

# The Barnard Bulletin

Library  
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New York

VOL. XVII. No. 18

NEW YORK, WEDNESDAY, FEBRUARY 19th, 1913

PRICE 5 CENTS

## Chapel Thursday

On Thursday, February 13th, Mr. Owen Lovejoy, General Secretary of the National Child Labor Committee, spoke in Chapel. He began by saying that it was a disgrace that America, a country founded on intelligence, should have to have a committee for child welfare. He said that the exhibition held in Barnard illustrated only one of the many phases of occupation in which American children are engaged. According to the census taken in 1900, thirteen years ago, there are more than 1,750,000 children in the United States between the ages of ten and sixteen engaged in various kinds of work—that census, too, is very inadequate, for it does not include either the children under ten who work or those between ten and sixteen who work after school hours, so that the number in reality would be more like two millions—and that is thirteen years ago.

When the Society organized eight years ago there were no fixed standard laws for child labor. Children worked from fourteen to sixteen and sometimes eighteen hours a day. During these years a great many changes have been made; in fact, at present the committee is engaged in twenty-five state campaigns. Mr. Lovejoy said that in all this time not a new argument had been put forward in favor of child labor—that the old arguments found in Dickens were still maintained by the manufacturers. During the past four years laws have been enacted in various states forbidding all night employment of children in the glass factories. Only two states, Pennsylvania and West Virginia, still allow that to go on. Strange as it may seem, the manufacturers in the states where the laws have been passed, who before were so violently opposed to them, now speak loudly in their favor and are anxious for the remaining states to adopt them.

Mr. Lovejoy went on to tell us about a small boy who showed him around one of the coal mines in Pennsylvania—a mine which gave forth fifteen thousand tons of coal a day. The boy was a shabby-faced, dull-eyed fellow, who could neither read nor write. When they had gone through the works, Mr. Lovejoy noticed two buttons the boy had on his coat. One was of Mitchell—a great man in the estimation of the wearer—and the other had on it a cross and "Thy Kingdom Come." It had been given to the boy by the Sisters, when he went to work at the age of seven. Mr. Lovejoy read the inscription and then tried to explain, within the reach of the boy's understanding, what it meant. He said that it meant that the fellow who wore it wanted the time to come when boys could go to school and learn how to read and write, when their sisters could get an education, when mothers would have a good dress, and when the earnings of the father alone would be sufficient to support the family comfortably. And the eyes of the boy kindled, and he said: "Mister, is that all? That's all I want. When do it come?"

That, Mr. Lovejoy said, should be a message for the colleges—that only 1 per cent of the American school children get to college; that in the middle ages the university was the generating plant for all new ideas, just as it is today in such backward countries as Russia. While the evils of the middle ages are not those of today, yet where they do exist it should be our duty to break up the old standards of morality and to establish new ones.

## 1913-1915 Basketball Game Score 6-4

The Seniors and Sophomores met in basketball for the second time this year last Monday afternoon. This time the tables were turned and the Seniors won by a narrow margin. The game throughout was rough and was technically very poor. The teams had not practised since before examinations and the result of lack of practice was extreme inaccuracy in shooting and in passing. The Sophomore centers, usually their strong point, were particularly weak and ball after ball slipped through their hands. For an ignorant spectator the game was most amusing—the team spent most of its time flat on the floor in efforts to seize the evasive ball, while the heads of the audience were in constant danger from wild passing. Easy shots were missed time after time, and a wild scramble always ensued. On the whole, we should say that lack of practice proved disastrous. It is not conducive to establishing our faith in our class teams, and fast and furious playing, no matter how amusing, does not constitute good basketball unless it is accompanied by a certain amount of accuracy, and this quality was conspicuous by its absence in last Monday's game.

The lineup was as follows:

1913.	1915.
Eleanor Oerzen . . . . .	Edna Astruck
Bessie MacDonald . . . . .	Helen Lachman
Sallie Pero . . . . .	Katherine Fries
Floris Fleischmann . . . . .	Katherine Williams
Helen Dana . . . . .	Lucie Howe
M. Van Duyn . . . . .	Margaret Meyer

Umpire, Mr. Williams.  
Timekeeper, Miss Beagle.

Goals, Oerzen 1, MacDonald 2, Lachman 1.

Fouls, Astruck 2.  
Score, first half—1913, 2; 1915, 2.

second half—1913, 4; 1915, 2.

Final score—1913, 6; 1915, 4.

## 1914-1916 Basketball Game Score 13-17

Last Monday afternoon was an exciting one for all lovers of basketball, for when they were not watching the Senior-Sophomore game, they were looking at the Junior-Freshman game. This was a much better show of what our basketball teams can do, than the contest between 1913 and 1915. The Juniors were weaker than the Freshmen, particularly as regards passing. "Stubby" Mayer and "Dodge" Hadsell, playing together at forward, are usually an irresistible combination, but on this occasion they were out of practice and until the second half did not strike anything like their usual pace. Pauline Gubner, the Freshman captain, is developing into an all-star player, and if she continues to play as well as she did last Monday she will be an invaluable acquisition to the Varsity team. At this rate we shall certainly beat Teacher's College. At the end of the first half the score stood 7 to 4, in favor of '16, but during the second half the playing was very fast and the points went up quickly. Several times it seemed as if the Juniors might overcome their slight disadvantage, but they were never able to keep the ball long enough for 1916's passing was very good. The championship seems now to be anybody's property and the deciding games of the next week or two will be well worth seeing.

(Continued on Page 4 Column 2)

## Undergraduate Meeting Tuesday, Feb. 11th

A regular meeting of the Undergraduate Association was held on Tuesday, February 11, 1913, at 12 o'clock.

The report of the Executive Committee was read and approved:

### ARTICLE I. APPROPRIATIONS.

Section 1. That \$2.76 be appropriated to H. Romeike for clippings.

Sec. 2. That 60 cents be appropriated to E. Schiermer for music.

Sec. 3. That \$50.00 be appropriated for repairing the scenery.

Sec. 4. That \$1.50 be appropriated for lights.

Sec. 5. That \$1.00 be appropriated for hardware.

Sec. 6. That a sufficient amount be appropriated for engraving the Undergraduate Association's gavel.

Sec. 7. That \$6.95 be appropriated for expenses of second delegate to Conference.

Sec. 8. That \$22.00 be appropriated to 1914 Mortarboard for insertions.

Sec. 9. That \$1.50 be appropriated for sign in the library.

Sec. 10. That \$1.35 be appropriated for a scrapbook.

Sec. 11. That a sufficient amount be appropriated for a trophy case.

Sec. 12. That \$13.20 be appropriated for magazines.

Sec. 13. That 70 cents be appropriated for engraving on "Sing-Song" shield.

Sec. 14. That \$27.10 be appropriated for refreshments for "Sing-Song."

Sec. 15. That \$1.20 be appropriated for lights for "Sing-Song."

Sec. 16. That \$25.00 be appropriated for a sinking fund for Undergrad play.

Sec. 17. That \$2.96 be appropriated to H. Romeike for press clippings.

Sec. 18. That \$12.00 be appropriated for flowers for the Dean on the anniversary of her installation.

### ARTICLE II. DUES.

Section 1. That no dues be collected the second semester.

Sec. 2. That the sub-freshmen pay 35 cents for the annual dues.

### ARTICLE III. AMENDMENTS.

Section 1. That Article III, Section 3, be amended to read: "If any member fails, unless for reasons of weight, to pay her dues for one semester, her name shall be dropped from the roll of the Association, and she shall therefore forfeit all the privileges of the Association. On payment of a fine in addition to back dues, she shall be reinstated."

Sec. 2. Article XIV, Section 2, of the Student Council regulations be amended to read: "For the first offense a fine of 25 cents shall be imposed."

Article IV. That the spring tea be dispensed with and that a fair for the building fund be given instead.

Article V. That the faculty be asked to co-operate in the honor system.

The report of the Treasurer was read and approved.

The report of the Student Council was read and approved.

The report of the Undergrad Play Committee was read and approved.

The report of the Endowment Fund was read and approved.

It was moved and seconded that the Greek Games Committee be recommended to charge admission to the games.

## BARNARD BULLETIN

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

*Editor-in-Chief*  
PRISCILLA LOCKWOOD, 1913

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BARNARD BULLETIN  
Barnard College, Columbia University,  
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NEW YORK, WEDNESDAY, FEB. 19th, 1913

Criticism is an excellent thing at times, indeed it is the prerequisite of all constructive reforms, but unguarded and unthoughtful criticism is one of the most dangerous weapons used upon unoffending society. To say that a thing is "absurd," "foolish," even "wrong," is very easy but often very "absurd," or "foolish" or "wrong" on our part, that if we stopped to think how absolutely unfounded many of our criticisms are, we would withhold or change our judgments.

College affords endless opportunities for criticism. There are many things that have still to be improved and intelligent criticism on our part may help, but not the general condemning of a thing simply because it does not happen to please us. That the new cut system is "absurd" or "vile" or "perfectly ridiculous," is heard almost every day about college, and yet strangely enough to those who heard the Dean's explanation in Academic Chapel, the old system seems to have been improved upon. After all, it is reasonable to suppose that the committee on instruction knew something about the situation and, may we add, must have found need of reform most pressing, to make them willing to take such a momentous task upon their shoulders.

It is in connection with the choice of the undergraduate show, that this spirit of really uninformed criticism has made itself very apparent lately. Some of those who criticize may be intelligently convinced that "Cyrano de Bergerac" is not a play likely to make a successful undergraduate show. We are very sure, however, that many who have condemned the choice, have neither read the play, nor thought over our possibilities. They have heard that "Cyrano" is a one-man show, and therefore

assume that it can not be suited to our purposes.

Do they know what the possibilities of cutting and rearranging are? Do they know how many other good parts and supe parts there are? Have they thought how many are the necessities to be met and how limited our choice of play is? All these things have been carefully considered for weeks by a competent committee. After consultation and advice they lay before us the result of their time and care—and we? Many of us, of course, receive the news with enthusiasm, some of us are passively satisfied, and again some of us shrug our shoulders and say "absurd," even as we have said it about most college institutions. Isn't it true that criticism becomes a habit and that we often condemn from the most astonishing depth of ignorance. The habit is, of course, bad for us, but the harm does not stop there, for the spirit and mood of our very criticisms spread rapidly and as they go seem to increase in authority and severity.

Let us endeavor to distinguish between the sound, well-informed criticism which makes for progress and improvement and the foolish uninformed criticisms which breed only discontent and ill feeling.

### Another Profession

64 Wahlstedt Place,  
New Rochelle, N. Y.

To the Editor of THE BULLETIN:

The opportunities for women in bacteriology are constantly increasing. The positions are in municipal, commercial or research laboratories, and the work may be concerned with pathological or agricultural bacteriology. The work is not hard, is extremely interesting, pays fairly well and offers moderately good chances for advancement.

A bacteriologist should have some knowledge of chemistry, both organic and inorganic (and if one is fortunate enough to have had any physical chemistry so much the better); biology, including physiology, anatomy and protozoology; botany and physics are less important, but are of value, as all laboratory work trains in scientific thinking. Naturally a course in bacteriology should be taken whenever possible.

Some knowledge of German and French is almost essential, as all work sooner or later leads to references in these two languages.

In the New York Department of Health assistants are paid from \$500 to \$900 a year and bacteriologists start at \$1200. The hours and vacations are those of regular business houses. Advancement depends upon ability to do original work or special proficiency in certain lines. A girl starts as assistant to a bacteriologist and is in the position of an apprentice who is paid while learning.

One of the most important things necessary to make a good bacteriologist is interest in the work. Without it one cannot succeed. No girl who has any doubts as to liking the work should ever go into bacteriology. But any college girl who is really interested ought to be able to make a good living, besides having the pleasure of doing work that is truly worth while.

Yours cordially,

JOSEPHINE SOUTHWORTH PRATT.

### Important Notice

Deficiency examinations will be held at Barnard College during the first week in March. All applications for the examinations must be made in writing, and must be accompanied by the fee of five dollars. Blank forms of application for the deficiency examinations may be obtained at the office of the registrar.

ALL APPLICATIONS FOR THE DEFICIENCY EXAMINATIONS IN MARCH 1913, MUST BE FILED IN THE OFFICE OF THE REGISTRAR AT BARNARD COLLEGE BEFORE 4 P. M.,

## Announcements

### Calendar of Events

WEDNESDAY, FEBRUARY 19.

4.30-6. P. M.—University Tea in Earl Hall in honor of Professor Bergson. All classes are invited.

8.15 P. M.—Lecture: "The Mendelian Principles of Heredity and Their Bearing on Sex." Professor T. H. Morgan, American Museum of Natural History, Central Park West and 77th Street.

4.00 P. M.—Tableaux Chantant given by the College Settlements Association for charity. Admission 15 cents; Theater.

4.30 P. M.—Basketball Game. Varsity vs. T. C.

THURSDAY, FEBRUARY 20.

Chapel at 12 o'clock. Chaplain Knox.

8.30 P. M.—Lecture: "Essentials of Technical Writing." Mr. John M. Goedell, Consulting Engineer. 402 Engineering.

FRIDAY, FEBRUARY 21.

4.00-6.00. Party given by the Juniors to the February Freshmen. Theater.

SATURDAY, FEBRUARY 22.

9.00 A. M. to 6 P. M.—Meeting of the American Mathematical Society. 305 Schermerhorn.

8.00 P. M.—Basketball Game. Dartmouth vs. Columbia. Gymnasium.

SUNDAY, FEBRUARY 23.

4.00 P. M.—Stated afternoon service in St. Paul's Chapel. Chaplain Knox, preacher.

MONDAY, FEBRUARY 24.

Chapel in theater at 12. Felix Adler.

4.10 P. M.—Lecture: "The Significance of Decorative Design." Professor Boas. 305 Schermerhorn.

4.10 P. M.—Lecture: "Psychology as the Behaviorist Views It." (This lecture attempts to show that Experimental Psychology has not made good its claim as a natural science) being the first of a course of eight lectures on "Animal Psychology, to be given on February 24, 25 and March 3, 4, 10, 11, 17 and 18, in Schermerhorn Hall, by John B. Watson, Ph. D., Professor of Psychology in Johns Hopkins University.

4.30 P. M. Basketball Games. 1914 vs. 1913; 1915 vs. 1916.

TUESDAY, FEBRUARY 25.

4.10 P. M.—Organ Recital with soloist.

4.30 P. M.—Basketball Game. 1914-1916.

WEDNESDAY, FEBRUARY 26.

4.10 P. M.—Lecture: "The Problems of Behavior," under the headings of sensory responses, instinctive activity and learning. Professor John B. Watson.

8.15 P. M.—Lecture: "Secondary Sexual Characters and Their Relation to Darwin's Theory of Sexual Selection." Professor Thos. H. Morgan, at the Museum of Natural History.

### Announcement

New York University announces the 6th series of Lectures on the Chas. F. Deems Foundation, established by the American Institute of Christian Philosophy to be given at the Presbyterian Church on University Place at 10th Street, by Rudolf Eucken, Ph. D., D. D., Councillor to Grand Duke of Saxe-Weimar-Eisenach; winner of the Nobel Prize for literature, 1908. Subject: "The Fundamental Principles of Ethics with Especial Consideration of the Religious Problem."

THURSDAY, FEBRUARY 20—The Present Situation.

FRIDAY, FEBRUARY 21—Development of the Ethical Principle.

TUESDAY, FEBRUARY 25—A Defense Against Opposition and Doubt.

WEDNESDAY, FEBRUARY 26—Evolution of the Characteristic Features of Our Moral Principle.

FRIDAY, FEBRUARY 28—The Development of Morality in the Struggle for Spiritual Preservation.

SATURDAY, MARCH 1—Moral Losses and Gains in the Present Time. The Necessity of a Strengthening of Morality.

### Professor Coe's Address

Last Tuesday afternoon at 3.10 Professor Coe of Union Theological Seminary gave the first of the course of four lectures which he is holding here under the auspices of the Y. W. C. A.

His subject was "Is a Religious Spirit Compatible with Intellectual Freedom?" He said that he believes in approaching religion with the same spirit of scientific investigation in which one approaches any branch of learning. That one who wishes to preserve his religious beliefs should not think he must remain in ignorance of science. Rather, he should seek to know as much as he can of every subject; and in the light of the most complete intellectual freedom he can attain, he should search out and find that which he does believe. It is not enough, however, to go thus far and stop. Having found these beliefs he must construct for himself a working religion. He must put his beliefs into practice.

After the lecture, Professor Coe remained to answer some of the questions suggested by his talk. His saying that every one must find for himself bases of belief, led some one to ask whether we should not take the word of specialists in religion. Professor Coe said that in religion he did take as authority the word of those who have made religion a special study, but before he adopted a belief he always tested it in the light of all the information he himself could find on the subject. Then if he found it to be true, he adopted it.

Next week the subject for discussion is "How Shall We Go at the Subject of Life's meaning?"

### Child Labor Exhibition

During the past week Barnard students have had an unusual chance to vivify the recent newspaper accounts of the sweating system, and child-labor in the tenements, by striking illustrations. The Reception Room and the Trustees' Room were thrown open to give space for an exhibition made up by the Child Labor Committee. The walls were lined with charts and photographs showing the number and ages and occupations of children who work in the tenements. They were vivid enough to stir not only the pity but also the lurking social conscience in every one. There were pictures of babies, three and four years old, hunched up over tables picking nuts. There were samples of dolls' clothes made by little schoolgirls in the late afternoon and at night—dolls' clothes for other children's dolls, and paid for by a few pennies apiece. There were charts telling what the laws of the state really are, and showing the facility with which the contractors evade those laws.

### Monday Chapel

Dr. Grosvenor, Dean of the Cathedral of St. John the Divine, was the speaker in Monday Chapel. The theme of his address was the conditions of life in New York and the necessary readjustment of our physical and mental condition to such surroundings.

Life in a big city like New York is noisy and strident; the climate for the most part is invigorating; there exists a wide and confusing diversity of interests. One's aim, then, should be to counteract these nervous influences by cultivating an attitude of calm and quiet. Great things cannot be done in a hurry. One must aspire to a real purpose, then aim its accomplishment quietly and thoughtfully.

After one has found a purpose, however, one must not give undue or unfair emphasis to physical conditions; it is here that most of the modern "New Thought" movements are wrong in selfishly considering the individual's welfare. Some of the finest workers of the world have been men of physical weakness.

### Professor Bergson's Lectures

On Monday and Tuesday, February 10th and 11th, Professor Bergson continued his discussion of Liberty and Spirituality by delivering the third and fourth lectures of his series. His main topic on both days was a consideration of the relation of mind to matter, and in order to treat this subject adequately it was necessary to go into a great many details and into elaborate explanations and refutations of former theories on the subject. This made both lectures more technical than the majority of the audience had expected.

Drawing his examples from every-day life, Professor Bergson showed how difficult it is to see and to express facts of ordinary occurrence exactly as they are, in unadorned simplicity. The less cultured we are the more do we add unconscious interpretations and explanations to the events we are relating. A tree falls during a thunder storm and the farmer, by dint of telling the story, really believes that he has seen it struck by lightning. Thus do many philosophers build up probable theories about single, tangible facts, and without testing the truth of their hypotheses, enunciate conclusions which are really absurd. This fact shows that mind expresses itself through matter. But mind is merely the sum total of all that goes on in the brain and we may therefore use the word brain in this connection.

The ancient philosophers, spurred by their knowledge of mathematics, which dominated all their thinking, believed that so much was it true that consciousness was the reflection of the entire working of the brain that could they see this inner working they could calculate a man's past, present and future acts.

This would lead eventually to the equation of the universe, a thing perhaps more desirable than the philosopher's stone. But, besides the many obvious objections to this theory, Professor Bergson throws down the glove to those who maintain the law of conservation of energy with reference to the mind. This law if operated in the mind of man would oppose itself and prevent all creation—it would mean no progress. In showing fallacies which arise by our inability to extract foreign matter from observation and to keep close to scientific facts, Prof. Bergson used as an example the theories of memory, for memory is one of the chief functions of the mind. There have been two very common theories. First, there is the localization of memory in the third left frontal convolution of the brain. According to this the mind is like a chest of phonograph records which receive the impression of our actions and are ready to be played on any time. The second theory of memory is that of parallelism of mind and matter, the theory that memory and action bear the same relation to each other that two translations in different languages bear to an original document. That is they are exactly the same, word for word, but expressed in a different language. But according to neither of these theories is



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liberty in the sense of creation admitted; therefore both are rejected by Professor Bergson.

Now, then, is memory stored up if not in the brain? The idea that there is such a preservation depends upon the acceptance of the proposition that the past is abolished. If we do not believe this, however, we do not require a special faculty for such preservation of the past. And where can we draw the line between past and present? So going farther, can we not keep a whole idea, a sentence, a lecture, a book in our immediate consciousness total and undivided? Memory, then, is only a question of degree and the problem is not, how do we remember, but why do we forget.

The explanation of this is found in the fact that we look forward, not back; we only pay attention to what may be of advantage to us in the future; the rest we let slip. Its function of memory, the brain, an organ of sensation and movement, contributes to action. The relation, however, is reciprocal and our memory is also aided by actions. Therefore we can remember verbs longer than any other part of speech because they can be mimicked. The brain, then, in relation to the mind, is an organ of pantomime. Its chief function is to extract from consciousness everything that can be transformed into action. It wields the conductor's baton, so to speak, when we think. It is not, however, the essence of thought, it merely directs thought. Thought, moreover, is not a combination of ideas but the constant flux of consciousness. It is the arrestation of thought which produces the idea, rather than the combination of ideas that produce thought. The idea is comparable to the heat of a moving body striking an obstacle, the thought is the motion of the body which, where interrupted, gives off heat, or in the terms of the metaphor, the idea.

From all this Professor Bergson concludes that the mind is an active or creative force directed by the brain, that there is no equilibration between mental and cerebral life, but that the latter is the helm of the former.

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 To Barnard College and Teachers College

**College Settlements Association**  
 The C. S. A. meeting was held Friday, February 14th. Reports of the Secretary and Treasurer were read and accepted. The Barnard Club has one sub-chapter at the Jacoby School. It is hoped that more of the high schools will enroll as sub-chapters. The annual fee is \$12; \$10 of which is sent to the settlements and \$2 is retained by the Barnard Chapter for the expenses of notifying the Sub-Chapters of all lectures and other activities of the Barnard Chapter.  
 The C. S. A. plans to give entertainments at the College Settlements, Union, Harlem Federation and Greenwich House. Dr. Devine will speak in chapel on Thursday, March 13th, under the auspices of the C. S. A. No one should miss this opportunity to hear Dr. Devine, who is a member of the Columbia Faculty and one of the Editors of the Survey.  
 On Wednesday afternoon, February 19th, the C. S. A. will give an informal entertainment in the theater. Admission 15 cents.

**"Bear" Announcement**

Owing to a fire in the building in which the *Bear* is printed the paper will not appear this month at its regular date of publication, but will be a little delayed.

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**Poster Contest**

As usual, there will be a poster contest for undergrad play. The following information must be printed conspicuously, if the poster is to be accepted:

1. Cyrano de Bergerac.
2. Presented by Barnard College.
3. For the Building Fund.
4. At Brinckerhoff Theater.
5. April 18, 2.30 P. M.; 8.15 P. M.
6. April 19, 2.15 P. M.; 8.15 P. M.
7. Faculty and undergraduates, 50 cents.
8. Alumni, 75 cents.
9. Subscription, \$1.00.

All posters should be handed in not later than Friday, March fourteenth, 9 A. M., on which day the students will vote for first choice, in Undergrad Study. The winner will receive a One-Dollar Ticket of admission. Everybody is urged to compete, as the financial success of the play depends largely upon an extensive advertising. Posters may be handed in to Jeannette Unger, locker 235, Junior Study.

**1914-1916 Basketball Game**

(Continued from Page 1 Column 2)

The lineup follows:  
 1914. 1916.  
 Eleanor Mayer ... r f ... Pauline Gubner  
 Eleanor Hadsell ... l f ... Helen Youngs  
 Winifred Boegehold, j c Charlotte Stobaugh  
 Lucie Petri ... s c ... Ruth Salmon  
 Mary Ross ... r g ... Carol Lorenz  
 Marguerite Engler, l g ... Carol Weiss  
 Umpire, Mr. Williams.  
 Timekeeper, Miss Beagle.  
 Goals, Mayer 2, Hadsell 4, Gubner 7.  
 Fouls, Mayer 1, Gubner 3.  
 Score, first half—1914, 4; 1916, 7.  
 Second half—1914, 9; 1916, 10.  
 Final Score—1914, 13; 1916, 17.

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