.

Let me suggest that exemption from an examination would be not a reward, but a deprivation of a very valuable part of the course. What is the function of an examination? Is it for the sole purpose of showing the instructor what we know about the subject? Surely another equally important one is to show us what we do not know about the subject.

I cannot refrain from complaining that the examination books are not returned, corrected, to the students. For we undoubtedly make many misstatements which it never occurs to us to verify; again, there are some points which we cannot verify by reference to note books and texts. And to me it is very disappointing never to find out if I came to the right conclusion in a question.

Also, an examination, in itself, teaches us something. It makes us take a comprehensive view of the subject. As one of my high school teachers puts it, an examination is like a view of the whole road from a mountain top after a long, slow journey through a valley. This, in my opinion, is an absolutely essential part of any course. No course is a mere succession of details; it is a whole; its parts belong together. I, who rejoiced for five years in exemption from examinations, find myself now sadly lacking in the ability to look over my whole road at one glance.

If, as that writer says, what remains with us from each day's work will bring only C on the examination, then assuredly C is the mark we deserve. For what counts is not what we can learn from day to day, nor what we can "cram" in one night, but what we can carry away at the end, as our own, be it knowledge of facts, or be it training.

It is true, for a good examination book, a thorough review of the subject is necessary. The sad part of it is that this review is not taken in class, systematically, and under guidance, instead of individually, hurriedly, and clumsily.

The examination system is imperfect, certainly. But let us try to realize that "cramming" is foolish and harmful, that rational review is beneficial, and that examinations are excellent though severe training.

HESTER M. RUSK, '12.

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To the Editors of the BARNARD BULLETIN:

Any one listening to the address of the distinguished lawyer who gave the history of the rise of Barnard College at the anniversary celebration, would have thought the present educational status of Barnard College a more or less accidental result of the action of the Trustees of Columbia University. The various movements to open the doors of Columbia to women were all referred to as if the same spirit and purpose animated all; whereas the truth is that the first movements were actuated by an entirely different purpose and manned by men and women who were by no means identical with those that in later years carried the work to a successful issue.

The Memorial that was presented to the Columbia Trustees in 1888 did not ask for co-education, but for official sanction to a plan to establish a separate woman's college whose students were to be taught by Professors and Instructors of Columbia, but "Without in any way introducing co-education."

The woman who procured the signatures to this memorial, was a young girl when the earlier co-educational movements were inaugurated, and had known nothing of them. When she made a careful study of the educational opportunities (or lack of them) in New York, she summed them up in an article which appeared in the *Nation* January 26, 1888. In that article was the first plea for an affiliated college. This met with a great opposition from those that were pronounced co-educationists. Many of the "advanced" women of that day looked upon any other form of woman's education as a "weak compromise." Even among the members of the first Board of Trustees of Barnard College, there were many who regarded the affiliated college as a "pis aller," to be endured since nothing else was in sight.

But the author of the *Nation* article was a convinced believer in the affiliated col-

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**MISS OPDYKE.**

It is with genuine grief that the upper classmen at Barnard learn of the death of Miss Agnes Opdyke, which occurred at her home in Plainfield, New Jersey, on Friday night, February eleventh, from nervous prostration. For the benefit of those late comers at Barnard, who were so unfortunate as never to know Miss Opdyke, perhaps a word of introduction is here not out of order.

The Barnard girls came to know and love Miss Opdyke in the capacity of registrar, which office she held for four years, from 1904 to 1907 inclusive. She will always be warmly remembered for her unflinching, and hence exceptional, tranquility of manner, as well as for her characteristic eagerness to oblige and assist, whenever possible.

Barnard is not the only institution which has reason to mourn the death of Miss Opdyke. Miss Opdyke held the position of registrar at the National-Cathedral School in Washington, also, for some time. Subsequent to that experience she studied at Radcliffe, from which college she was graduated in 1904. The BULLETIN wishes to extend its sincerest sympathy to her family and friends.

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lege as a *solution*, not a compromise, and for years she wrote articles, and addressed meetings, endeavoring to do away with the prejudice which existed.

Her address before the Association for the Advancement of Women at Washington, D. C. in 1891 was entitled "A New Phase of Woman's Education in America: Barnard College," and aroused considerable attention as it was the first serious public presentation of the claims of the affiliated college.

ANNIE NATHAN MEYER.

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**THE UNDERGRADUATE PLAY.**

The rehearsals of "Much Ado About Nothing" began last Saturday. The cast of the play is as follows:

- |                 |                       |      |
|-----------------|-----------------------|------|
| Benedick .....  | Constance von Wahl,   | 1912 |
| Beatrice .....  | Harriet Fox,          | 1910 |
| Don Pedro ..... | Cora Thees,           | 1912 |
| Claudio .....   | Hazel Woodhull,       | 1910 |
| Hero .....      | Mildred Hamburger,    | 1912 |
| Don John .....  | Ida Bokshitzky,       | 1911 |
| Dogberry .....  | Dorothy Kirchwey,     | 1910 |
| Leonato .....   | Clarita Crosby,       | 1910 |
| Boracchio ..... | Eleanore Myers,       | 1912 |
| Conrad .....    | Juanita Brown,        | 1911 |
| Friar .....     | Marion Oberndorfer,   | 1911 |
| Ursula .....    | Mary Nammack,         | 1910 |
| Margaret .....  | Margaret Naumburg,    | 1912 |
| Vergis .....    | Edith Rosenblatt,     | 1913 |
| Sexton .....    | Jo Schwarte,          | 1910 |
| The Watch ..... | Bessie Bunzel,        | 1912 |
| Oatcake .....   | Dorothy von Doenhoff, | 1912 |
| Antonio .....   | Stella Bloch,         | 1911 |

The play will take place on April 15 and 16, and, judging from the cast, will be unusually successful.

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Continued from Page 1, Column 1.

floor. After that the singing shall cease and the Juniors shall not witness any of the celebrations.

Article 3. That all Sophomores be forbidden to take any initiate into the main halls.

Article 4. That it be strongly recommended to the Student Council of next year not only to carefully consider the report submitted by the Mysteries Committee, but also to investigate thoroughly all plans with a view to eliminating whatever might reflect on the college.

Article 5. That the Freshmen be forbidden to yell and sing from the time their study door is opened until they are inside of the Mysteries room.

In order to make a closer connection between the government of Brooks Hall and that of the college, Student Council voted that at the regular Undergraduate meetings there should be a report from the president of the Brooks Hall student government association. At a joint meeting of Student Council and the Executive Committee it was voted that the secretary send resolutions of sympathy from the College to Dean Brewster in the loss of his son.

It was moved, seconded, and carried that resolutions upon the death of Miss Agnes Opdyke, formerly registrar of Barnard be drawn up by the secretary and be printed in the BULLETIN. The meeting was then adjourned.

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