

The Barnard Bulletin

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The Barnard Bear for January A Review

Our literary expression in THE BARNARD BEAR for January may not be remarkable for its value as fine art, but it pleases by showing the varieties of temperament gathered in our halls. People who like poetry and people who like life raw seem to be equally represented this month. The description of the railway station, from among the daily themes, the essay on "Getting a New Dress," the monologue of the terrible little girl who never keeps still, are fragments of common experience picked up for us and polished. Subjective life is recognized in an article on Sidney Lanier, by an admirer of his poetry, in a story about a modern poet sacrificed to amuse the world, and in a poem about our buried life. Social Reform finds voice in a discussion of whether underclassmen should be allowed to wear caps and gowns and in a complaint that no deep or lasting pleasure can be reaped from a Junior Ball.

The most remarkable contribution is *The Secret Door*, by Rhoda Erskine, which shows a dignity of thought and style very rare in these days of bright vulgarity. Its length and elegiac quality are unusual. Most college amateurs take a shorter flight—two quatrains, or a very little idea in a very little triolet. But there is a meditative ease in *The Secret Door* as if the writer could keep on in that Wordsworthian strain much longer, if she chose to.

An ambitious piece of work is attempted by Carol Lorenz. Her *Sidney Lanier* is an exposition of the poet's qualities full of enthusiasm, but not very definite as an explanation. Those who know and like Lanier already will appreciate the writer's admiration for her poet; but those who do not, will not be much nearer to knowing what was Lanier's special quality than they were before. We learn what his subject-matter was, but not what was his method of treating the subject-matter, or what was his charm as distinct from the charm of other poets. However, we all realize that criticism is a hard thing to write unless one has attained to a very wide range of experience, both literary and human. Young men have often been great poets; very few have been great critics.

The Little Girl and the Poet, by Mary Powell, is a tale of well-bred sentimentality in the vein of William Locke, who also deals in poetic people misunderstood by the world. We will all read this story, as we read the stories of Mr. Locke, with a great deal of pleasure.

Alma Herzfeld's essay on a new dress shows a fine pervasive sense of humor, especially in the paragraph on buying material. But it is occasionally marred by exaggeration. The phrases, "unalloyed bliss," "the joy is absolutely painful," and the metamorphosis of the dressmaker into "Her Majesty on her knees, worshipping at your shrine," strains too hard after fun. There is delicate handling in an idyll of the kitchen by Helen Dwyer. We hope she will write a whole story for the next BEAR. Dorothy Herod's sketch of the self-conscious, jumpey, roisy little girl, is good satire.

The discussion whether underclassmen shall be allowed to wear cap and gown, is interesting, but should not have rested on its intrinsic value so indolently. It has little more structure than a conversation, artlessly taking up a point, dropping it, going back to it, and so forth. The fundamental question, whether we want to en-

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Academic Chapel Thursday

On Thursday, February 6th, Miss Gildersleeve spoke in Chapel; on "The New Cut System." As she said, the first things that strike us, as we read it over, are the facts that there are to be no more debars, no more yellow cards, and that in future the Committee on Instruction will deserve much sympathy.

The evils of the old system that the new plan seeks to avoid, are many. First of all, under the old plan, students have grown to feel that everyone is more or less entitled to cut 10 per cent. of her recitations, that is, that everyone is *expected* to stay away, and, if the end of the term arrives, and all the cuts are not used, a student really feels it her duty to use them. Another of the evils is that the old system encouraged habits of carelessness and irregularity. When we leave college, who is going to want us, if we let a whole one-tenth of our work slide? Again, the penalty under the old system was a poor one. To put off an examination, and have to pay five dollars to take it, for having overcut a course, is certainly not a punishment that fits the crime. The red tape accompanying the old system will be done away with, and, incidentally, the new system will avoid the hasty endeavor to release debars fairly at the rate of 100 in a few hours.

The new system is much better, in that it states clearly the fact that no cuts are allowed, strictly speaking. We are not to stagger up here from a sick-bed, or fear to stay away for other legitimate reasons; but, if we do stay away for reasons not of the best, we are to take the penalty.

Credit is not given in a course merely for passing the examination, but also for attendance in the course, and for the performance of the duties assigned. Therefore, if we do not attend a course, it follows we should not get full credit for it. So the penalty offered under the new system is much more rational and fairer than under the old.

The Dean gave us two bits of friendly advice: First, to stay away when we can't come; and, second, to carefully keep a list of our cuts and the reasons for our absences and latenesses.

Then Miss Gildersleeve said a few words about lateness, that made some of us wish more people had been in Chapel to hear. She at first asked what lateness was. Some people think we should be in the room when the bell rings, but others seem to be of the opinion that we do whatever pleasant thing we want to, and then when the bell rings, rush to class. Under the new system, the ten minutes in between classes is to be used for the purpose of getting to our new class, not for enjoying ourselves. Besides, in being late, we really are guilty of discourtesy; we make a nuisance of ourselves, and what we may regard as but the breach of an artificial rule, is a breach of courtesy to both the instructor and the pupils.

After all, Miss Gildersleeve said, the new system affects really very few of us, and if we look at the thing from the standpoint of common sense and courtesy, we will come out all right.

1916's Party to 1914

Thursday afternoon, 1915 entertained 1915 in true picnic fashion. And had it not been for the cold and wintry blast one could have easily imagined ourselves at a

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Professor Bergson's Lecture at Columbia

The lecture room in Havemeyer Hall was crowded with faculty guests and graduate students (for Barnard on this occasion was represented only by two lonely undergraduates who were lost in the throng when Dr. Henri Bergson, Professor of Philosophy, at the College de France gave his first two lectures on "Spiritualité et Liberté," on Monday, the 3rd, and Tuesday, the 4th of February. Dean Woodbridge briefly introduced the speaker as a man well known to his audience, through his works, though not in person. Professor Bergson responded with his usual modesty, by sincerely thanking the University for the honor it had conferred upon him in inviting him to America. He then paid a beautiful tribute to American philosophers, not mentioning any who were living, for they are too numerous, but applying to William James Cicero's famous words about Aristotle, "He brought philosophy down from Heaven to earth." Even had America done no more than produce William James, it would have rendered an incomparable service to philosophy, said Professor Bergson.

He then began his lecture, devoting the first half to a discussion of the role of philosophy in life as compared with that of science and that of art. It has a more important part, perhaps, than either of these; for, unlike them, it is open to all men. Lucky the man who can be so affected by a beautiful picture, that it makes him see life more clearly! But few of us have such a gift, whereas it lies within the power of everyone to interpret life through philosophy. Philosophy deals with the problem of the mind as science deals with the problem of matter. It seeks the underlying force of the universe, and, unable to find it, but continually searching and watching nature, it interprets life through intuition. Originally, all science was founded on the suppositions of philosophy; now, science is so far advanced and is making such rapid progress, that philosophy must be careful to be consistent with existent knowledge in its endeavor to interpret life through it.

Since the mind is the proper field of philosophy, Professor Bergson spent the second part of his lecture analyzing it. Composed of sensibility, intellect and will, the mind is ever seeking dynamic forces and resolving them by intuition. But sensibility plays little part in this; and, although philosophers usually mean intellect when they say mind, the common sense view is that the essential quality of the mind is will. Will is the moving force; with will we can create intelligence; with intelligence, however, we cannot create will. No matter how much we know or how adequately we are prepared to do a certain task, we cannot accomplish it unless we have the will to go about it; on the other hand, if our will is strong enough, we can make up for the deficiency in knowledge. Will, therefore, is creative; nothing that we do, even the mere lifting of our arm, is effected without the exercise of will; and everything, this very motion of our arm, is a new action in circumstances different from the circumstances of any other action. Since the mind exercises through the will, it is apparent that volition is the starting point of action, the foundation of conscious life. We might paraphrase the adage, then, and say, "Everything comes to him who wills."

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NEW YORK, WEDNESDAY, FEB. 12th, 1913

During the past few weeks there has been much discussion and some disagreement as to the legitimate and illegitimate use of the Publication Room. The question, at most, has more than one side to it, but there is one thing which must be agreed upon by all. The Bulletin room as it is more commonly called is essentially an office for the editors of three college publications, any use of it which interferes in any way with their work, is not to be tolerated. On the other hand, there are three desks in the room, a comfortable divan and several chairs which are rarely being used by the editorial staffs, in our present crowded condition it seems hardly fair to exclude wholly and entirely any unofficial person. On the other hand it is hard to draw the line as to who should be permitted to enter if outsiders are to come in at all it must be strictly with the permission of some editor or assistant who shall see that quiet and order are maintained.

The use of the closet is exclusively for members of the different editorial staffs. It is impossible for even them to keep their caps and gowns there in order and comfort, and outsiders must be absolutely excluded from the privilege. We also request that the editors put their hats and coats in the closet when they are brought to the Bulletin room and that they are not left on the chairs or desks.

At noon-hour, the Bulletin room is almost indispensable for meetings, and unless some editorial meeting is being held, we can see no objection to the use of the room for other committees.

At all times the room should be kept

neat and quiet. There is almost no time of day at present when some Mortarboard editors are not hard at work and noise and confusion make their task doubly difficult. On Wednesday afternoons, when the Bulletin is being folded and addressed for distribution and mailing, it is necessary that those who come into the room help in the process or leave; there is neither room nor time for merely friendly visitors.

The editors do not wish to be selfish in their appropriation of the Publication Room, but there is more business and work connected with the college papers than most outsiders realize, and it is only fair that those who are responsible for the work of editing the papers, have the proper facilities with which to do their work well. That much of the untidy appearance of the room is due to the editors themselves we do not deny, and we are ready to take ourselves to task for it. Reform is necessary on both sides and we hope the next week will show it.

Below we print a letter which is even more rabid than we ourselves upon the subject.

* * *

To the Editor of THE BARNARD BULLETIN:
Dear Madam:

During the past few days I have been hearing rather a wild rumpus over the use and abuse of the Publication Room, otherwise known as the Bulletin Room, and it does seem as if matters could be settled better by the aid of a little common sense, rather than drawing in class presidents, the office, and ill-feeling between the various editors.

In the first place, why should anybody but the editors of the three college publications use the room? Why should Sophomores and Juniors spend vacant periods there, and why should certain Seniors use the coat closet as if it really belonged to them? They simply shouldn't—there's but one answer. So why not post the names of the privileged people up in the room somewhere, and let Student Council or the Editors-in-Chief have the distinct privilege of putting anybody out who does not by rights belong there? Those who have worked and earned their rights to be on the various publications ought to have some little compensation beside seeing their names in print.

Then, having routed out all outsiders, let the editors first make the room one that can be worked in. Put hats and coats in the closet, take text books out of the room, see that scraps are put in the scrap basket, provided for that purpose, put the old BULLETINS out of sight, take the old chemistry apron out of the bookcase, put the pictures of classes long gone by into the Alumni Room, and oh, a thousand and one little things ought to be done. It wouldn't be a bad idea to have one girl more or less responsible for the general appearance of things. Not only could the girl's work be better, but when, for example, the Mortarboard or the Bear have men come up to see them about business, isn't it business, pure and simple, to have a neat-looking office?

Then, again, there really isn't any real reason why even the editors should go into the room and fool. There is always someone of the publications who wants to go to work, and that is essentially what the room is for. Let her work, and, if you are there, *keep quiet*. How can you expect them to get through and turn out good work, when Bedlam reigns supreme?

If, as in everything else, the editors use just plain everyday common sense, things would go smoothly and the BULLETIN Room would become a Haven of Rest for hard-worked editors, rather than a general "Hello" place for the college in general.

"PAX."

Owing to a misprint in last week's Bulletin we reprint Dr. Von Shol'ev's address. It is 152 East 35th St., New York City.

Announcements

Calendar of Events

WED., FEB. 12TH:
8:15—Lecture: Thomas H. Morgan, Ph.D., Professor of Experimental Zoology in Columbia University, on "The Mechanism of Sex Determination," being the second of the Jessup Lectures on "Heredity and Sex," to be given in the Lecture Hall of the Museum of Natural History, Central Park West and 67th St.
7:30—Basketball Game, Columbia vs. the University of Pennsylvania, Gymnasium.
8:00 P. M.—302, Philosophy, Graduate History Club.

THURS., FEB. 13TH:
3 to 6, in Undergrad.—Study, the Y. W. C. A., fair and tea.
Chapel at 12 o'clock—Mr. Owen Lovejoy, Secretary of the National Child Labor Committee, will speak in connection with the exhibit held in the Trustees' Room, from Monday, Feb. 10th, to Thursday, Feb. 13th, inclusive.

FRI., FEB. 14TH:
In Room 139 at 12:30—Regular Meeting of the College Settlements' Association.

SAT., FEB. 15TH:
Afternoon—Trial for parts in the Undergrad. Study for Rostand's "Cyrano de Bergerac," the Undergrad. Show.

SUN., FEB. 16TH:
4:00 P. M.—Stated service in St. Paul's Chapel. The Rt. Rev. Charles Palmerston Anderson, D.D., Bishop of Chicago, will preach.

MON., FEB. 17TH:
4:10 P. M.—Room 309 Havermeyer. Cinquieme Conference. Professor Bergson. (Admission will be by ticket only.)

4:10 P. M.—Room 305 Schermerhorn—Lecture on "The Art of Primitive Man." Professor Boas will speak on "The Influence of Technique Upon Style in Primitive Art."

4:10 P. M.—Lecture by Mrs. Israels on "Recreation," in Room 139, under the auspices of the College Settlements' Association. Mrs. Israels is an eminent authority on this subject, and a very interesting speaker.

12 o'clock—Chapel.

TUES., FEB. 18TH:
4:10 P. M.—Room 309 Havermeyer Sixieme Conference. Professor Bergson. (Admission will be by ticket only.)

4:10 P. M., in St. Paul's Chapel—Organ Recital, with soloist.
3 to 4, in Room 134—Meeting of the Y. W. C. A.

Y. W. C. A. Notice

There are still 5 dolls belonging to the Spring Street Settlement, and given out by the Y. W. C. A., that have not been returned. They were supposed to be dressed for the doll show in December, and must be sent in to Margaret Engler without delay.

College Settlements Association

Mrs. Charles F. Israels, chairman of the "Committee of Amusement Resources of Working Girls," has kindly consented to speak at Barnard, under the auspices of the College Settlements Association, on Monday, February 17th, 1913. Mrs. Israels has been the leading spirit in the great movement against the dance-hall evil. She has not only revealed the dangers of the low dance-hall, but has done constructive work in organizing model dance-halls. The subject of her address will be "Recreation, Its Uses and Abuses." No one should lose this opportunity to hear so well known an authority on this subject. The lecture will be held in Room 139, on February 17th, 1913 at 4 o'clock.

A Screw Loose

Madame Editor:

Mid-years are over, and the honor system, having weathered its first ordeal, would, in our opinion, be marked "Incomplete." In the first place, the honor system, as the students finally adopted it, has not yet been satisfactorily tried out, as the Undergraduates were lead to believe it would be in this set of examinations. If we are to bear the responsibility of the honesty of ourselves, and of each other, it seems hardly consistent that some member of the faculty should at the same time be proctoring. No one in full possession of her senses would think of objecting to an instructor appearing in the room from time to time, to answer necessary questions. But an instructor does not have to sit in the room all of the time, order the students to bring all books and papers to the front of the room, and then transfix the trembling "stude" with the gaze of a young Diogenes looking for an honest man. Such a performance dims the "pristine brilliancy" of our "budding honor system."

We do not mean to imply that all members of the faculty behaved in this tantalizing manner. Some, however, seemed to labor under a misapprehension and did not realize that the students had been lead to believe that the faculty would co-operate with them in giving the honor system a fair trial. Such was the announcement of Student Council made in the class meetings immediately preceding "exam" week. According to this announcement, if this trial showed the honor system to be satisfactory, it would be officially adopted by the faculty for all succeeding examinations.

We do not consider that it has really been given a fair trial, because the faculty did not even realize that the students had been lead to expect that the faculty would co-operate with them. Therefore, we would most respectfully ask why was there this misunderstanding about the carrying out of this system of which "the powers that be" expressed their approval.

LOUISE HERRICK FOX,
JEAN EARL MÖHLE.

Senior Week

To the Editor of THE BULLETIN:

Simplicity! Perhaps you are sick of the word and of the many times it has been repeated in these columns, but the coming of Senior week offers such a splendid opportunity for putting some suggestions into practice, that we cannot refrain from stating that we hope 1913 will have a safe and sane Commencement week. It is, of course, the "last time," and that is, after all, a fairly good excuse for doing almost anything, but there is a limit even to the fatigue worth while during Senior week.

Since 1909 the program of Commencement week has been made considerably heavier by the addition of the Senior play to the list of festivities. In 1910 the play was a more or less simple mask, "Comus," given jointly by the Sophomores and Seniors for their respective classes only. In 1911 the play was more elaborate. "As You Like It" was given as a regular entertainment for the college and friends. In 1912 the play was not simplified; indeed, the choice of "Midsummer Night's Dream" made the production necessarily more difficult; besides this a dress rehearsal and a performance were both given. The former differing from the second only in name. To this the college was invited, while the second performance was for friends. The evolution is plain, and we only hope that 1913 will not continue the process.

Ivy Day has had much the same development. As the name indicates, the nucleus of the ceremony lies in the planting of the ivy; this, however, has become remarkably obscured by the pageant and dancing, which has figured so largely on Ivy Day for some years. While we do not

deny the charm of such out-of-door entertainment, there is nothing unique or significant about it, as there is about the planting of the ivy, or, indeed, the "steps ceremony" which precedes it. This latter is one of the most original and impressive of the Senior week customs, and yet it is frequently slurred over with little preparation or care. The symbolical moving on of the classes, so that each finds itself occupying a new position and new responsibilities, is full of significance, and offers ample opportunity for a dignified and impressive ceremony.

The elaborateness of Senior week, as that of most of our activities, grows from really worth while motives. It is the desire to do our best for our class, or club, or college, that spurs us on to attempt more in dramatics, in entertainments in Senior week; to do more than we can really do well. Nevertheless, in all these branches of work or play, we would accomplish more, if we would do a little less.

Student Council

It was moved, seconded and carried that the Barnard Glee Club be allowed to sing at the Bazaar to be given by the clubs of the College Settlement at 95 Rivington Street.

The report of the Freshman Show was read and accepted.

1913 Class Meeting

On Wednesday, February the 6th, 1913 Class held its regular class meeting at noon in room 139. As it was important to elect the Chairmen of Senior week committees the regular reports were dispensed with, and the nominations for Ivy Day chairman, Priscilla Lockwood was unanimously elected for that office. Edith Rosenblatt was unanimously elected chairman of the Play Committee. Joan Sperling was elected chairman of the Banquet, Louis Bartling of the Dance and Hazel Martin of the Alumnae Pageant Committee. These elections took so much time that the meeting was adjourned.

1915 Class Meeting

1915 held its regular class meeting on Wednesday, February 5th, at 12 o'clock, in Room 304. Miss Grace Perlman's resignation of the office of Assistant Cheer-leader, because of leaving college, was read and accepted. Margaret Carr was unanimously elected to fill her place. It was then moved and seconded that Grace Perlman be made honorary member of 1915. On motion, the meeting adjourned.

Fraternity Committee

The Committee on Fraternity investigation met last Wednesday, February 6th in the Dean's Office at 3 P. M. The number of the Committee was made complete by the fourth Alumna representative, Gertrude Wells, 1908, non-fraternity member. Miss Wells was selected to serve on the committee by the Directors of Associate Alumnae.

The four members of Student Council who had not testified at the previous meeting came before the Committee. They were, Naomi Harris, Chairman of Executive Committee, Gertrude Morris, Senior President; Dorothy Fitch, Junior President; and Helen Jenkins, Sophomore President.

At the next meeting members of the Faculty are to speak, and the two succeeding meetings will be occupied by delegates from the various fraternities.

It is requested that any undergraduates or Alumnae, who wish to appear before the committee, give their names to any member of the committee as soon as possible.

College Settlements Notice

Be jolly and join the Grand Procession on Wednesday, February 19th, at 4 P. M. Afterwards you'll see and hear the most wonderful *Tableaux Chantants* in the theatre for 15 cents. All welcome.

Teachers College

Teachers College will offer at the coming summer session some 150 courses in educational and technical subjects, including several new courses in subjects not heretofore treated in the summer session and courses by prominent visiting lecturers. Two courses will be given by Prof. Caroline Crawford, of Middlebury College, on plays and games for little children, and on the dramatic arts. Prof. C. H. Johnston, dean of the School of Education of the University of Kansas, will offer a course on the administration of the American high school and on high-school curriculums and courses of study. Prof. W. W. Charters, of the University of Missouri, will offer a course on methods of teaching in the elementary school, with special reference to the grammar grades, and will also take part with Professor McMurry in the courses in the supervision of instruction in the elementary school.

Dr. Ernest Burnham, director of the rural education department of the State Normal School at Kalamazoo, will give two courses on rural school organization, supervision, and administration, and on the curriculums in country schools. Mrs. Ann Gilchrist Strong, director of the home economics department of the University of Cincinnati, will offer courses in methods of presenting household arts subjects in secondary schools. Walter George Whitman, of the State Normal School at Salem, Mass., will offer two courses on the teaching of physics and chemistry in secondary schools.

Professor Dewey will give a course on the philosophy of education, and Professor Kilpatrick, one on the educational theories of Pestolozzi, Frobel, and Montessori, in which the aim will be to analyze the several systems into their more important educational doctrines and to evaluate them in reference to their worth for American education. Courses in biology for high-school teachers and sex-education are announced by Professor Bigelow, of the department of biology. A course on the teaching of applied mathematics will be given by W. E. Breckenridge. Courses in the teaching of history in secondary schools will be given by J. Montgomery Gambrill, and on the teaching of geography by Dr. C. T. McFarlane.

All departments of household and industrial arts will be largely represented. Among the new courses to be offered is an advanced course in physiological chemistry by Dr. Seaman. Professor Fales will be in charge of the work in textiles, for which a special laboratory is being equipped. Professor Warner, of the department of house design and decoration, will offer a course on principles of home decoration. The usual courses in household and institutional administration—laundrying, housewifery, and so forth, will be given. In the department of nursing and health two courses will be given, on nursing principles and methods, by Miss Stewart, and on public health nursing, by Miss Crandall. Professor Bonser will be in charge of the course in the theory and practice of teaching industrial arts in secondary schools. A course on typical modern industries will be given by Professor Noyes. It is expected that the full announcement describing all of this work in detail will be ready by about the first of February.

Columbia Column

Is Dynamiting Justifiable?

"The Dynamiters a Social Problem" was the topic of a lecture delivered Wednesday afternoon in Earl Hall under the auspices of the Socialistic Society. Mr. Lincoln Steffens was the speaker and he is well acquainted with the social problems of the day, having been instrumental in saving the McNamaras from the death penalty.

After a few words of introduction, Mr. Steffens made the mention that, contrary to popular belief, the older cities are far more corrupt than the younger ones. He said that all corrupt politics come from business as their origin. Politics are engaged in by business men and it is the introduction of corrupt business methods into politics that has brought the latter to its present condition.

Continuing his discourse, Mr. Steffens compared the corporation to the state, saying that the business of the present day is conducted on a republican basis. In the corporation only the property holders vote, and these give their votes by proxy. The stockholders are the real leaders in the business.

In showing how intimately business is involved in the government, Mr. Steffens called Mr. Morgan "a big boss" with the leaders. If Morgan, he said, should get the new franchise he is striving for, he would in reality be governor of New York.

All the modern political reforms do not affect the lower class because the reformers have not adequately studied conditions and do not know the real needs. The result is that the lower class is "up against trouble," to use Mr. Steffens' expression, and is angry. He does not believe in the American labor unions for they are local units, each fighting for its own self, not for the good of labor in general.

"Force the government to look at the matter," that is the way to help remedy the existing evil. Instead of the government looking into analyzing a crime to find the motive, it "looks for some poor devil to kill. Deal with the problem, not with the instrument," was the keynote of Mr. Steffens' argument.

"I can govern a state well with none but crooks in office," claimed Mr. Steffens, "by showing them the size of the problem to be met. If anybody believes in force, he believes in dynamite. The McNamara brothers used dynamite to compel the state to look at the labor problem, it was their only means. Instead of looking deeply into the causes of the dynamiting, the state came down on one man, who pleaded guilty. The state then proceeded against this one man to convict an entire class. Labor will come into power," declared Mr. Steffens, "and when it does, the labor government will be just as corrupt as the present system."

He emphasized the need of looking at things critically and analytically, saying that even after one had done that. "The cure for the existing social evil," he said in conclusion, "is not force, but power and love." —Spec.

Strikers Invade Columbia

Following the example set by their brethren in the downtown hotels, a number of the waiters employed in the Commons, suddenly walked out a week ago Friday morning, leaving the restaurant temporarily crippled. Absolutely no warning of their intentions had been given by the strikers so that the walkout was a complete surprise to the management, who knew of no grievance that the men might have had. The strike, indeed, does not seem to be founded on any ill feeling toward the management, but arises merely from a desire to emulate the men who are engaged in the war with the large hotels of the "White Light District."

"Is Criticism a Disease?"

In his first of a series of six lectures in English on the method of philosophy, M. Henri Bergson asked this question with much pertinence—"Is criticism a disease?"

In prefacing his lecture, M. Bergson said that as his audience was not one of novices, and also because of the great breadth of his subject, it was his intention to indicate the essentials of his philosophy, rather than to particularize and enlarge its details.

There are always, he said, three stages in the evolution of philosophic thought. First, faith in sense perception. Second, criticism of sense perception. Third, rehabilitation upon seemingly rational foundations. These stages are easily seen in the history of both Greek and modern thought. The first stage in Greek philosophy is illustrated by the philosopher Heraclitus and his doctrine of the Flux, which was based upon the simple observation of change in the world. The second is illustrated by Zeno and his philosophy of the criticism of sense perception, and by his famous paradoxes. The third stage is illustrated by Plato and his concepts. His philosophy is the attempt to reconstruct thought upon the foundation of the ideal.

The speaker then pointed out that the first stage in modern thought is marked by Descartes, the second stage is marked by Kant, and that our Plato of reconstruction has not yet come. The days of rehabilitation are upon us. The problem of the modern philosopher is—whither shall we go?

We must return to the first stage—that of faith in simple perception and intuition, said M. Bergson. The doctrine of concepts is not a sound one to build a philosophy upon. There are possibilities of so many varying kinds of concepts, leading into so many fields, that this very possibility of diversity makes it untrustworthy. If then, the doctrine of concepts is untrustworthy, only so much more so is the doctrine of relativity. The philosopher of the concept believes less than he claims, and the philosopher of the relative believes more than he claims. Neither is willing to order his life by his faith in the system.

Faith in perception is the great thing, continued M. Bergson. Will a sane man, desiring to open a window, and doing so, verify the fact, then attempt to verify the verification, and so bring up phantom difficulties and puzzles when his intelligence knows that the window is open? It is just as logical and sane for him to do so, as it is for philosophers to question and puzzle intelligence when more important facts, evident to perception, are involved.

It was at this point M. Bergson asked—"Is criticism of mind by itself a disease? He was rather inclined to believe that it was, however, he thought that the term "psychic debility," was perhaps more correct. He acknowledged the possibility of opponents asking if an uncriticising attitude might not be childish. But he would ask, would supreme mind criticise itself? And are we not attempting to approach the perfection of supreme mind? Then why not follow its example?

The speaker then showed that the act of the man closing the window was the vivid and complete thing. The steps in the verification of the fact were the half-hearted and artificial. In this way he argued that the questions and difficulties placed in the way of any perception, for the purpose of discrediting it, were the half-hearted and artificial.

According to M. Bergson, the way in which we are to return to this first and natural stage of thought is to intensify the intuition. This is to be accomplished by the purification of the intuition, or the elimination of the foreign from it. He pointed out that man had contracted certain habits of thought, which had led him to blind alleys, and that these habits were the foreign things of which the intuition is to be purged and so intensified.

It is not the place of intuition to solve these seeming paradoxes, and M. Berg-

son, but it is its place to dissipate them.

Going more into the particulars he discussed the problem of movement and immobility. He pointed out that it has become the habit of man to think upon movement as following rest. Motion is the primary thing, not rest. In fact, rest is the co-existence of two motions. Rest is the relative thing. Motion the absolute, else we could see no color, hear no sound, feel no heat, because the waves of motion arising in them is a relative thing and not absolute; therefore impotent. C. L. M.

—Spec.

Prof. Bergson's Lecture

(Continued from Page 1 Column 8)

On Tuesday, Professor Bergson continued his subject in his second lecture. When the intellect attempts to solve the problem of the mind, he said, it very naturally falls into certain errors and illusions. This is true, because we content ourselves with seeing, rather than with understanding. We must use our intuition to help us understand the things of our experience, and our experience must be wide, not only in names and in appearances, but in the reality of things, action. It is easy to observe things and say they had to be as they were. The fatalist theory of the ancients was the simplest method of explaining, or, rather, of attempting to explain things. The modern determinist view resembles this, and is in many ways pleasing to us. We like to think that it is not our fault that we are not great, that we are destined to be what we are, and are thus fulfilling our mission in the universe, that we little men are as important in filling our place as the great men of history have been in filling theirs. We are comforted in death by this theory; by it, our failures are attributed to powers external to us.

But, the truth lies beyond this pleasing belief. Our intuition acts as an anti-toxin against the acceptance of this doctrine. Since we recognize the essential function of the will, we must also recognize that the essence of the will is action—free action which leads up the path of spirituality. Each man may act as he wills, in accordance with the knowledge and conditions of his time. But no man is an accidental product; even Napoleon, with his enormous will, would not have been Napoleon had he not lived when he did. However, no man with less will could have filled his place in the nineteenth century.

In concluding, Professor Bergson pointed out the great and continual influence of mathematics, the exact science, *par excellence*, on all philosophy, ancient and modern. This science was a potent factor in the generation of the fatalist doctrine, for it posits the theory that, given certain conditions, the result must be the same always. But mathematics of all the sciences is the one which takes no account of the will, which requires the least intelligence. We must, therefore, be wary when we draw on mathematics for philosophical conclusions; for philosophy, at the other end of the gamut, takes most account of will. We must never lose sight of the fact that will is the determinant of action, the creative force of the mind.

The January Bear

(Continued from Page 1 Column 1)

courage the wearing of gowns by undergraduates, is never faced.

We hope someone will be found to answer the attack on our dances made in the guise of a daily theme. Surely something can be said for our present social system at dances. Even if we do not have much of a conversation with any one person, we meet a wonderful variety of characters.

In spite of animadversions, the editors may well feel encouraged by the quality of the work they are able to wrest from contributors. Every item is worth reading. We think the BEAR can very proudly hold its own among similar periodicals in other colleges. C. H.

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Progress of the Building Fund

1913	\$131.50
1914	77.75
1915	103.75
1916	188.85
	\$501.85

The Building Fund Committee is now able to announce that it possesses a bank account of its own at the Corn Exchange Bank. So far, the amount deposited is only \$109.00; this is not a large part of the amount promised, so we hope that everyone who has promised money will pay up promptly now.

Again the Freshmen lead the class records, but this week the Seniors are second, instead of the Sophomores. The Juniors deserve a thorough scolding for not showing more interest in the college. We hope that the sight of their shameful indifference in print will waken them to a more lively sense of their duty!

M. PECK,

Chairman of Undergraduate Building
Fund Committee.

The Alumnae Committee for the Commemoration of the Twenty-fifth Anniversary, which has been enlarged by the organization of sub-committees in the different classes, met on Thursday at the college to discuss plans and to hear of the progress of the campaign for a two-million-dollar Quarter-Century Fund. Several classes plan to make their decennial gifts to the college in the form of contributions to the fund.

Important Notice to Alumnae

At their regular meeting in January, the Directors of the Barnard Alumnae Association created a new committee—an Alumnae Committee on Athletics. This committee, as its name implies, has as its purpose the development of athletics for alumnae who are anxious to keep up their activities in this field after graduation. It will take direct charge of all Alumnae athletic work,

organize the different sports, and act as a central bureau of information on athletic work at college.

Briefly, the committee proposes to develop and carry on the following activities: Basketball, baseball, bowling, handball, hockey, horseback riding, swimming and tennis.

Under the terms of an arrangement made with Teachers College, the committee has reserved one of the rooms in Thompson Gymnasium for Tuesday or Thursday evening each week for basketball practice. On this night, the bowling alleys, swimming pool and handball courts, as well as the basketball field, will be at the disposal of Barnard Alumnae from eight to ten o'clock, and the committee plans in this way to hold regular athletic evening for Barnard Alumnae at least once a week. Every graduate who is interested in basketball, bowling, swimming or handball, therefore, should make a special effort to come to the meeting, which will be held on Thursday, Feb. 20th, at 8 o'clock in Thompson Gymnasium. All details will be given out at this time, a definite evening each week will be selected as a Barnard evening, and general information as to the plans of the committee will be given. A fee of \$3.50 is required by the gymnasium from each applicant. This entitles a girl to the use of the basketball, swimming-tank, handball court and bowling alleys from now to the end of the college year, and gives her all locker privileges.

A meeting of those interested in horseback riding will be held on Saturday evening, March 1, at 8 o'clock, at Durland's Academy, 5 West 66th Street. The regular riding hours are Saturday from eight to ten P. M., and the evening's fun includes drills, games, polo and equestrian basketball. Instruction is given free of charge to beginners. The cost of six rides of two hours each, by special arrangement with the Academy, is ten dollars. A great many Alumnae are already taking advantage of the low rates.

The plans for tennis, basketball and hockey have not yet been completed. Special arrangements will, however, be made for Alumnae use of the tennis courts, both during the college season and in the summer months, and hockey and baseball practice and games will be held on Saturday afternoons on the campus as soon as the weather permits. The plans, when definitely arranged, will be announced in the Alumnae number of the BULLETIN.

The work of the Alumnae Committee on Athletics is at present being carried on merely as an experiment. Its success or failure will depend entirely on the response of the members of the Alumnae Association. If any Alumnae are unable to attend the meetings at which arrangements are to be made, the Committee will gladly send out cards of information to those interested, if they will apply for details to

LILLIAN SCHOFDLER, II,
249 West 107th Street.

Chairman Alumnae Committee on Athletics.

X. Y. Z. Answered

To the Editor of THE BULLETIN:

I was much interested in the letter of "X. Y. Z." on the Honor System printed on Page 3 of THE BARNARD BULLETIN for February 5. It would seem to me that the matter of which X. Y. Z. writes is one for the students themselves to regulate. If a sense of propriety is not in itself sufficient to prevent students from disturbing other students, surely the machinery which was invoked to establish the honor system should be strong enough to bring home to the attention of the sinners the exceeding sinfulness of their sin, and to devise some means of preventing the disturbances of which X. Y. Z. rightfully complains. The remedy surely is not to require the presence of the Instructor in charge of the course.

Very sincerely yours,

CHARLES KNAPP.



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Buzzings of the B

Oh, you cunning buzzing Barnard B!
Buzz around, buzz around, keep a-buzzing
round;
Bring back little Buzzings here to me
Little B, little B, little B.
I spend many a weary minute
Gitting Buzzings—nothing in it—
Snooping 'round where no one else can see;
Deary me, deary me, deary me.
Oh, you cunning buzzing Barnard B,
Buzz around, buzz around, keep a-buz-
ing 'round;
No one brings back buzzings here to me.
Hear my plea, hear my plea, hear my plea.
G'wan, do something funny, please,
'Cause I got to write a dozen little buzzin',
suzzin' B's.
If you want to get your buzzin' Barnard
B!

No, we can't say that we exactly blame a certain class president for forgetting to hold class meeting. If we had just announced our engagement, we might have forgotten a little thing like that, too.

What do you think of the new cut system, anyway? It seems to us to have an ominous sound. No more legitimate ten per cent! How'll we know when we've cut enough to have our marks taken down?

And what's the use of being a Senior, anyway?

Unfortunate Barnard young wimin,
They haven't a good place to swim in.
The Hudson won't do,
For its open to view,
And too messy and cold to be trim in.

(Continued from Page 1 Column 2)

basket party in the woods on a sunny spring day. General dancing started the fun; and after everyone was breathless and hot, all camped out on the floor, and indulged in orgies of pickles, sandwiches and ice cream cones, which hailed forth from poetic looking market-baskets. Singing, cheering and dancing concluded a most enjoyable afternoon, the credit of which goes to Elma Klonher, chairman of 1916's Entertainment Committee.

Greetings, February Freshmen!



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