

The Barnard Bulletin

VOL. XXIII No. 30

NEW YORK, JUNE 13, 1919

PRICE SEVEN CENTS

COMMENCEMENT

No other event of Senior Week we venture to say, brings home more forcibly than does Commencement, to its participants and their friends, the fact that Barnard enjoys a real privilege in its intimate connection with a great and world-known university. To be sure, the dignity of Columbia's one hundred and sixty-fifth and "Victory" commencement was slightly marred by the jump that the mercury took in the thermometer, Wednesday morning, June 4. Yet few of us failed to feel something of a thrill as the long commencement procession with its brightly hooded and gowned Faculty bringing up the rear, moved slowly into the gymnasium. And certainly all of us were proud to receive our bachelor degrees at the same time that the honorary degree of Master of Arts was conferred upon such notables as Captain Ralph Hodder Williams, of the Princess Patricia's Canadian Light Infantry, George Arliss, distinguished actor and playwright, and Walter Jarvis Barlow, physician, the degree of Doctor of Letters upon Maurice Francis Egan, sometime minister of the United States to Denmark, and Edward Page Mitchell, Editor of the New York Sun, the degree of Doctor of Sacred Theology upon the Reverend John John Timothy Stone, pastor of the Fourth Presbyterian Church, and the degree of Doctor of Laws upon two such distinguished men as Enoch Herbert Crowder, Major General and Judge Advocate General of the United States Army, and Viscount Ishii, Ambassador from Japan to the United States.

Among the prizes and honors awarded to those in our own ranks were the Duror Memorial Fellowship, Elizabeth Gatewood, 1919; Gerard Medal, Lucile Heimerdinger, 1919; Herrman Prize, Dorothy Potter, 1919; Kohn Prize, Lucy Hayner, 1919; Reed Prize, Hortense Barten, 1920; Speranza Prize, Theesa Tusa, 1919; Tatlock Prize, Laura McDaniel, 1919; Von Wahl Prize, Dorothy Brockway, 1919.

Departmental Honors

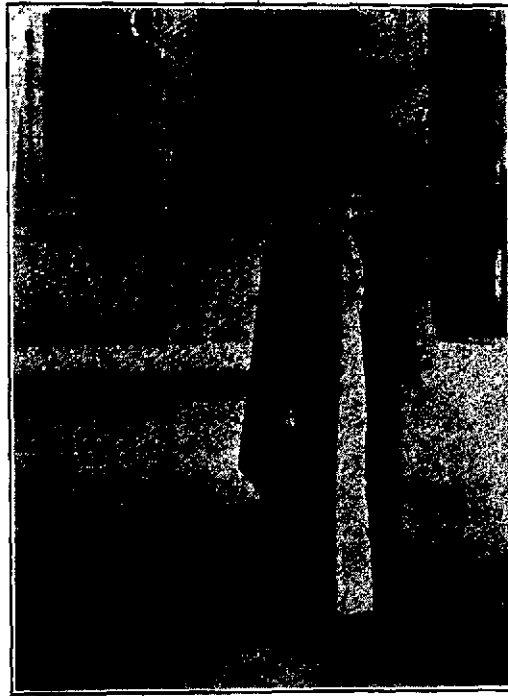
Chemistry—Elizabeth Stuart Gatewood, Final Honors; Lucy Carter Lee, Third Year Honors; Mimosa Hortense Pialtz, Third Year Honors.

English—Ruth Evelyn Henderson, Third Year Honors; Bertha Halle Mann, Final Honors.

French—Jeanne Elise Ballot, Third Year Honors; Constance Lambert, Final Honors.

Latin—Laura Frances McDaniel, Final Honors; Ruth Alexandra Morrison, Final Honors; Elinore Wright

Continued on Page 3, Column 3



DOROTHY BROCKWAY
Undergraduate President
Winner of the
Von Wahl Prize



BERTHA MANN
Senior President

BACCALAUREATE SERVICE

The one hundred and sixty-fifth or Victory Commencement of Columbia University began on Sunday afternoon, June first with the Baccalaureate service, the keynote of which was thanksgiving for the reestablishment

Continued on Page 3, Column 2

CLASS DAY

On Tuesday, June third, a goodly portion of the college was gathered together in front of Milbank for the step ceremony. The seniors in cap and gown as contrasted with the "hoi poloi" in white, for once in their lives, really looked as dignified as they are popularly supposed to be.

To the great edification of some twenty spectators on the other side of the street these indefatigable maidens, undaunted by the broiling sun, sang their little ditties of praise and farewell to dear old '19, who replied in tuneful strains which made us all think of Sing Song.

Then Bertha Mann, as outgoing Senior president, invested Dorothy Robb, the incoming Senior president, with the official cap and gown, making a humorous speech which we all thought was very clever, and Dorothy Robb responded with a serious speech which we thought very true. '19 then left her exalted position in front of the steps for a still more exalted one and each class went up a step in dignity until there were no Freshmen left.

After everyone had marched to Students Hall and attached herself firmly and glutinously to a chair, the procession of Seniors made us forget, for a time, the heat. Bertha Mann stepped forward from the celebrities on the platform to tell us that the orchestra had neuritis in its arm and that the programs were among the missing. She adequately took the place of the latter and an obliging Senior played the piano. The programs did, however, come in time to be carried away by the guests.

The class song, "Ship '19," by Adele Alfke followed, giving all the visitors a chance to see Georgia Stanbrough in action.

After Bertha Mann had delivered the salutatory very cleverly, Erna Gunther read the Class Day Poem which had been written by Lenore Guinzburg.

The coup d'état of the afternoon was Miss Gertrude Geer's reading of the class history which she had written. She carefully informed us that she had not gone back to the past for models but rather preferred to set a standard for the future and create her own precedent. She did indeed succeed in creating something which it will be difficult for future class historians to equal.

'19's non-serious song from Sing Song followed and its reputation is too well fixed for us to indulge in platitudes here. The knocks as presented, by Lenore Guinzburg and Adele Alfke were harmless and good-natured, a few of them being exceedingly characteristic.

Continued on Page 3, Column 2

BARNARD BULLETIN

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BARNARD BULLETIN

Barnard College, Columbia University,
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NEW YORK, FRIDAY, JUNE 13, 1919

FOOD FOR THOUGHT

With Senior Week behind us and the more serious side of the college year thrown back into a new and clearer perspective, we begin to feel able to look at the things we have accomplished as a group in the past months and to size them up with some degree of accuracy and fairness. The year has been an interesting one, bringing as it did at its very start, the sudden cessation of war activities and the consequent release of new interest and energy for purely college problems. From this end it has been chiefly a year of readjustment. We have spent much of our time fitting ourselves back into a peace time program, but—and here we find ground for decided hopefulness—we have not fallen back unquestioningly to former standards and con-

ceptions of thought and action. We have spent much of the year in feeling about, restlessly and sometimes most awkwardly, to be sure, but always honestly and eagerly, for new and better ways of thinking and doing. Our struggle with the cut system and our plunge into curricular reform have been the result of this groping unrest, and while we know that neither movement has produced as yet many of the concrete results for which we aimed, we can certainly count neither fruitless. We have gained a certain amount of restraint and sanity from the year's work that will be invaluable in such problems as we may feel urged to approach in the coming year,—and better still, we have kindled within our midst a serious and abiding desire to keep posted on college affairs and to do our bit in the solution of college problems. The new discussion group "Free for All" is from this point of view the most encouraging student movement that Barnard has seen in a long time and would be, alone, a very worthwhile result of the year's struggles. In another and even more important direction we see effects of the year's work. The plans suggested in this issue for a Faculty-Student Conference Committee, offering as they do an admirable bit of machinery for the furtherance of mutual understanding and cooperation between the Faculty and the Student body, seem to us quite the most hopeful results that the year has produced. We may certainly expect, with the future help and guidance of such a committee, to smooth away many of the difficulties born of misunderstanding and inexperience that have been so evident to us in our activities this year. On the whole, while we can report no startling or world rocking progress this year, we feel that we have made a decided step toward future progress, and that individually and as a college we need not feel dissatisfied with what the year has brought us.

GENERAL RESULTS OF QUESTIONNAIRE

The Undergraduate Committee on Curricular Affairs is now prepared to give a general report on the results of the questionnaire. 190 girls answered the questionnaire giving us 886 opinions on the various courses. The results were very interesting, although we realize that the questions asked were not all that could have been desired, especially since there was no direct reference to the amount of work done by the student. As a matter of fact, however, this information was often volunteered, showing that the students are aware of the fact that the more thoroughly they do the assigned work, the more enjoyment and benefit they get from the course. The vast

Continued on Page 6, Column 1

JOINT CONFERENCE OF FACULTY AND STUDENTS SUGGESTED

To the Editor of the BULLETIN,
Dear Madam:

The students may, I think, be interested to know that the Committee on Instruction at its last meeting discussed tentative plans for a joint conference committee to consist of a committee of the faculty and a committee of students, which might, without having any legislative power, ascertain and crystallize college opinion on matters of general interest connected with the curriculum and other aspects of the institution. The need for such a new bit of machinery seems to arise partly from the great pressure of business before the Committees on Instruction and Student Organizations and Student Council, which makes it impossible for them to have enough time for full and informal conference and discussion. The suggestion of such a joint committee will be laid before a faculty conference early in the autumn. Meanwhile some of the students may be interested in discussing it, and, since there is now no occasion on which I can speak to the undergraduate body, I am taking this way of bringing it to their attention.

Faithfully yours,

VIRGINIA C. GILDERSLEEVE

Dean

IVY DAY

At six-thirty Thursday, 1919 gathered in a little clump by the south terrace, to plant its class ivy. The ceremony was short and quiet, but more impressive than any former Ivy Day has ever been. Those of us who had watched 1917 and 1918 plant their ivy and seen the speaker of the day talk to crowds of disinterested Class Day guests—welcomed the unobtrusiveness and intimacy of 1919's Ivy Day. Those who cared, came and listened—those who did not care were absent. Miss Le Vino's speech was thus in complete keeping with the temper of her audience. She said very little that other orators have said—and emphasized points that former speakers have not so often made. And the main part of her short speech was that we who can see very easily about us the dead and dying or sickly ivy of former classes—must not let 1919 become as decayed as our ivy may become. We should, rather, keep as close to Barnard as we can so that any honor that we may add to our college may aid in keeping alumnae and undergraduates in a closer union—one that may accomplish what the symbolism of the ivy suggests.

SENIOR BANQUET

"The Mood of Olympus" and a great many other moods held sway at the gladdest and saddest—for it was the last—event of Senior Week. It was such a bewildering medley of wit and fun and friendship and goodbyes, that to describe it adequately to those who were not there is the hardest of tasks. Of course one can tell of the lovely table with its red roses and clever place-cards, and of how attractive all the Seniors looked in summery dresses, and of how nice was the dinner itself; but that would be nothing. Somewhere, concealed in the lunch room, was the spirit of camaraderie, making nothing seem real except good-fellowship. To say that Georgia Stanbrough was a good toastmistress is not half enough. She carried her part through with sweeps and flourishes and all the cleverness in the world. She read the constitution of the League of Notions, which is for Odds only. But we might hint this much—that charges were brought against numbers of prominent persons in 1919 of entertaining Domestic Notions. Denials and blushes were in abundance. Two members of the class pleaded guilty, and next day they could tell their Respectives how 1919 cheered them at the banquet. Gertrude Geer made many life long enemies by her conclusively sleuth-like and damning evidence.

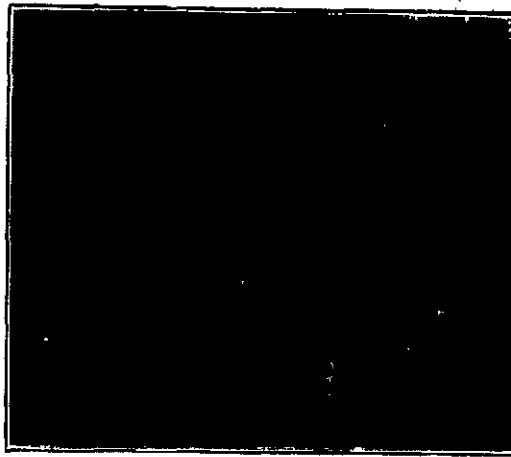
And the stunts. Cake walking and shimmying; swimming and vamping were on the program. And a "gray-haired" Phi Beta Kappa sang with expression the following ditty:

"I wish I was a honosaurarius
hippopototomy-ha-ha-ha-ha."

And what would people say if they knew that the dignified Undergrad President warbled the charming little ballad of a not-at-all-charming little pig, accompanying herself alone by a realistically piggish chorus of squeals and grunts, and whistles?

The speeches were so snappy that they didn't sound like speeches at all; and what more can you say in praise of them?

And afterwards everyone had a wonderful sing out on the terrace with just the right kind of a moon to look at and cushions to sit on, and everything. They sang every song anybody ever knew, from sing-song and the song book, sad ones and jazzy ones, till people began to feel a little weepy at the thought of going home at all. Maybe you ought not know about the party that the Seniors gave to the Sophomore waitresses afterwards at Brooks Hall, in the wee sma' hours, where they had muffins and marmalade and more songs. Perhaps if you had been there you would have heard the sweet though feeble strains of the Sophs serenading the Seniors. But what we must never tell is that as the morning



1919's MEMBERS OF PHI BETA KAPPA
Continued from Page 1, Column 3

We were all glad to know that '19's gift to Barnard is a bench for Students Hall, precisely like that given by 1918 but "twice as good" according to Armitage Ogden whose syllogism was worthy of the genius who first demonstrated that a cat has three tails.

Twenty-one members of 1919 have succeeded in winning Phi Beta Kappa. They are:

- | | |
|-------------------------|-------------------|
| Marion J. Benedict | Constance Lambert |
| Dorothy Brockway | Lucy Lee |
| Cornelia Carey | Laura F. McDaniel |
| Verena G. Deuel | Bertha H. Mann |
| Elizabeth S. Gatewood | Ruth A. Morrison |
| Dorothy B. Goldsmith | Mimosa H. Pfaltz |
| Lucy J. Hayner | Frances D. Rule |
| Mabel Gutman | Vivian Tappan |
| Ruth Henderson | Theresa Tusa |
| Vera Klopman | T. Emilie Young |
| Lucille W. Heimerdinger | |

After Miss Harriet Siebert had announced these names Miss Gildersleeve presented the Von Wahl prize. This was awarded to Dorothy Brockway, the girl, who in the opinion of the faculty and her fellow students, had done most for her college.

Miss Brockway then fittingly gave the valedictory after which the exercises closed with the famous "Sunset Song."



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grew older a few adventurous souls climbed out upon the roof of the porch and continued the festivities while they waited for the dawn.

Altogether, "it was a grand old Senior Banquet", a fitly glorious climax for the going out of a glorious class. We hate to stand and cry,

"Bye-bye, dear Injun Chief, Big Chief, bye-bye." 1919 has meant a great deal to everyone in Barnard and to each other. But they are on their way to greater glories.

SENIOR DANCE

So much eloquence is needed to depict the Senior Dance of which Marion Townsend was chairman, that one is fearful of undertaking it. To begin with, there are innumerable pieces of scenery which might be painted in glowing words of beauty, such as the silver grey curtains which hid the varnished ladders and bare background of the gym walls. One might write poetically about the fairyland into which the campus and terraces were turned by means of bright colored lanterns and the fluffy dresses of the Seniors. One might also wax eloquent over the delightful wicker chairs and cushions that were scattered so happily over the jungle. All of this would do little, however, in giving the real impression of what the dance was really like. How everybody in Brooks dressed and admired everybody else, what a jolly bustle ensued over the arrival of flowers, and finally over the arrival of the various partners,—all this can be appreciated only by those who were there. But indeed, there can never be such a Senior Dance again, just as there will never be another 1919. All the expectations of a Junior Ball which never came off were added to those of a Senior Dance, and the facts of the case measured up.

Great credit is due to Miss Townsend and her able committee for the lovely decorations. Future classes not only have now an example of how the gym may be made into a beautiful place, but also the very substantial inheritance of hundreds of yards of grey cheese cloth. Moreover, the committee found an admirable substitute for the corn-meal floor of the R.S.O. Dance in a boracic acid floor.

The only blemish on the enjoyment of the evening was that the "sleuths" were not able to discover whether anyone really became engaged—as is the regular course of procedure at all Senior Balls.

Continued from Page 1, Column 1

Taylor, Final Honors; Theresa Tusa, Third Year Honors.

Mathematics—Dorothy Brockway, Final Honors; Helen Elizabeth Frederickson, Final Honors; Lucy Hayner, Second Year Honors; Janet Duncan Meneely, Third Year Honors; Mimosa Hortense Pfaltz, Second Year Honors; Eudora Isabel Smith, Third Year Honors; Jessy Emilie Young, Second Year Honors.

Physics—Lucy Julia Hayner, Third Year Honors.

Psychology—Dorothy Goldsmith, Third Year Honors; Dorothy Ruth Morgenthau, Third Year Honors.

Zoology—Vivian Tappan, Third Year Honors.



Prominent Characters from "Quality Street", Left to Right—Blanche Strook as Spicer, Gretchen Torek as Phoebe, Vera Klopman as Valentine Brown, Armitage Ogden as Susan, Adele Alfke, Pamela Thomas, Esther Brittain, as Fourth, Second, and Third Girls.

SENIOR PLAY

1919's production of "Quality Street" demonstrated beyond a doubt that the proof of a play is in the acting. Barrie is so seldom read sympathetically that his plays are often censured for being sentimental or puerile but the interpretation in Senior Play was so dignified and charming that in the case of Barnard's Barrie, these criticisms fall to the ground.

Miss Tappan and her committee are to be congratulated on having chosen a play which was not beyond the possibilities of college students. The popular idea seems to be that in selecting a Senior play it is essential that something unique and different be given. By presenting "Quality Street", the Seniors were able to give the necessary atmosphere and to carry out the child-like dignity of a provincial town, admirably. The Blue and White Room was satisfying and got across a phantom of the charm that distinguished the entire performance.

Among many individual performances, that of Armitage Ogden stood out as probably the most consistent, the quaintest and the most delicate. She gave a portrayal of Miss Susan as a refined and high bred spinster in an inimitable way. She carried us along with her so that, in scenes of prolonged and unmitigated tenderness, we entered into her spirit and swam in the sweetness of the situations.

Gretchen Torek as "Miss Phoebe of the ringlets" was delightful. Her pretty airs and graces, her lightness and buoyancy, her "quizzing" and sprightliness enchanted us and left

nothing to be desired. In Act II the woman of thirty impersonates the girl in her teens and the play relapses into juvenility. This rift in the woman's being given occasion to some highly dramatic altercation between the two halves of the parted ego. Miss Torek was equal to the change and fulfilled all our expectations of Barrie's whimsicality.

Valentine Brown as the dashing hero was truly dashing. Vera Klopman played with her usual finesse and certainty. As a lover V.B. has the good taste to prefer the spinster to the giddy-pate and the reader, with equal discernment, prefers the earlier and soberer acts. In the last act the play forgets its object and trips off with Barrie's usual inconsequence. Miss Klopman reminded us of her portrayal of "David Garrick" for the subtle delicacy and grace and charm hung over this performance also.

Lucretia Peters, Marion Warren, and Theodora Skinner were genteel old maids of Quality Street and were unusually natural. Dorothy Birdseye deserves much praise for her rendering of the part of "Patty". Telene Fox as "Blades" flicked her trousers in a most amusing way and the new manner of laughing was successful. The many other parts in the play were well cast and splendidly supported.

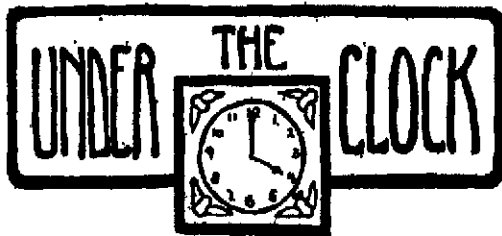
1919 can entertain no question about the success of her performance both from an artistic standpoint and a financial one. At the two presentations the theatre was filled but the heat and crowd were forgotten in the exquisite interpretation of a delightful bit of sentiment.

FACULTY NEWS

The engagement of Miss Lucy Gregory, Instructor in Romance Languages and Literature, to Mr. Robert G. Henderson of Boston, has been announced. Mr. Henderson has just gotten out of the service and back from overseas where he served as Major in the Railway Engineering Corps.

FRESHMAN LUNCHEON

It was in the West Room of the Hotel Commodore at 1:30 that the Class of '22 assembled full hundred strong on May 30th. After a delightful luncheon Miss Fleming as toastmistress, rose to introduce E. Orne, the first speaker of the afternoon. Miss Orne spoke at some length on '22's spirit as a class and on those things which it has accomplished during the past year. Miss Latham, who was the guest of honor, then made a short speech. She was followed by E. Mendel, who gave an excellent and witty rendering of the Class History. D. McGrayne spoke a few prophetic words on Greek Games. The reading of the Mystery Book by E. Orne called forth many a hearty chuckle. K. Coffey was then duly invested with the presidential gavel, and everybody filed out gaily to the tune of the Class Song



In the summer when it's hot
 You must never eat a lot.
 Never wear too many clothes,
 Put lots of powder on your nose.
 Never play exciting games,
 Sit around like ancient dames.
 You will feel an awful fool,
 But you will keep very cool.

Marks Pleasant and Unpleasant

There are marks that fill you with elation

There are marks that make you grin and gloat.

There are marks that ruin your vacation,

There are pesky marks that get your goat.

But the marks that takes your extra credit,

That makes you heave a gentle cuss,
 (???) you said it!
 Is that hieroglyph, C plus.

And How to Get Them

A.

1. Have a reputation.
2. Argue with the Prof.
3. Ask intelligent questions.

B.

1. Do all the work except the readings.
2. After the habit is acquired, Nature will do the rest.

C.

1. Work very hard.
2. Take notes on the readings.
3. Go to Zoo, Museum, etc.
4. Expect something better—then maybe you will get a plus. D.F.

We know, but we do not like to give ourselves away.

Brooks Packing Song

I fought with my trunk and won, and won,
 I fought with my trunk and won.
 I put in the things that I'd brought up here,
 And all of the things that I borrowed all year,
 So I gaze at my friends with a cynical sneer,
 For I've fought with my trunk and won and won,
 I've fought with my trunk and won.

The Parting

The sun is sinking in the north,
 The shimmering sea's a golden broth,
 All's silent save a yodeling moth
 That softly yodes "Farewell."
 * * *

It's a sad world and a weary one,
 * * *

The boardwalk creaks
 And everyone is packing
 And as soon as we get an inspiration
 Somebody goes off to Hoboken

Or Georgia
 Or something.
 And then we look out of the window
 And see people loaded with Things
 Umbrellas
 Powder
 Rubber boots
 Dance costumes
 Books
 We are very sad
 We cannot be funny.
 Farewell.
 For painful puns and verse that's free
 Accept our last apology. MAL.
 *Expurgated

Continued from Page 1, Column 2

of peace and praise for the victory of the Allies. The service was held in the Columbia gymnasium at four o'clock. Candidates for degrees assembled by schools. The academic procession was composed of graduates, trustees, members of the various faculties and university officers. It was quite significant that there were few uniformed men in the procession this year.

The sermon was delivered by the Reverend Dr. Edward Ernest Braithwaite, President of Western University, London, Ontario, who took as his text, Micah (6:8) "He hath showed thee, O man, what is good, and what doth Jehovah require of thee, but to do justly, and to love kindness and to walk humbly with thy God." He said this was a challenge to the world to follow the three most important rules of religion—righteousness, the Golden Rule and service.

"The result of the war," he said, "places before us a challenge to adopt the Golden Rule as a practical matter of good politics and good business as well as of good religion and in the broadest application to international relations and world affairs."

In speaking of the League of Nations, Dr. Braithwaite said that there was some doubt as to its successful working out unless a basic foundation of self-sacrifice among all nations was established.

"We must work toward the fulfillment of the ideal so adequately expressed by Tennyson:

"When the war-drum throbs no longer
 and the battle flags are furled
 In the Parliament of man, the Federation of the world."

Dr. Braithwaite said that though all nations may not yet be ready to cooperate in the realization of this ideal, two of the greatest nations of the earth, the United States and Great Britain are in a position such as they never have been before to take a strong lead in it.

The music rendered at the service was under the direction of Professor Walter Henry Hall. It included "A Song of Victory" by Percy E. Fletcher and a short festal piece to celebrate the restoration of peace.

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Continued from Page 2, Column 2

majority of the students answered the questionnaires very thoughtfully, offering intelligent commendation or constructive suggestions which might make the course still more valuable.

Students, contrary to the usual opinion, do not enjoy courses that are "snaps" as much as those that necessitate a good deal of work. This is clearly shown in the following suggestions which are those most universally offered in regard to all courses.

1. There seems to be a general desire for more class discussion. It has been suggested that when the reading is assigned the student should be told to bear in mind certain definite questions for discussion in class. In this way the students would not only be obliged to do the readings, but the discussions would also be more to the point and more beneficial.

2. Another general desire is for more short papers or oral reports. The individual work in looking up material for papers or reports is found to be of the greatest value.

3. Throughout the questionnaire we found an appreciation of those classes which brought into close contact the past and the present, and an almost universal desire was expressed to have more time given to the study of contemporary questions. We realize that no one is able to interpret present-day movements infallibly. But we believe that the faculty, by virtue of their greater knowledge and experience, can, more than any one else, aid the undergraduates in understanding modern events. We feel more of this assistance to be particularly essential and desirable in view of the unprecedented demand for it.

4. One of the best suggestions we have had is that the courses in history and economics should be definitely correlated as is the case in History 13-14 and Economics A1-A2. It might also be valuable to have the English and Philosophy courses correlated with the History and Economics, so that a student could get a thorough grasp of the various periods she was studying.

Criticisms and suggestions for individual courses cannot, of course, be given in full here. In order to give all our information both to the faculty and to the students we have arranged for card catalogues of the courses, one of which will be given to the Dean and one of which will be placed in Student Council Office by September 20th and may be consulted by any one interested. These card catalogues will state, where possible, just what is studied in each course, the point of view from which the material is considered, how much and what kind of work is required, the general opinion on the merits of the course, and any suggestions concerning it.

Copies of the parts of the catalogue referring to particular departments will be given to the respective departments if they so desire. Already several of them have expressed their willingness to consider the material and we shall be very glad to give it to anyone who thinks it may be valuable.

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