

THE BARNARD BULLETIN

VOL. XXVII, No. 29.

JUNE 1, 1923

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Junior Month Explained

July, 1923, is the sixth year that "Junior Month" has been running. It is run by the Charity Organization Society of New York to "show undergraduates what Page 89 in Sociology means in terms of the Bowery" according to Miss Clare Tousley, who conducts Junior Month. The Society offers a scholarship of sufficient size so that each of the twelve colleges invited to participate in Junior Month can elect one Junior girl each. This selection is made by a faculty-student committee at each college. The choices of the colleges this year are as follows:

Barnard—Elizabeth Waterman of Boston, Mass.

Bryn Mawr—Mary Rodney of Harrisburg, Pa.

Connecticut—Katharine Slayter of Auburndale, Mass.

Elmira—Ann McCracken of Scranton, Pa.

Goucher—Ruth Blakeslee of DuBois, Pa.

Mt. Holyoke—Mary Bruyn of Springfield, Mass.

Radcliffe—Mary Killam of Cambridge, Mass.

Smith—Jane Griswold of Syracuse, N. Y.

Swarthmore—Esther Briegel of Philadelphia, Pa.

Vassar—Janet E. Wurlitzer of Cincinnati, O.

Wells—Mary Richards of Auburn, N. Y.

Wellesley—Carroll McCarty of Buffalo, N. Y.

Juniors of former years sent by this college to "Junior Month" were:

Hanna Mann

Edith Cahn

The Juniors will be the guests of the C. O. S. for the month of July, with all expenses paid. They will live together at Finch School and their four weeks in New York will be divided between lectures and trips and case work.

Miss Tousley who visited College this spring also runs a winter's course for volunteers in "Principles of Case Work." Seniors living near New York who are not taking jobs next year can, by investing twenty-one hours a week

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Swimming Meet Held

The open hour swimming meet on Tuesday, May 15, was composed of the regular events. A great effort was made by the Physical Education Department to interest as many people as possible. There were twenty-five competitors.

The events were:

Twenty-yard dash: First heat, Kahrs, Boas, Lubell. Second heat, Kalisher, Worthington, Green. Third heat, Tisdale, White, Grant. Fourth heat, K. Newcomer, Hattorff, Daniels.

Trudgeon: Boas and Kahrs; Jelliffe and Hattorff.

Side: Boas, Jelliffe, Hattorff.

Mortarboard Reviewed

'24 Maintains Tradition of Improvement

Anyone, comparing the last Mortarboard with some of the pioneer copies, could not fail to see that the Mortarboard has come a long way. Its evolution from very simple beginnings to the present high complexity has been almost as phenomenal and gratifying as that of Greek Games. Progress rather is apparent in the ever-increasing felicity of structure and organization than any radical departure from genre, subject matter. Since the substance differs from year to year more by increase in volume than by marked alteration either in tone or in nature, the greater superiority of the latter day Mortarboard lies chiefly to its beauty of form.

In the present 1924 Mortarboard this general tradition of improvement has been well maintained by Miss Nellie Weathers and her board. The promise of its aristocratic brown leather cover is not disappointed. It is distinguished. Perhaps the most signal indication of evolution in form is the art work. The innovation of bordered pages is a precedent that will doubtless be followed in succeeding years. It achieves an effect of uniformity that is not monotonous because of the simplicity of the design. The two columns that form the panel are Doric in spirit, and sufficiently unobtrusive. But the greatest triumph of the art work is in the rugged conventional simplicity of the tinted division plates. In all four the design has been silhouetted against a faint peach-colored background. Color has been used in its pastelle delicacy as a tint,

and not as an inartistic clash of primary colors. The division plate, "Organization," in which toiling figures are climbing a steep incline to a temple at the summit, achieves the greatest sweep. The modern futuristic note is felt in all four of the plates. There are occasional lapses from this high standard, as in the defective composition of the confused Athletics cut, or in the triangular black-and-whiteness of the "1922." The grotesqueness of the "Alumnae in Hades" is justified by its humorous intent. As for the photographs, the standard of snap-shots is much the same. But the views of Barnard campus have succeeded in bringing out the beauty it has.

The art work of 1924 has excelled where it has innovated. In the history of the Mortarboard, the advent of the bordered page doubtless is to be most important. It marks clearly for the first time the real trend of Mortarboard's development, a certain gravitation toward the form and spirit of year books in most men's colleges. Attendant to this is an increased professional tone. But the dual character of Mortarboard materials, the habit of relieving the authentic and the statistical by the witty and the frivolous, saves it from losing entirely its tone of intimacy and informality. This tradition of dual material is one that will hardly bear violation.

From the standpoint of literary content, the 1924 Mortarboard again gives evi-

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Barnacle Reviewed

New Paper Succeeds Bear

"The King is dead! Long live the King!" Our late and unlamented *Bear* has a successor. At last, the ursine ghost may slumber peacefully in his forgotten grave, for over it grows a young and thriving *Barnacle*. If this sounds startling, from an evolutionary viewpoint, we have only to point out that *Bear* and *Barnacle* spring from widely separated branches of the literary tree. *Bear* was a morbid and elderly sort. It created an impression of clumsiness, of spare and vacant solemnity. Its "get-up" suggested a slightly soused *Atlantic Monthly*. *Barnacle*, however, is refreshingly young, replete with possibilities and pitfalls. It attempts, at the same time, more and less than its predecessor; and suggests, from first page to last, the mischief, assurance and eagerness of youth.

It is amusing to look back upon some of the last meetings of the *Bear* editors. They were such a serious-minded group! "Highbrow" is the proper word. They discussed Literature—with a capital L. Sometimes they reached the standard conclusion that its function should be to express the good, the true, and the beautiful—that sincerity and accuracy in the expression of one or more of these attributes constituted a work of art. Sometimes they became occult and talked about style and universality, about eternal verities and cosmic significance. Gradually they came to the conclusion that the college could not, would not, and did not

support a literary magazine. They blamed the college, more or less. Since contributions were not forthcoming, since subscriptions were given grudgingly, they felt the lack of support and interest, and decided that *Bear* must die. It did not seem to occur to them that they, as a board, had failed.

The swift advent of *Barnacle* comes like a clean, clear wind that sweeps away the cobwebs of the past. It is very difficult to condemn or criticize, for the thing that counts most of all (for those of us who are interested in collegiate writing) is the realization that college wants a magazine, and seems ready to organize and support it.

How much *Barnacle* expresses of our old ideal of the good, the true, and the beautiful is an amusing question. After all, the finest work of art is just clay—or canvas—or ink—beside the wonder of the faintest stirring of life. And *Barnacle* has life. No one who turns its pages can fail to sense the vitality, the irrepresible, gay, intense, often careless vitality. The magazine's primary aim is "popularity," and to those who would criticize such an aim it would be well to recall the wise saying that "immortality is continued popularity."

The construction of the magazine seems faulty. It is a bother to have to trace stories through a labyrinth of pages. Incidentally, a story has to be unusually

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Silver Bay

"Silence and sun-light, mountain bound,
Peace, that the world lost and never found."

Mountains draw one from the contemplation of calm waters to a sky of limitless blue; dreams long since wrapped in tissue paper and tied with pink ribbons, float by on puffy white clouds; ideas, cast aside as wornout, pass slowly in review; thoughts, rejected as too startling for every day use, rap softly against the walls of the mind, and new ideas peer shyly from unsuspected nooks and crannies.

It is said that at Silver Bay you have a heart to heart talk when two people meet; a discussion when three happen upon each other, and the making of a joyful noise unto the Lord whenever ten are gathered together. That may be an exaggeration, but it is certain that in this haven that knows no haste, no time is wasted in superficialities, and many songs are sung, because many hearts are filled with the joy of living.

Hundreds of students facing the same big problems, drawn together by a hope that they may so learn to see clearly and act courageously. An honest questioning of relative values, a sincere desire to know the truth, a wish to help each other bind together these students from Wellesley and New Jersey State, Vassar and Elmore, Smith and Wells, Cornell, Barnard and other eastern colleges and distant parts of the world. Under the guidance of men and women who are living fully with the example of men like Jeremiah and Isaiah, whose lives they will study, they will search for the answers to their questions.

But the mountains point not only to the sky, they lure one upward along tortuous paths that meet laughing brooks and linger beside deep pools, on which the sun-sprites dance, and at the foot of the mountain beckons the lake, with its ever-refreshing waters, a worthy opponent when the wind blows high.

Better than all of these, however, is the vital presence of Jesus of Nazareth. In the spirit of those who are trying to walk through life as He taught us, He is with us always, but at Silver Bay one may pause to hear His words, and hearing hope to understand the better.

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Mortarboard Staff Appointed

The following have been appointed as literary editors of the 1925 Mortarboard: Louise Rosenblatt, Gertrude Gottschall, Helen Dick, Elinor Curtis, Marie Luhr, Beatrice Clarke and Maude Cabot (ex-officio). Estelle Helle is to have charge of typewriting and K. Newcomer of snap-shots. The assistant editor-in-chief will not be chosen until fall. Positions on the art-board are still open, and those appointed so far are: T. Burleigh, E. Ludlam, F. Stern, O. Lockwood, E. Wood. Art tryouts will be re-opened in the fall. The business committee consists of G. Pertak, advertising; A. Kitzinger and K. Browne, subscriptions; F. Yates, publicity.

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BOARD OF EDITORS

Editor-in-Chief LOUISE ROSENBLATT, 1925.	News Editor MARGARET MARYON, 1924.
Assistant Editors CICELY APPELBAUM, 1924.	ELEANOR KORTHEUER, 1924. GERTRUDE GOTTSCHALL, 1925.
Reporters IDELL SCHALL, 1925. MARGARET IRISH, 1925. A. A. Editor LUCIA ALZAMORA, 1924.	ELEANOR STEELE, 1924. EDITH BLUMBERG, 1926. Proof Reader MARGARET BOWTELL, 1923.
Typists MARIE BRANDT, 1923. ESTELLE HELLE, 1925.	ALICE WILLIAMS, 1923. RITA LODYGUINE, 1926.

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Advertising Manager DOROTHY BARTA, 1923. Assistant JEAN MARSHALL, 1923.	Assistants MARJORY SKEATS, 1926. ALICE BOERINGHER, 1923.

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BARNARD BULLETIN

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PURPOSE

It has been said that a college should be a community in which all, teachers and students, participated in a common spirit, and felt themselves part of a common enterprise. The faculty-student curricular meetings, which are reported on another page of this issue, are perhaps evidence of a more conscious growth of this co-partnership feeling at Barnard. No matter whether the meetings made any definite contribution toward a solution of the various problems touched on or not, they were valuable as an expression of the idea that college is a student-faculty concern toward which both elements, with their varying viewpoints, can contribute. It is essential to point out that the students, in initiating these meetings, did so, not with the idea of arrogating to themselves any of the prerogatives of the faculty, but because of a desire to learn the attitude of the members of the faculty toward various problems which had presented themselves to the students in the course of their college experience, and for which they felt there must be some solution.

In reviewing the discussions at the two meetings, one becomes cognizant of a feeling that manifested itself in a number of ways, and which became only partially articulate at the last meeting. This feeling we interpret to be a partly unconscious desire to make of college and the experience it offers a unified, cohesive whole—a place where the various activities and studies are subordinate to, and the result of, some major idea or purpose. At the first meeting, for instance, the discussion of the project method was evidence of a wish to find some means of making studies more vital, more real, to the student by giving the work a purpose, by connecting it more definitely with actual life. At the second meeting the same undercurrent of ideas could be perceived. The discussion continually digressed from the stated topics of required courses and the group system, to the question of the need for correlation in college. It was pointed out that students come to college, acquire knowledge in various fields, and keep the types of information isolated in separate compartments of the mind, without ever correlating them, or realizing their inter-relationships. Educators have been relying on the assumption that the students would make the necessary correlations for themselves, but, evidently, for some reason or other, students have generally failed to do this. A synthetic course was suggested, in which instructors would attempt to bring to a focus the information which college offers, and to demonstrate the inter-relationships of all phases of human knowledge. The difficulties in the way of presenting such a course are manifold, and one wonders whether this would not be too artificial a method of accomplishing the correlation, whether the synthesis would not devolve into just "another course."

A more fundamental consideration necessitates a return to our first suggestion. There is an inarticulate desire on the part of the student for making college activities the expression of some vital purpose. Supply that purpose, make it consciously felt, —and the project method would not be needed to vitalize studies; the correlation of the various subjects would spontaneously be made by the students, and it would not be necessary to have it made for them by a lecturer or a syllabus. Let us make more definite the idea that college is a place in which every member of the community is attempting to understand life, to interpret it in terms of the information and experience which he acquires, in order that he may play a better part when he becomes an active unit in society. "To understand life"—vague, general, perhaps, but broad enough to include all types of personality, interested in all phases of human activity, and worthy enough to induce into the college community the much-needed spirit of a common purpose, of enthu-

FROM THE SECOND BALCONY

"The Devil's Disciple"

The Theatre Guild appropriately advertises its latest production, "The Devil's Disciple," by showing the author with protruding horns and a quizzical beard swinging a gibbet over a group of revolutionary hoi polloi. Psychologically, our reactions are—Shaw, the devil, uttering words of profane wisdom through Dick Dudgeon, the disciple. These words of wisdom, always brilliant and satiric, though never holy, are the reminder of the earlier Shaw—verbal fireworks. The plot itself is too obviously melodramatic to be worthy of serious attention. It is poorly constructed, and does not show the smoothness which a play of that type requires. After a brilliant scene in the court room in the third act, in which the dialogue was sparkling and the acting equally splendid, we expected great things. The last scene far from fulfilled our hopes. The dialogue was too long and the conclusion came about twenty minutes too late.

Particularly poor in this scene was the mob. It reminded one of the sort of work that is done by the graduating class of the advanced dramatic school. Something ought to be done about a mob which only moves when it is told, and then fades into the background as soon as it has shouted its allotted length of time.

Roland Young gave a capital performance as General Burgoyne. If Shaw portray's him true to character, then we suggest a revision of the all-American history books. Basil Sydney also maintains a high level of acting with the part of Dick Dudgeon, but his superficial buffoonery is no match for the keener subtler humor of General Burgoyne. The rest of the cast is adequate. Lee Simonson's sets show his customary good taste and discretion.

"Zander the Great"

The most American things we have seen in the recent very American plays that have run on Broadway, and heavily laden and dilapidated this season, is the flivver driven from New Jersey to Arizona in "Zander the Great." More distinct and unique is the driver of the Ford. Miss Alice Brady, as Mamie, the orphan, is grateful to Mrs. Caldwell, her adopted mother, who has just died and left a four or five-year-old son. The son, Zander, is left with little money, a runaway father, whom Mamie discovers has written his wife that he is going to Single Tree, Arizona, and Mamie's love—a rare possession. Mamie drives to Arizona in search of Zander's father. She happens to run into a "bootlegging ranch," and finds the man who claims he is Zander's father. How Mamie manages to work her way into the household in four days,

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Compliments of

Livingston Collegiate Club

Stockton Chambers

306 West 109th Street

(between Broadway and Riverside Drive)

The Poetry Number of Morningside

Poetry should have emotion to transfigure it, to raise it above the commonplace. One can forgive anything else—lack of felicity in phrasing, a muddling consequent on too great intensity—to all these one can say, time will alter the defect. But lack of emotion means lack of poetry.

It is hard to say that the Poetry Number of "Morningside," composed of the poems written by members of the Boar's Head Poetry Society of Columbia has that great defect. It is cool and aloof, there is little fervor, little of the passion that has from time immemorial been connected with youth. There is felicitous phrasing and fine manner—but one wonders sadly why the poetry was written. Here is no voice crying in the wilderness, but only very civilized youths committing rounded phrases to paper — not quite empty phrases, but far more form than emotion.

With these phrases something can be done. Joseph Brutschy has painted cleverly his "Miniature"—mannered as the fair face it paints. S. T. Hecht has done a vivid portrait of his "Grandmother." Lawrence Dormer Jordan, whose poetry seems of all most full of meaning, has done three charming sonnets of mediaeval France—colorful and alive, and extremely well versified. Daniel Walden's "After Harvest" is somberly brilliant—like the time he celebrates, and has dignity and poise.

Two poems there are which to the reviewer seem infused with something of spirit — something of the raw stuff of poetry. Charles Wagner's "To Climb a Hill and Be Against the Earth" is as stirring as its title would indicate. Here is the man who would stand against the earth through sheer love of it. Lawrence Dormer Jordan's "Saint Anthony" is in the reviewer's opinion the best poem in the magazine. Cerebral yet passionate, rich in form as well as content. It can say,

"But I'm not a stalk bound by a cord,
I've a broad, fertile mind wherein the breeze

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siasm for the experiences which it offers. If this purpose were but made a more integral part of college thinking, if, instead of being taken for granted, it were offered to the students, not in the form of a pre-digested course, but as the spirit, the motive for presenting all courses, methods for stimulating students to think would be less needed, and the students would necessarily attempt to correlate and connect up with actual life, the information which they were getting. Under such conditions, college would indeed be a community in which all felt themselves part of a common enterprise.

Faculty-Student Discussions Reported

NOTE—The meetings of the faculty and students to discuss curricular problems have aroused widespread interest. The following are informal reports of the meeting written by students with the purpose of giving the various arguments and points of view presented. The reports are not verbatim.

LEARN WHILE YOU STUDY

First Informal Faculty-Student Discussion on College Curriculum

NOTE—In "Dear Brutus" everyone had a chance to live his life over again. Borrowing this philosophy, we have allowed most of the principals in the following discussion to say what they afterwards wished they had said—in fact, had really intended to say, you know!

Chairman: "This is my idea of the issue at stake. 'Is the Project Method feasible for college courses?'" General assent or at least lack of dissent. "But before we proceed to discuss the Project Method perhaps we had better make sure we all know what we are talking about." Enthusiastic nodding of heads.

Faculty Number 1: "I was not able to attend Dr. Kilpatrick's talk, but in reading his article I was startled to learn that there was nothing new in the Project Method. We have been doing just that sort of thing in Freshman English!"

"What do we mean by the Project Method?" continues the fresh young chairman, cheerfully interrupting the faculty. The silence encourages her to proceed. "My understanding of it is something like this:

Project Method Explained

There is general dissatisfaction with the lecture-quiz recitation system because:

1. The student is given beautifully thought out conclusions to problems which she has not had a chance to feel. They are not perplexing to her, so consequently the solutions do not seem interesting or impressive.

2. When students take a course they are not expected to show any initiative or assume any responsibility (aside from passing the final exam). Their function is to drink in, and a few weeks later tell what they drank.

3. As a result of this sopping up of intellectual nourishment, and the lack of interest in the menu offered by the faculty, there is little true intellectual growth. A course hasn't made much difference to a student.

4. The lecture system is an excellent device for hastening the student in a light-footed fashion over a long road of learning. But the faculty expert (who in his student days perhaps differed from us in degree but certainly not in kind) often forgets that he really didn't acquire much learning by this means.

"Now the project method suggests a way around these difficulties:

1. It aims to rouse the student—to put him in a situation where he feels the gripping reality of the problems in a course.

2. The responsibility of getting solutions to these problems is then a cooperative enterprise, between professor and students—the students are expected to make contributions.

3. The true satisfaction comes from the amount of light that each student has thrown upon the problem. The facts and data gathered; via an adequate solution become an actually useful piece of mental furniture, instead of being a fancy rosewood parlor settee that he throws out as soon as examinations end its usefulness.

4. If the student really feels the problem, there is no need to worry about the ground covered. She may not take up every point the professor had planned to treat, the selection being based on 'what will make us more intelligent about this problem,' and not 'what does the professor want us to say on an examination.' Of course the two overlap more or less, and those who have experimented with this method assure us that students acquire as much information as formerly.

It would probably be impossible for every college course to provide for all these essentials of learning, and—

"Yes, madame Chairman," interrupts faculty number 2, "I think you are going to say what I have on my mind. If every problem in every course were to be felt keenly by any one student, she would die of brain fever."

Chairman: "That is certainly an important point, but are you not looking into the dim and distant future, when there will be no lecture system? I think it is safe to say that this difficulty is not likely to be acutely felt for some years. The duty of this group seems to me more along the line of how certain courses, where the professor would like to change, may be modified to the best advantage; rather than a consideration of how many courses a student could carry, assuming that they were all on this project basis.

Examples Given

Now in order to smoke out more difficulties that are sure to arise in applying this method, suppose we tell each other about samples of projects we have found in college courses."

Student: "A drama course that I took this year was started off by 'What do you think drama is, Miss X? What's your idea of drama, Miss Y?' After much floundering we were told where we could find other people's ideas on the subject. The plays that we read or went to see, we had to criticize and discuss in class, afterwards looking up the thoughts of professional critics. Readings were assigned, and we read them with great avidity, I can assure you!"

At this point Faculty Number 3 arose. He was sad to have to leave at this very interesting stage of the discussion, but there was one thing he felt he must say. So with his hand on the door knob, he delivered the following ultimatum: "All this change in method is very fine, but you are postulating a super-human professor. It takes unusual personality as well as ability to get away with your project method." As the door closed Faculty Number 1

sighed deeply and remarked, "Yes, and a super-student, also."

Student: "Coming back to illustrations of what we consider good teaching and learning, a course that I am taking in Sociology is partially project. Every student selects a topic for individual research along the line of the course. After a few introductory lectures by the professor we report on our special topics. One class hour a week is used for personal conferences. This plan is not altogether ideal—"

Student interrupting: "No, it has its shortcomings. Half of the reports are boring, and of no benefit except to the person who did the research. Of course, we are required to hand in a criticism of the report, but when the presentation is dumb, the criticisms are just a burden."

Faculty: "You have raised what seems to me a serious difficulty. How are you going to produce a sense of continuity in the subject matter of the course? It looks to me as though students would only absorb the little specialized bits of knowledge they work on themselves."

Student: "Dr. Kilpatrick's method of teaching graduate students might suggest a way around your objection. He begins his course in educational psychology with a carefully led discussion that unfolds issues and problems as it goes along. Then the class divides itself into committees, each one selecting a problem for special investigation. The reports are then arranged so that each one has sufficient background to give it point and meaning."

Objections to Method Made

Chairman: "As I see it now we have found several obstacles which would stand in the way of applying the method. For one thing, students could not take many courses of this type, or they might be injured from over-study. This method also seems to require a super-professor as well as a super-student. The student might gain only specialized and isolated bits of knowledge, and—"

Student: "I should like to raise some more objections. I gather that you want to rouse the mass of students from their mental torpor by using artificial methods. I have seen it tried in an English course and fail to produce the desired result. Questions that one would suppose might interest students—such as immortality and the value of revolutions—were the subject of class discussion, and readings were made available in the library, but about six out of a class of thirty did them. In class hour the vast majority responded with "I don't know." But even if they had done the work and wanted to discuss, I should prefer hearing what the professor has to say, because I can accept his ideas with more certainty."

Student: "You seem to imply that students would monopolize the class hour. This would not necessarily be the case. Dr. Kilpatrick often lectures when there is some information that he is in a unique position to give."

Faculty: "Madame Chairman; I want to go back to the point made by Miss X a few minutes ago. Won't this method mean that a few students will do all the work, and that the dead back row will still exist?"

Student: "Probably—we can't say until we have some more experimental data to go on. At least we can say, until it is proved to the contrary, that all students have a potentiality of being interested in intellectual pursuits. The people who don't come to college to learn anything, will probably still not learn. But those who come without knowing exactly why, and those who do definitely come for enlightenment may benefit by the change, and they are really the people who matter."

Experiment Explained

Chairman: "You mentioned the lack of experimental data. I might say that there has been a conscious experiment made somewhat along these lines in a Barnard Government course. I have asked Prof. McMahon from Columbia, who has been teaching this course, to come over to-night and tell us what he thinks of the changes made in Government 1."

Prof. McMahon: "I am only too well aware of the shortcomings of the course to wish to say very much about it, if it were not for the fact that a certain wholesome initiative, with which I am in complete sympathy, has been contributed by certain members of the class.

The changes in the regular course were made, en route, so to speak. It has been difficult to free myself from the rut, deepened by years of teaching the course by the old method, and this difficulty has been intensified by the fact that I am still giving the original course to a section in Columbia College. It has been like trying to drive a nail anew in a slightly different direction, near the old hole.

It all fell out in this wise: the course being given was based on a syllabus which was the result of years of learned experimentation, research on the part of various instructors. During the fall, it occurred to some of us that the course wasn't quite as exciting as it should be,—either for the class or for the instructor. Well, I blamed myself and, I suppose, the class blamed itself—and finally the criticism of the class was invited. The general opinion was that the trouble lay in the attempt to inject predigested knowledge into the student,—a mass of information already worked over and developed by the teacher himself—thus leaving the student absolutely nothing to do but take it in. An only partially successful attempt to obtain the representative feeling of the class resulted in the election of a committee of six members. After a preliminary meeting the committee conferred with me and certain changes were agreed upon. It was decided to keep the very broad headings already set down, but to seek to focus the energy and attention of the students on a very few sub-topics, and to arrange these, in order that an opening for individual initiative in the classroom and library might be obtained.

The effect of the changes has been to shift the responsibility to the student. The committees and sub-committees formed to select the broad topics and to frame significant sub-topics for each, also volunteered to take on themselves the mobilizing and development of suitable bibliographies, as well as the procuring of books. The students also preferred to allow themselves a greater choice in the matter of readings. This actually seems to have resulted in a more extensive reading done by the student and a greater use of current literature. So far, we have not given very much thought to examinations, modified to suit our new plan. The purpose of examinations have been filled up to this time by assigning individual problems to be worked out at home and by written summaries of each student's own attitude upon the topics discussed in class. In order to insure free discussion by every student, we have made the group as informal as possible by the use of a room in which the chairs are movable and can be so arranged that every one can see every one else.

I should perhaps mention that the conditions under which this experiment was made were the worst and not the best, as far as I was concerned, for committee work on the city charter was demanding a large part of my attention. Nevertheless, I do not mean to suggest that this principle of the project-method can be successfully applied without constant planning and attention on the part of the instructor. Things have to be made to happen. This particular case was a little unusual as the change in the course was one suggested by the students, and naturally they felt a live interest and responsibility for the way things went.

If I were to repeat the course at Barnard next year I think I should spend the first weeks in attempting to give by means of illustrations, questions and discussion some idea of what government is all about. We would attempt to work out with the help of an elected class committee a tentative study program of broad topics. In connection with each topic I would have a sub-committee to recommend current issues for class discussions, and to be responsible for bibliography. In connection with each issue the class would be expected to contribute a list of facts which they would consider necessary for a scientific discussion of the question. Members of the class might then be given special assignments of this factual material, which would be woven into the class discussion. Perhaps I have said enough to show that at least one person has learned something about teaching government.

Chairman: Thank you very much, Mr. MacMahon.

It is late, and I think we have gone about as far as we can in this discussion to-night. It all seems to boil down to this: Those who are skeptical about the advantages of a change in teaching methods can not prove that the results would be negligible.

Neither can those who favor a change prove that it would be successful. On one thing we are fairly well agreed, however:—College courses are not stimulating the maximum of true intellectual growth. It would therefore seem to me that we need conscious, thoughtful, experimentation, and if we have succeeded in stimulating such activities, however slightly, our efforts this evening will not have been in vain.

GROUP SYSTEM DISCUSSED

Second Faculty-Student Meeting

Add the faculty to the students, mentally speaking, and what is the result? This has been the subject of an investigation of our famous Curricular Committee. Previous committees have strewn antagonisms and not a few ideas in their wake. This year's committee has felt that the system which is the product of the faculty alone is hardly ideal—and have recognized the inefficiency of mere students. Combination has been the inevitable conclusion. Faculty-student discussion groups have been the means. The second meeting was even more successful than the first, as there were fewer numbers, and more informality resulted.

Reasons for Requirements Given

Although the faculty were but three in number—much to our disappointment—they managed to keep up their end of the argument. The students were armed with catalogues from other colleges and prepared to base their conclusions on the facts. The chairman of the meeting did some skilful "leading" of the discussion when it promised to dwell on unremunerative topics. The concrete issue at stake was the group system versus the required system; i. e., shall a student be required to select a course from a group of related fields, as in Natural Sciences, or required to take a specific course such as History A? Barnard impartially uses both systems. Some of the other colleges,—Radcliffe, Vassar, for instance,—evidence great satisfaction with the group system. One of the members of the faculty voiced the main arguments for the required system. A broad-minded education is the aim of the average college student, barring those who look upon the institution as the center of their social activities. Owing to the division of knowledge into various fields, there are certain facts in each division which a student should know, and which he can only know by taking courses. The faculty went on to say that the discipline of taking what one doesn't like is excellent. This, of course, is one of the planks in our present educational platform.

A storm of protest arose, both from students and faculty. The resulting broad-mindedness was questioned. Many—especially students—felt that the psychological effect of taking Math, when one hates it and is forced to, is not conducive to gaining knowledge of its broader aspects. The student is led to History, Philosophy, etc.—does she "drink"—to parody the old adage? It is well known that the "will to learn" has a great deal to do with learning. Some of the faculty seem to hope

that by exposing all of the students to all branches of learning, some of them will catch some of it. They probably do. Is this, however, the best way to intellectually interest most students in the various branches of knowledge? Granted that the required subjects comprise things which the average person ought to know—some subtler method of interesting her in the content was suggested. An active student advisory committee combined with group of the free elective system might accomplish the purpose. Student opinion has very definite ideas about the value of courses—and the popular ones—which, by the way, are not always the easiest—are well patronized. Vassar has introduced a practical method of forming student opinion. The first two weeks of college are taken up with visiting various classes. Assigned work is given, and it is done. At the end of the period, students make out their programs, and permanently attach themselves to the courses which they consider most worthwhile.

Free Electives Discussed

By this time, faculty and students were at full tilt on the subject of free electives. Some of the faculty assume an inherent ability in the student to pick out the best courses, and to know what she wants. Students, others hold, would be at sea under a system of free electives, and the college in pandemonium. We must admit that there is some foundation for this opinion. Many of the students do not merit the name, and are merely exposing themselves to education. One can never expect the average student to be an "Honor student." It was interesting to note the experience of Reed College. There, a system of free electives is used, with the requirements for a major subject. On the average, the student spread his courses throughout the various fields, and emerged from college with a little more broadmindedness than usual. Those with a special obsession or ability, concentrated, of course, but most students were interested in "tasting" to a certain extent, and the major requirement effected a certain degree of specialization. We are wondering if this would not happen at Barnard if the free elective system were introduced. We fully realized that this supposition may be contrary to the fact. There are many among the students and faculty who feel that the student cannot choose for himself. Others wonder if she has just gotten out of the habit of thinking because of a simple system of requirements that are handed to her on a program slip at the beginning of the freshman year. There seems to be an increasing tendency to let a student do her own thinking, and—if there is any forcing to be done—why not let it be along that line?

Advisory System Suggested

One of the faculty mentioned the experiment which is being made in the direction of sending information to freshmen before they enter college in the hope of giving them opportunity to formulate their own desires. A little judicious advising is well for the most decided of us. Why would not student

plus departmental advisors be sufficient to guide us along the path of knowledge? Most thinking students are questioning not only our present system but its very foundation. Subtracting the amount of criticism which is merely fashion's dictating, we still find a substantial remainder of honest criticism. College is supposed to be a place for "people who think." Why not give them this additional opportunity?

The discussion diverged again, and this time it was to a consideration of the subject of synthetic courses. The faculty expressed a wish that more of our courses in different departments were correlated. As it now is, History is in one little compartment, while Economics proudly occupies another. Individual courses could be more related to one another. The possibility of having a synthetic course, at the end of the college course, to correlate all departments of knowledge, is being considered in several colleges. Such a course might well be given at the beginning, to facilitate glimpsing various intellectual fields. The practical difficulties of giving and conducting such a course, however, are enormous. Most of the faculty are not prepared to give definite information outside their own subjects.

All of these suggestions involve more work for both students and faculty. They would make college a true centre of education in its broadest sense. There is no reason why courses themselves should not become broader, more practical and stimulating to thought. The latter is perhaps the most fundamental. It is not so much what we learn in terms of definite facts, but our point of view and our ability to think, which are of value. There should be, of course, the Honors course for the scholars.

The foregoing philosophical remarks contain the fallacies of all generalizations. Practically, what has been the result of these faculty student groups? There has been in the first place, a reorganization of general courses along suggested lines. Many professors are quite amenable to suggestions and anxious to give the student what she wants. That opens the question—does the student know what she wants? The student has come to the conclusion that she must find out. These discussion groups have been based on facts from other colleges, comparison of systems. The students realize that if they are to criticize and destroy, they must offer something better. At any rate, some of us have decided that there is fire beneath the smoke, and that our duty lies in the direction of forming definite, practical, suggestions. Faculty cooperation, generally most willing, has added not a little to the discussions.

The second discussion group broke up with the definite conclusion among the students that they would work for the introduction of the group system. The faculty present were willing at least to try it. The actual discussion was stimulating, even witty at times, and one left with the feeling that the evening was profitable. The group adjourned, to other than intellectual nourishment.

MORTARBOARD REVIEWED

(Continued from page 1)

dence of ingenuity. More genuine humor than is clothed in the parody of a radio program could not be found. The secret of its success is that it has inimitably caught the salient points of differentiation between our faculty, and has shown them with wholesome good nature. Undoubtedly it is the piece de resistance of 1924's humorous muse. Quite worthy of a rank beside it are some of the pithy epigrams that seemed to be sprinkled through carelessly, out of sheer generosity of wit. Some of the poems achieve only a high mediocrity, felt the more perhaps, because of the heights reached in Facs on the Radio. The history, in four parts, manages to convey quite well the spirit of those authors, in whose image and likeness the various parts were written. Jargon, besides approximating the allegorical language of Yurgen, attains a distinct literary quality all its own, one which sets it above the versions of Freshmen, Junior and Senior years. In turning the estimates which supplement the individual class pictures from verse to prose, 1924 has both gained and lost. Commonplaceness is no longer able to swing itself past the judgment by the sheer momentum of its galloping limerick. But brilliance is able to flash even more brightly in single suggestive phrases.

It is not enough to consider only the literary material. The 1924 Mortarboard has also been successful in recording the most interesting and most representative events of the college year. Part of their effectiveness is derived from the manner of their organization. Although following in its main outline the organization of last year, the 1924 Mortarboard has made one very happy improvement. The section formerly devoted to facts about the just graduated sister class has been appropriately placed with Alumnae news. The total effect of this most recent year book is at once stimulating and gratifying, and sets a precedent not to be vied with easily in the future.

JUNIOR MONTH

(Continued from page 1)

with the C. O. S., earn eligibility to this Course which runs 1½ hours weekly for fifteen weeks, beginning October 15th. Details can be had about this Course or similar opportunities in other cities by writing Miss Tousley at 105 East 22nd Street, New York City.

STUDENT COUNCIL REPORT

The 1922-23 Student Council held their last regular meeting on Thursday, May 17th. It was decided that the report of the Curricular Committee be published in Bulletin. The proposed Constitution for the Barnard Student Forum was approved with an amendment to the effect that the President of the organization be elected by the executives of the organization rather than by Student Council. This year's council earnestly recommended that next year's council consider making a rule that the President of B. O. S. P. is to sit on Student Council. It was voted that any change in the constitution of any student organization cannot go into effect before it is approved by Student Council.

Respectfully submitted,

MARGUERITE LOUD,

(Vice-President Undergrad. Assn.)

"Zander the Great"

(Continued from page 2)

and extract three proposals in as many minutes of the last act from the bootlegging ten, makes a more than three-cornered and intriguing situation. Who Zander's father is, and who Mamie will marry, give an element of mystery, just wholesome enough to be comfortable. Yet you change your speculations constantly.

The play is not thrilling or gripping. It even makes you wonder at times during the first act whether you can get through. But Miss Brady creates a most unique character, and pulls you through in the latter part of the play, which mounts steadily. The voice and accent of Mamie are rich—in a voluminous and a humorous sense. The stubbornness, the spontaneity, and the exactly right amount of crudeness make her more humorously appealing. It is unusual to find one woman with a supporting cast of eight men. But Mamie, as portrayed by Miss Brady, keeps the hands of the eight men unquestionably full. "Good News," the fat old cook on the ranch, is as naive a crude specimen as we have ever seen. You have to laugh at him, you even have to cry! Texas, the rancher, and Mr. Pepper, from Weeweedin, New Jersey, are two priceless characters. The men are exceedingly well differentiated, both by the playwriting and the actors' portrayal, especially so when one considers how they are all drawn more or less from the same particular type. Zander is well trained, but one can see that is a bit difficult for Mamie to carry-over his obviously stogy effects at times. The child is very pretty, though it must be admitted that the audience catches his magnetism not at all, save through the efforts of Mamie's subjectivity. One wishes for better lines in the first act, because every good one is excellently handled. The play ranks high as an "American comedy"—the bootlegging running the flivver a close second. A thoroughly unusual play, "Zander the Great" is successful because of splendid acting.

SOPHOMORES GIVE TEA

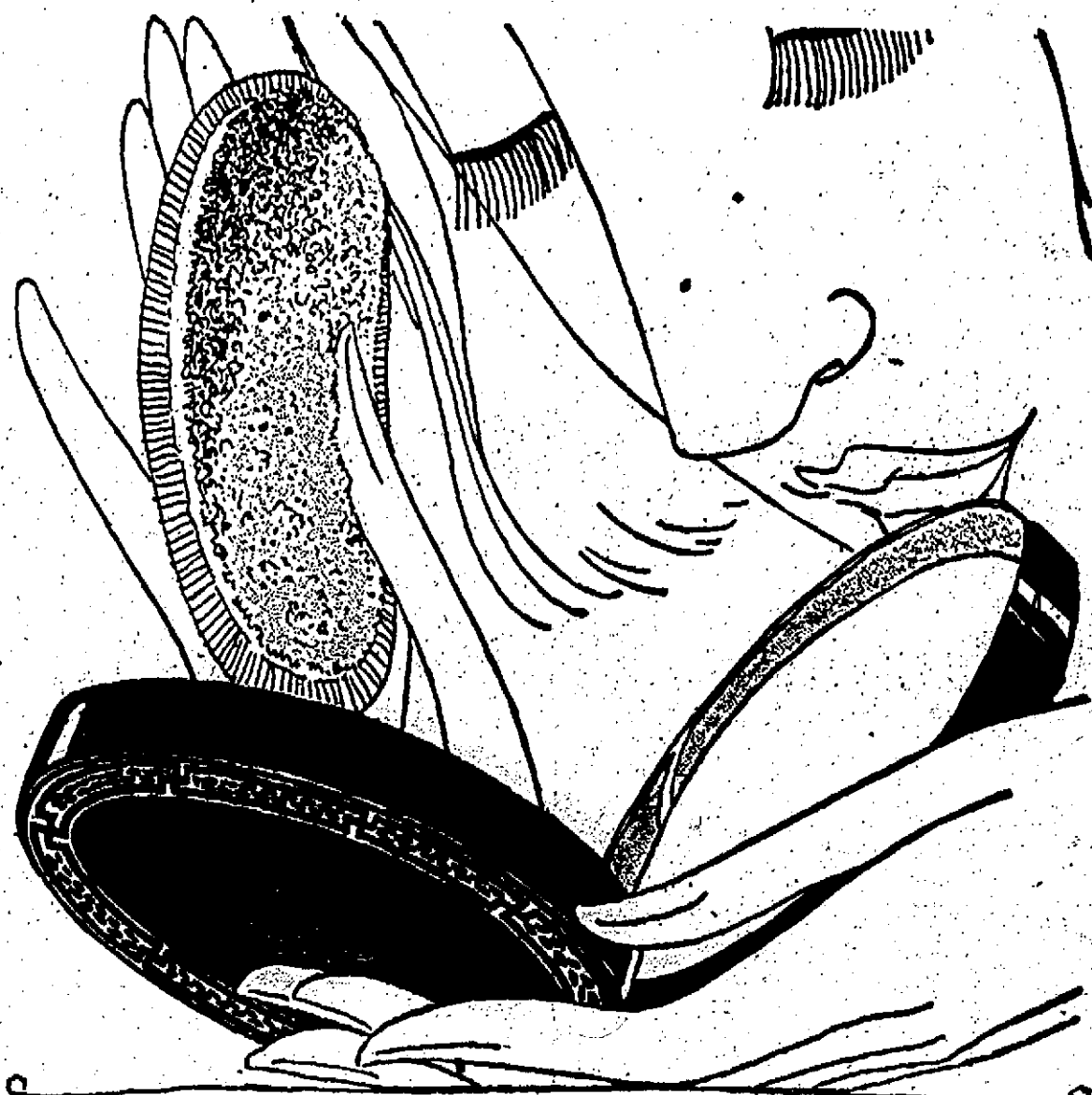
The Sophomore class gave a farewell tea to the Seniors last Friday afternoon on the North Terrace. A large number from each class enjoyed the dancing and iced tea after a strenuous week of examinations.



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