

Barnard Bulletin

VOL. XVI. No. 17

NEW YORK, WEDNESDAY, FEBRUARY 21, 1912

PRICE 5 CENTS

The Junior Ball

Friday morning, we noticed that most of the Upperclassmen had their hair more becomingly dressed than usual. Some even had theirs waved! And the reason for this extraordinary state of affairs was not hard to guess,—for on Friday evening, February sixteenth, the annual Junior Promenade was to be held at Bretton Hall. Dance orders had of course been made out ages and ages ago, in fact, so long ago that they now needed many changes and revisions. "Goodness, what shall I do? Three people have dropped off my list, and now I shall have nine dances with my own man! And he's my brother!" we heard someone say. And someone else was heartbroken because she had been induced to part with any of the twenty-four dances. "What color is your dress?" "Mine's pink chiffon." "Oh, yes, I intend to have my hair dressed." "You say you always fix yours yourself? Oh, I'd never be able to keep mine from falling down when I danced if I didn't have it dressed!" Thus ran the general talk on Friday morning.

But when evening came! By nine o'clock the girls began to arrive. What an array of brand-new gowns and charming flowers!

And the hall was indeed well chosen, considering the many limitations student council had placed upon the committee. It was just large enough, and tho at first the gliding couples would have wished the many marble columns elsewhere, they soon grew accustomed to them and refraining from colliding with them became a habit, so that no one minded the pillars (as we learn in Psychology A). In the beginning the room was quite stuffy, but the ever-resourceful chairman of the committee found a window which happily could be, and was, opened.

The Columbia Junior Prom committee, so *Spectator* says, had found it necessary to forbid turkey-trotting, but the Barnard committee "just knew" that no dancing of this sort could happen at their dances, so no decrees concerning this went forth, and according to all expectations the dignity of the Barnard Bear was not lowered in any way.

A goodly number of ladies were patronesses of the dance. Miss Gildersleeve, Miss Weeks and Miss Hirst were the honorary patronesses. Beside them, on the receiving line were Mrs. Bartling, Louise Bartling, Mary Stewart and Constance von Wahl. Several other patronesses were also present at the Ball.

Everyone was indeed very sorry when the orchestra played "Home, Sweet Home," at two-thirty A. M. If any members of the one-thirty club were present, they failed to make themselves at all conspicuous by their absence after the hour they had pledged themselves to depart.

Most of the praise for the success of the dance deserves to fall upon the head of the hard-working chairman of the committee, Louise Bartling. The other members of the committee were Eleanor Houghton, Margaret Kelly, Ethel Goeds, Madeline Bunzl, Nathalie Armstrong.

German Show Trials

The trials for the German play were held during the noon hour last Thursday. The selections are merely tentative, the final choice being left to the coach. These are the results:

Dora..... Misses Lauterbach, T. C., and Cahn, '12
Amelie.... Misses Misch, '12, and Bunzl, '14
Toni, Misses Bernays, '13, and Borchardt, '12
Lisbeth..... Misses Hessberg, '13, and Sperling, '13

The Literary Society

The Literary Society held its second meeting on Tuesday evening, February 13th, in the library, and the large attendance showed that interest in the organization is growing. Indeed, we may now speak of its organization, as Miss Dorothy Spear, '12, was elected president; and, though no name has yet been adopted, the Committee expects to decide on one soon.

The guest of the evening was Professor Baldwin, who spoke on culture. He said, in part, that culture implies education, which in its turn is dependent on thinking for oneself. Moreover, we need a broader, larger view of things than we can get from reading our own literature exclusively. There is an universal field open to us in the books of other nations, and if we cannot take a vacation in a foreign land, at least we can take a very pleasant and useful vacation in a foreign literature. But one of the greatest hindrances to the true spirit of literary study is the bi-lingual dictionaries. Throw them all away and learn, though it may seem hard for a few weeks, to use a dictionary in a single tongue. Thus, and thus only, is it possible to attain the habit of what is commonly called "thinking in a language" and to lose the habit of referring everything to our own vernacular as the true standard of literary value. Another stumbling-block in the way of literary appreciation is our method of studying Latin and Greek with no object ulterior to that of glodding away at a translation with lexicons at our side. We should rather study the classics with ~~the aim of understanding them~~ for there are ~~many~~ joys hidden away in the ~~ancient~~ literatures.

To many the most interesting part of the evening was the discussion on modern drama. Professor Baldwin believes that we are developing a far higher type of drama at home than was produced a decade ago, but for the best plays we must still turn to France. Scarcely an author of repute in France or America to-day was omitted, and there were many questions on stage conventions and manager's doctoring of manuscripts which Professor Baldwin answered. His familiarity with modern plays afforded everybody an opportunity for quizzing him on her favorite playwright.

The Caroline Phelps Stokes Prize

A prize, known as the Caroline Phelps Stokes Prize, amounting to \$100, is to be awarded annually at Commencement to that student who, having been regularly enrolled in Columbia College or Barnard College or Teachers' College as a candidate for an academic degree for not less than one academic year, shall be deemed to have written the best essay upon such topic bearing upon the rights of man as the Committee on Selection shall determine.

The subject for 1912 is "The Doctrine of the Rights of Man as Formulated by Thomas Paine."

Essays submitted in competition must be filed with the Secretary of the University not later than May 1st. They must be typewritten or written plainly by pen on one side of the sheet, on paper 8 1/4 x 11 inches. They should contain not fewer than 4,000, nor more than 5,000 words.

The essays are to be signed by a pseudonym, the true name of the writer being enclosed in an envelope on which is signed the pseudonym.

HENRY G. LORD,
GEORGE C. D. ODELL,
CHARLES A. BEARD,

Committee.

The Honor System and the Use of Translations

The reports that the students of Barnard College had, of their own initiative—*non modo sua sponte sed ultro etiam*—adopted the Honor System to govern their relations to their work and their instructors have been, I make no doubt, a source of solid satisfaction to all their instructors and to the Officers charged with the educational administration of the College. In an ideal College all entering students would be competent, by native endowment and by attainment won through honest effort, to profit by the instruction which the College provides. More than that, teachers and taught, to borrow a finely alliterative phrase, would regard themselves as *socii amicum*, to quote the fine rotund Roman speech once more, coworkers toward a common goal—self-improvement—separated, to be sure, by a few short steps in their progress toward that common goal, mainly by reason of the fact that the teachers, having been born first, had had time for study and research denied as yet to the taught, but, after all, traveling the same road toward the same fair country. In such a system of friendly cooperation toward the attainment of high ideals there is no room for the slightest taint of dishonor, no room for sophistical argumentation in the effort to convince one's self that instinctive revolt from certain practices is not the voice of unerring conscience.

But after all, to borrow yet once again, it is a condition, not a theory that counts. The ideal College has not yet come. Certain matters have been brought to my attention, since the action of the students adopting the Honor System was announced, have suggested the present letter. It is said that students of Barnard College have, within the current academic year, taken into the class-room translations of the Latin author under discussion in the course, and have used those translations in the class-room, as a means, evidently, of making a recitation, of presenting appearances better than the recitation they would make or the appearances they could present without such assistance. I am glad to be informed. I hope authoritatively, that the students themselves have come to condemn this practice as an unquestionable violation of the letter and the spirit of the Honor System. I should feel that I was doing small respect to the intelligence of Barnard students were I to stop to argue that question.

I pass rather to two other questions, which I understand have caused some thought to the students. One is: Is the use of translations in the preparations of lessons permissible? The other is: Is the use of translations in reviewing for examinations permissible? I said a moment since that these were two questions; on closer examination one sees that they are merely two versions of the one query: Is the use of translations in the preparation of lessons in courses involving the reading of foreign authors permissible? I would direct special attention to the form in which I have finally phrased the question. I am in no sense authorized to speak for any Department of Languages in Barnard College except that of Classical Philology, but I am absolutely sure that what will be said below applies equally convincingly to the use of translations in the preparation of lessons in German, or French, or Spanish, or Italian.

Speaking both for myself individually and for the Classical Department of Barnard College and of the University, I say, without qualification, that the use of trans-

(Continued on Page 2, Column 1)

BARNARD BULLETIN

Published Weekly throughout the College Year, except the last two weeks in January, by the Students of Barnard College

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SUBSCRIPTION—ONE YEAR, \$1.50
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Strictly in Advance

Entered as second-class matter October 21st, 1908, at the Post Office, New York, N. Y., under the Act of March 3rd, 1897.

Address all communications to
BARNARD BULLETIN
Barnard College, Columbia University,
N. Y., Broadway and 119th Street

NEW YORK, WEDNESDAY, FEB. 21st, 1912

We have been accused recently by a Freshman of writing these editorials from a Senior point of view. Being a Senior most of the time (sometimes, you know, we are a Junior, and sometimes even an outsider), we cannot very well help it. If we are going to comment upon college affairs, we must point out things as we see them, not as others may see them. In the probably vain hope of reform we hold up college matters for discussion, for criticism, even for ridicule.

It is absurd to maintain that there is such a thing as a wrong or a right point of view about these things. A point of view is a point of view, and that is all there is to it. One might as well argue about religion or politics, or any matter of abstract truth. We may attempt to convince, but we cannot assert. So we of the BULLETIN might try to persuade the Freshmen that the wanton cutting of classes and the hysterical nursing of "crushes" are foolish, but we could not prove it. However, that cannot influence us in the slightest (and we scarcely think that justice demands it) to write even occasionally about cutting and "crushes" from the Freshman point of view. If we were a member of the faculty, our point of view would probably be revolutionized on the spot. We would probably scorn not only our present mode of writing and our choice of topics, but our entire policy as well. Probably some day when we are an honored member of a faculty here or elsewhere, we shall look up on these writings with the blush of shame upon our cheek, and say, "How could we ever have written such drivel?"

As we said before, there can be no such thing as a wrong or a right point of view. Conditions and circumstances can be such, however, as to lead one to presuppose that one point of view is nearer right than the

opposing one. In view of the fact that a Senior has had three years' more experience in local matters than a Freshman, and that she has therefore acquired a wider perspective, her sense of proportion in college affairs is likely to be more accurate than the Freshman's. It is natural to conclude, therefore, that the Senior point of view comes the nearer to the abstract truth. Perhaps it is just as well, then, that we should write from a Senior point of view. But even if it were not as well, it would be an impossibility for us to write otherwise and write sincerely.

News From the Office

Scholarships

A number of new scholarships are announced which will be available for Barnard students next year. In accordance with a recent decision of the trustees, some of the money accruing to Barnard College from the estate of the late Joseph Pulitzer will be used for the establishment of residence scholarships, carrying an income of \$600 a year apiece. Two of these will be available for the year 1912-1913, and will be open to women who are not residents of New York City or its immediate vicinity. They will be awarded on the merits of entrance examinations taken under the College Entrance Examination Board, and on the candidate's general character and power of leadership. Under some circumstances they might be given to students admitted to advanced standing on credentials from other colleges. They may be held throughout the college course provided the recipients continue to maintain a high rank in their work. The holders will be required to live in Brooks Hall. The income of each scholarship is sufficient to cover the expenses of board, room and tuition.

Two other scholarships, each of an annual value of \$200, have been established with money received under the will of Mrs. Emily H. Moir, and will be known as The William Moir Scholarships. One of these will be awarded at the end of the freshman year to a student of exceptionally high standing, and may be held by her for three years if her rank is maintained. This, with the Kinnicutt and Tillotson Funds, makes one \$200 scholarship available every year for a student who has made an especially good record in her freshman year. The second Moir Scholarship is to be awarded to a student from any class who has exceptional scholarly ability.

Chapel

Monday

On Monday, February 12th, Dr. Harris, of Temple Israel of Harlem, spoke on Genesis, or the beginnings of things. This is a very old world, he said, and yet Nature never wears out. She is forever decking herself anew in Spring garments and then laying them aside again for coverings of snow. The story of every chapter of the earth's record is of change and new beginnings. In the face of the earth there is eternal change; in the government of nations the old worn-out forms give place to new and better ones. Life is movement, stillness is death, and we are forever changing, growing older and fitter to live. This should be a message of encouragement and cheer, for the change is constantly for the better. Our faith in God is not less though it is changing—this change is not unorthodox, for it is prophesied in many places in the Bible: "There shall be a new heaven and a new earth" and "Behold, I make all things new."

Thursday

Professor Kirchwey, of Columbia, spoke on Thursday last—not on "the whole duty of woman" as he told us had been his first plan, relinquished because of the paltry fifteen minutes allowed him—but on the "use and abuse of heroes."

Lincoln, he said, is fast being put away upon the high shelf of ever dead effigies
(Concluded on Page 8, Column 2)

ANNOUNCEMENTS

Poster Prize

Competitors for the prize of \$5.00 offered for the best design for German play poster, and the similar prize for the best design for the program cover, are reminded that the contest was to close February 20th. Those persons, however, who hand in their names to Rhoda Freudenthal, '13, before the 20th, may have until February 26th to finish their designs.

Literary Society

There will be a closed meeting of the Literary Society on Monday evening, February 26th, at 7.45, in the library. The evening will be devoted to reading and discussion of "Barnard literature," including *Bear* material. Only members will be admitted, so all who wish to join pay your dues of 50 cents to Dorothy Spear, '12, or Gertrude Morris, '13, or Rita Hilborn, '14, before February 26th.

University Lectures on Fine Arts 1911-1912

The Faculty of Fine Arts announces a series of lectures on Monday afternoons at 4.10 o'clock in 309 Havemeyer Hall, by George Kriehn, Ph. D., preceptor in art and archaeology Princeton University.

PAINTING OF THE NETHERLANDS AND IN GERMANY DURING THE XV XVI AND XVII CENTURIES.

February 19th—The Renaissance of Painting in the Netherlands. (Hubert and Jan van Eyck, Rogier van der Weyden, Hans Memling, Gerard David.)

February 26th—The Renaissance in Germany. Albrecht Dürer.

March 4th—Hans Holbein the Younger and the Later German Renaissance.

March 11th—Frans Hals and His Contemporaries. (Portraitists, Genre Painters, Landscape Painters.)

March 18th—Rembrandt van Rijn.

The lectures are open to the public, but the doors will be closed five minutes after the beginning of each lecture. Those who accept the invitation of the University are expected to remain in their places until the lecture is concluded.

FRANK D. FACKENTHAL,

Secretary of the University.

Calendar of Events

Wednesday, February 21st—Undergraduate Pay Day in Undergraduate Study; 75c for late dues, 50c for Freshmen.

Sunday, February 25th—St. Paul's Chapel at 4. Chaplain Knox.

Monday, February 26th—Chapel at 12. Literary Society Meeting, Library 7.45. Lecture, Professor James T. Shotwell, "History As An Art," Great Hall, Cooper Union at 8.15.

Tuesday, February 27th—College Song Practice, Theatre at 12.

Dear Madame Editor:

I should like to call the attention of the students at college to the new section in the New York Sunday Times.

This section comprises a full account of doings at various large colleges. Social and academic functions are recorded with unnewspaper-like accuracy. Barnard college has a large part of the section.

Then, too, it is always enjoyable to compare notes, and we are given an excellent opportunity of so doing in these Sunday reviews.

I merely wish to tell the girls of the section, through the medium of the BULLETIN, and I shall be very glad to learn that they are interested in the articles.

REPORTER.

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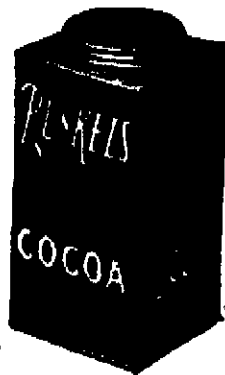
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BANQUETS A SPECIALTY

The Use of Translations

(Continued from Page 1, Column 8)

lations in the preparation of lessons in Livy or Horace or Pliny or Plautus or Terence, etc., is not permissible. The Classical Department means, as time goes on, to lay more and more stress on the reading of Latin and Greek at sight, following thereon the action by which many colleges are laying increased emphasis on sight-reading in entrance examinations in Latin. Passages to be read at sight will be set in mid-term quizzes and on the final examinations of each term. Two things should be clear here at once: first, the attitude of the department, and secondly, the fact that for sight-reading tests the use of translations as a help in the preparation of the daily lessons will be but a sorry reliance.

There are two main grounds on which I should base my own opposition to the use of translations by students. Both grounds seem to me to involve questions of honesty—in the one case, common, ordinary business honesty, in the other case, intellectual honesty. Certain helps are recognized by the instructor as legitimate—those helps are regularly named by the instructors. The real purpose in using translations—not named by the instructors among legitimate helps—is to present an appearance, to make an impression, to get marks to which the student cannot aspire on the basis of her own labors unassisted by translations. I do not think that I am overstrict in my conceptions of common business honor when I say, most emphatically, that the use of translations for such purposes as these involves stealing: the stealing of the good opinion of others, teachers or taught, the stealing of marks. Right here I would point out that the elaborate array of "arguments," more or less sophisticated in character, built up by students to justify the use of "trots" is in itself an indictment of the practice, an evidence of the instinctive inner conviction of the students themselves that the practice is not in accordance with the "square deal" toward the instructor, the college world, and, I should add, as the climax, the student herself.

I take up now the other ground—that which I described above as involving intellectual honesty. Theoretically, at least, students come to college for intellectual profit. Still, I believe in formal discipline, in the possibility of intellectual development. Intellectual development comes most surely and in largest measure from the student's own efforts, assisted as little as possible by external helps. I think often of the fact that the days of my pilgrimage in classical lands which are blank days, days which in no way added to my knowledge of things classical, are precisely the days when I accepted the kindly-meant help of personal friend or professional guide who presented in tabloid form, with the contents carefully predigested, all that he thought I ought to know. Not forced to rely on self, throwing myself figuratively into the arms of another, I labored not and I profited not. Profit from the study of a foreign language comes from direct and personal contact with the language itself—the more direct, the closer the personal contact, the fewer the things between the student and the language under study, the better. The use of translations breaks the personal contact of the student with the original, and so far militates against the main purpose of all study of the original. The translation is in another language—it is by just so much removed from the original. No translation ever yet made, by even the best scholars, has transferred to another language all that the original contains; how little of that original is conveyed by the sorry helps that students ordinarily employ as "trots"! Imperfect as every undergraduate's understanding of the original is, there is a gain that cannot be measured in words from the honest, personal struggle to apprehend by first-hand contact the thoughts of a great writer in another tongue. One of my beliefs, too, born of long experience, is that hard study alone makes for intellectual development.

(Continued on Page 4, Column 8)

A Game of Truth

George Washington could only tell the *Truth*. So do we, when we say our Drugs are Pure; they are Pure—that's the *Truth*.

George Washington used his Hatchet to cut down his cherry tree; we use ours to cut down prices. When we say Our Prices are as low as the lowest—that's the *Truth*.

George Washington may not have cared to climb that tree to attain his wants. We have climbed to the very top. There are others up here, but none above us. That's the *Truth*.

George Washington knew the finest fruits were always beyond reach. But no fruits are beyond our reach. We need them for so many purposes, especially candied, and those cherries on top of those delicious sundaes.

Truthfully yours,

THE COLLEGE DRUG STORE,
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Chapel

(Continued from Page 2, Column 2)

of national heroes, and when we elevate a hero to that plane, we seldom use him right. Let us see what made Lincoln great. True, he played a great roll greatly, but we do not love him for that. He was a great statesman, a great politician and a national martyr, but, greater than these, he was a man. He was pre-eminently a man—perfect in his simplicity and directness—and he became a great man by simply living his own life from day to day. He maintained an absolutely level position in reference to his fellowmen, and he raised them because of his constant communion with them. He was always one with the people—he knew how to assimilate humanity, and hence it is truly said, he became a veritable part of all he met and did.

There is another common abuse of heroes besides putting them on a shelf of effigies; it is the believing that we must be like them. Lincoln's life is a lesson in the fallacy of that belief. *Abe Lincoln* was great and unique because he always lived his own life without imitation or emulation, and so, instead of seeking in our small way to be like our heroes, we should strive to live out the best that is in us without undue regard for what others are being and doing.

Buy a Brick!

The entire college wants a new building and wants it very much and very soon. Every time we come on the stairs we read the little rhymes, and hope that somebody else has been induced to buy a brick.

Sometimes the board inspires us to compose little jingles. It is certainly a pity to waste these flashes of inspiration. There are several ways to make use of them. They may be put in Miss du Bois' locker for the hall black-board or they might be printed each week in the BULLETIN.

If some jingle appeared each week it would certainly add to the interest in the building fund movement, not only among undergraduates but among our alumnae, and also make an interesting addition to the BULLETIN.

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List of Additions

- 786.6-Au2Q Audsley, G. A.—The Art of Organ Building. 2 vol.
786-G13 Galpin, F. W.—Old English Instruments of Music.
82Ev2-I Everyman, with Other Interludes.
82M18-U3 Machiavelli, N.—The Prince. (Trans. by W. K. Marriott.)
82M83-BN Noyes, A.—Life of William Morris.
82C57-I2 Coleridge, S. T.—Complete Works. 7 vol.
830.9-H74 Holzwarth, F. J.—German Students' Manual of the Literature, Land and People of Germany.
83L56-M Lessing, G. E.—Selected Prose Works. (Trans. by E. C. Beasley and A. Zimmern.)
83L56-J Lessing, G. E.—Dramatic Works. (Trans. by E. Bell). 2 vol.
83G55-F Neubert, F.—Goethe Bilder-buch.
84H13-O Halévy, L.—L'Abbé Constantin. (Ed. by O. B. Super.)
84Se8-I Sevigné, M.—Letters. (Ed. by M. Monmerqué). 14 vol.
84L32-I La Rochefoucauld, F.—Oeuvres. (Ed. by D. L. Gilbert.) 4 vol.
84V71-I Villon F.—Oeuvres.
84T73-IFo8 Thomas—Le roman de Tristan et Iseut.
875-F822 Fowler, W.—The Religious Experience of the Roman People.
87Er1-FW Woodward, W. H.—Desiderius Erasmus.
87P44-JI Petronius, A.—Trimalchio's Dinner. (Trans. by H. T. Peck.)
884-7-B14 Baikie, J.—Sea-Kings of Crete.
88402-Y57 Zimmern, A. E.—The Greek Commonwealth.
945R5-S11 Sladen, D. B. W. Secrets of the Vatican.
949039-P98 Putnam, R.—William the Silent.

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To Barnard College and Teachers College

Buzzings of the B

We weren't there, so please tell us perfectly frankly, and truthfully, how did that Junior Ball, any way?

FATHER'S BROMIDIUM No. 1.

It's all very well for you to get your head full of Persian controversies, and all such rubbish, in that History Course you're taking. But it seems to me that it's a great deal more important for you to know the price of Persian rugs. And I'm sure your mother agrees with me!

We haven't the least doubt that the price of Persian rugs is most helpful when you're getting married, and starting in house-keeping.

But what's the connection between that and college girls?

Do you know that if you saw these girls in their ordinary clothes you absolutely wouldn't recognize them? Why I simply can't get over how well they're dressed. Yes, the room does look pretty. It's so nice having banners, and college things around. Is this your first college affair? Oh, how stupid of me—of course, now I remember. We sat it out—and we had such a nice, cozy confidential talk, too. You told me what you were doing—lawyer, isn't it? Oh, no, that's right, I remember. I thought it so incongruous that you should be selling kitchenware. Yes, it is a little crowded in here. All right, let's! We'll find an empty corner, you can smoke, and we'll have a good talk, just like last year. Shall we?

We think it's just about the limit when the BULLETIN prints the name of the Editor-in-Chief, thus: P. Calm.

Any other name is all very well. But that of the Editor-in-Chief!!!

Did you note how bashfully, nay coyly, we stood aside while the Pro- and Anti-Buzzists fought it out?

It wasn't because we didn't have a-plenty to say on the subject.

Far be it from us! We were hoping that our candid conservative friends would win out.

Because, to tell you the truth, this isn't so easy as it looks!

College Text Books

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1912's Last Class Party

On Wednesday afternoon the class of 1912 entertained 1913 by an informal dance in the theatre. Of course the dance hardly bears comparison with the Junior Ball, to which 1913 invited 1912 this week, for there were neither real men nor real music. Yet I have heard many girls admit that, in the long run, fake dances are just as much fun as real ones. They are entirely lacking in formality and conventions. The dance on Wednesday afternoon was a Valentine's party, though the only Valentinean feature was the dance cards, heart shaped and blood red.

A feature of interest was the introduction of ultra-fashionable dances with ultra-fashionable titles. Prizes were awarded for the most successful innovations; the team of Dorothy Cheesman and Eleanor Myers proving the winners.

An old-fashioned Virginia Reel was enjoyed by many couples. The refreshments were, as usual, the most popular feature of the entertainment and were very generously laded out. 1912, having now entertained all the classes, will conserve the rest of her energies for the preparation of a brilliant Commencement week.

The Use of Translations

(Continued from Page 3, Col. 1)

The use of translations in the preparation of reading lessons in a foreign language seems to me as little likely to minister to real intellectual strength as the persistent use of crutches is to add to physical strength. To use translations, then, in the preparation of one's daily lessons is to rob one's self of the profit which personal study, honestly pursued, is meant to bring and does bring. Preparation of lessons with the help of translations involves what the grammarians call *oxymoron*.

On rereading what has been said above, I note that it might seem that one point had been left without discussion—the use of translations in reviewing for examinations. But, as already said, this question is in no real way differentiable from the question of the use of translations in general. The same elements exactly are involved here as at other times throughout the term. If the object of the use of translations in reviewing is to make a better showing in the examination, to get better marks, there is no need of argument to prove the practice objectionable. Equally clear is it that, if the purpose of "taking a course" is to get profit out of it, to have as the result of the course something which shall be, in the fine phrase of Thucydides, a "possession forever," then again it is clear, without discussion, that the best and wisest plan is to rely, here as at all other times, on one's own work.

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