

THE BARNARD BULLETIN

Vol. XXVIII No. 11

FRIDAY, DECEMBER 14, 1923

PRICE NINE CENTS

PUBLIC SPEAKING COURSE ANNOUNCED

These to be Nailed to Door

A new course, "Speeches on Public Questions," has just been incorporated into the curriculum. It is of a type new to Barnard, and should prove extremely interesting. The purpose of the course is to open to students an opportunity for serious practise in the oral presentation of talks on the subjects of general interest which have previously been assigned or approved with subsequent discussion and criticism by the audience. The students will endeavor to present, not aimless frivolity but instructive material in a wholly interesting fashion, and to sustain the intelligent discussion of such material. Members of the course will preside at the meetings. The professors will act as critics and advisors.

This course is being given this semester without credit but two points of credit will be given for it next semester. The class will meet on Tuesdays, from four to six. It has as yet not been decided whether the course is to come under the departments of English or of Government, since its material is in part applicable to each, and the instructors are members of both departments. To quote the statement of the course as it was passed by the Committee on Instructions, it is to be given by "Professors Baldwin, Haller, and Moley, with the co-operation of the Dean and other members of the departments concerned."

Most public speaking courses suffer from the artificiality of having no outside audience. In order to avoid this, all students of the college are urged to come to the class to listen to the speeches and to enter into the discussion. A large audience will be helpful to those who are taking the course for credit, while the speeches will undoubtedly be interesting to the members of the audience themselves. Each week the topic for the next speech will be posted on the bulletin board outside of Room 137, so that everyone may come prepared to question and to challenge the speakers.

Application for the course should be made to Professor Baldwin before the Christmas holidays. It is expected that a large number of students will apply for admission to the course while those who find it impossible to take the course will undoubtedly find it valuable to visit it as members of the audience.

Barnard Wins Swimming Meet

T. C. Defeated 44-27

Athletic competition with Teacher's College began this year with a Varsity swimming meet on Wednesday, December 5 at T. C. Barnard obtained the lead in the first event and held it to the end, winning first place in every event except the crawl for form. This last event was won by Ruth Lubell of T. C. The relay was as close as a relay could possibly be, ending as it did in a dead heat.

Grace Kahrs, captain, won individual high score with thirteen points—first in the 40 yd. dash and 20 yd. dash, and second in the crawl for form. Naomi Lubell, manager, won second place in individual score with two first in diving and 20 yd. back. The final score was 44-27 in favor of Barnard.

To replace the Hooker Cup won by Barnard last year, the alumnae varsity swimmers have offered a new trophy with the same qualifications: that is, the college winning it three years in succession keeps it permanently.

The next meet with T. C. will be Tuesday, December 18, at Barnard.

SUCCESSFUL ALUMNAE SPEAK

Many Professions Represented

The vocational conference began with a dinner at which the alumnae and undergraduates intermingled in an informal way. Later they adjourned to the college parlor where the main business of the evening took place. Miss Doty opened the conference by referring to the vocational sources at the disposal of the undergraduate—the vocational library in her office, the Alumnae Advisory Committee, and an assembly which is to be devoted to the field of women's work. Miss Helen Jones, who is now teaching English at the Wadleigh High School, was the first to speak. She stressed the larger advantages of the public as against the private schools and gave her own experience in the N. Y. high schools.

The process of getting in is varied—a year of experience is necessary or graduate work with a number of points of pedagogy. Courses in pedagogy are desirable but not essential if one has had experience. After successfully passing the written, oral, teaching, and physical exams, one might stay forever on the eligible list without a personal interview with the principle. This is all important in really landing a job.

In closing Miss Jones pointed out that the vacancies are increasing and that the field is itself extending. There is a great need for the teacher who can give a social and cultural influence and principals are looking for that type.

"Psychology is an ever growing sphere. Miss Gladys Hallman, clinical psychologist at the Neurological Institute, spoke from that angle. Her own work consists in testing for nervous and mental diseases. Psychologists are being used more and more by social agencies, courts, hospitals, and various clinics. The average salary is around \$2,000, not including at least several hundred tests, and M. A. is essential and a Ph. D. is desirable. Miss Christine Robb, Educational Assistant at the National Committee for Mental Hygiene, talked on psychiatric social work. The war made demonstrable a number of mental and nervous diseases previously known only in theory. The relation between stress and the power of resistance in the individual became apparent and it is now possible to predict the breaking point in a particular person and hence avoid the issue. This is preventive psychiatry. The psychiatric social worker investigates the social and thought background of the individual, which assists the psychiatrist in his diagnosis. It is then her duty to follow out his treatment in the hospital and the home. The courts, social agencies, etc. are constantly adding such workers to their lists and the field is yet in its incipency.

Miss Harriet Wilcox, a bacteriologist with the Board of Health, described laboratory opportunities. The New York laboratory is interesting because it is a clearing house for other laboratories and works with living organisms. Laboratory work itself creates the critical attitude and promotes accuracy in the individual—and these attributes are essential to a laboratory worker. The disadvantages consist in the confining conditions of work, and the fact that there are few well paid women's jobs. The demand is considerable outside of New York and is greatest in the hospital laboratories. A knowledge of Chemistry, Biology, and Physics, is necessary for a laboratory career.

Miss Marietta Lott, of the Scenario Department of the International Film

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HONORS COURSES ADAPTED FROM ENGLISH METHODS

President Aydelotte Addresses Assembly

At the College Assembly held in the Theater on December 11, President Frank Aydelotte of Swarthmore College discussed the Honor System in American colleges. He claims that this movement in the direction of Honors Courses in forty American colleges is the adaptation of English methods to American conditions. This idea has not been imported wholesale—but has simply been used to aid in the solution of a recent problem.

He compared the Elective System introduced a few years ago with this new Honor System. While the elective System recognized a difference in aptitudes, this new Honor System recognizes a difference in ability. The Elective System tends to make A. B. work quantitative while the Honor System aims to make A. B. work qualitative.

In American colleges today, it is the average intelligence of the average student which sets the pace. He is the lucky student. The student below the average drops out. The student above the average does not get as great a return from his four years at college as he should. President Aydelotte describes the average undergraduate as an individual who doesn't like to study but must. Consequently, he believes our present academic system in colleges probably the best possible method that can be used in educating him.

President Aydelotte explained the Honor System at Swarthmore College in detail. Any person can volunteer to read for honors at the end of the Sophomore year. Elections to the Honors Course, however, are very limited. Honor students are excused from requirements of hours and courses. Their instruction is individual. The examinations are very severe. The Examination Board last year consisted of one Swarthmore professor and two professors from other colleges. Professor Aydelotte believes that outside professors should be permitted to judge a student's ability in case a student has not read the books advised. Then he has an opportunity to show that he was right and that the professor was wrong. This tends to emphasize intellectual freedom. The honor students find their work very difficult but so far no one has dropped out of the Honors Course.

In closing, President Aydelotte declared that he considered passing through difficulties an important part of one's education. He feels that honor students find their success more thrilling and wonderful to them because they have passed through difficulties to win it.

SENIORS WIN SING-SONG

Event Enthusiastically Attended

The Class of '24 walked off with honors in Sing-Song. The Juniors were not so very far behind in the race, but no one knows what happened to the Sophs and the Freshmen. Both classes were undoubtedly there for the gym was a riot of Lions and Indians. The mascot of '26 was a pleasure to look at as tawney and lion-like as could be and '27's Indians attracted attention by their remarkable command of Sioux. As the classes came in the Student of Biology must have noticed the remarkable evolution of the Student. The Indians led the way into the gym gustily chanting the Sioux Victory song. '26 marched in proudly after their lion; the Juniors entered earnestly though quietly while the Seniors merely glided in. The exuberance of the Freshman was in no way noticeable in the Senior. The evolutionary motif could be followed throughout Sing Song. When the Freshmen sang their songs they bristled with excitement. Their total was 16 points. The Sophs were less excited and made 14 points. The Junior songs were delightful and had a fine harmonious arrangement. The Juniors sang them in an earnest, reserved manner for which they got 30 points. The Seniors, with an enviable savoir faire, rendered their clever songs in an equally clever manner. They were awarded 38 points and deserve great credit for their songs which were unusually good. Mrs. Gallagher and Mrs. Shean and the Junior trio, Marie Campbell, Janet O'Conner and Phoebe Wilcox were agreeable divertissement.

Dr. Hall, Professor of Music at Columbia, assisted by Miss Lillian Schoedler '11, Miss Dillen, and Miss Bradely judged the songs. Miss Lillian Schoedler '11, started the Glee Club at Barnard when she was a student. Dean Gildersleeve, Miss Wayman and Miss Weeks were also present at Sing Song.

SHALL AMERICA ENTER LEAGUE?

Subject of Goucher Conference

At the invitation of the Goucher College Ethics Club, representatives of most of the eastern colleges met at Baltimore on December 7 and 8 to discuss the attitude of students on the peace movement. The welcoming address was given by President Emeritus M. Carey Thomas of Bryn Mawr, who gave the opinions she had formed of European and Asiatic conditions after eighteen months of travel abroad.

At the afternoon session, Dr. Katherine Gallagher, professor of history at Goucher, outlined the European situation, with particular emphasis on Germany's inability to pay the enormous sums demanded for reparations.

The conference was divided into two round table discussion groups in the evening. At a joint session held after these discussions, conclusions reached by the two groups were presented.

On Saturday the question of the power of the League of Nations to bring about universal peace was presented to the students. Dr. Herbert Gibbons, professor of history at Princeton, upheld the United States's policy of isolation and declared the League to be a dead issue, politically. This statement met with opposition from the floor. Later, Mr. Severmore, secretary of the World Court League and the League of Nations Union, upheld the League as the only existing instrument to maintain world peace. This sentiment met with practically the unanimous approval of the members at the conference.

At the final meeting held on Saturday evening, a resolution favoring the entrance of the United States into the League of Nations was drawn up and (Continued on Page 5)

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BARNARD BULLETIN

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COMMENT

A PLACE where students stand up, and intelligently discuss and expound ideas in which they are sincerely interested; where the audience, alert thinking, enthusiastic, is ready to question and challenge, refute and commend, has long been lacking at Barnard. The new public speaking course which has recently been organized has the possibilities for being made such a high-tide spot of thought and discussion. There are students who are enough interested in the course to engage in the work this semester, without academic credits. It is necessary that the rest of the students become aware of the opportunity which is being offered them to hear the talks and to enter into the discussions. The habit of stopping to see what thesis has been 'nailed to the door' of visiting the course on Tuesday afternoons, should be cultivated. The College Tea on Wednesday afternoon has become an institution where students meet for a social chat. It would not be amiss were Tuesday afternoons to become the customary time for students to meet for an hour or two, to hear interesting and vital subjects discussed.

The course is very well organized. In leaving to the students the work of conducting the meetings, it has preserved somewhat the character of extra-curricular work, and opens opportunities for student initiative and enthusiasm. At the same time it has the added merits of providing for faculty cooperation and giving academic credits to those who will do the work of formally presenting the subject. It is to be hoped that the student body will take advantage of all the course offers, and will help make of it something of general interest to the college.

* * *

THE Bulletin welcomes the suggestion that it hold a symposium on the Honor System in the form of a series of articles by members of the student body. If the situation is such as is represented by the letter published on this page, it is undoubtedly necessary that there be a re-statement of the aims and motivating ideas of the Honor System.

In the several discussions on the System which we have heard this year, it seems that only one phase of the problem

has been given consideration—namely, the necessity for guarding against actual dishonesty. Another, and at the time of the installation of the System a most emphasized phase, is concerned with the method by which dishonesty is to be eliminated. If the obviation of dishonesty were the sole thing to be desired, the custom of having proctors need never have been abolished. The system is concerned as well with the development of what might be called intelligent motives for honesty. Granted that there may be the possibility of occasional dishonesty in college life, the question remains as to whether honesty shall be engendered by the presence of a police system of student reporting or by the expression of a group attitude toward dishonesty. The present system, as we understand it, was based on the idea that a generally active and articulate public opinion would become more efficacious in raising the college's standard of honor, than was the former system of student policing. The Honor Board at the time, was considered in the light of a publicity board—an organization that would bring the college to take a lively and effective interest in the matter—rather than merely a board for considering infractions of rules.

An Honor System which will accomplish this end of developing in the members of the college community an attitude of personal responsibility for all actions regardless of whether or not there are guardians and 'policemen' is the system to be desired. This side of the problem of the Honor System should undoubtedly be more stressed in the future.

CORRESPONDENCE

TO THE EDITOR OF BARNARD BULLETIN:

Dear Madam: In one of the recent Bulletins it was announced that there would be space in the paper for discussions of various topics. Might not one of these profitably be the Honor Code? The Freshmen have some vague and conflicting ideas about it. We have found that upper classmen have different views of it and it would be easier to evaluate and form our own opinions if the opinions of others were set down in so definite a form. I am sure that this would be of benefit not only to the Freshmen, but to the college.

Yours sincerely,

HELEN H. ROBINSON.

FROM THE SECOND BALCONY

Queen Victoria

"Pussy cat, pussy cat, where have you been?"

During the performance of "Queen Victoria", a sleek black cat, by some chance, wandered on to the scene, sauntered across the stage, and disappeared into the wings. One could not help thinking of how much the queen whom this descendant of the Mother Goose pussy was visiting differed from the purple and gold queens of one's childhood imagination. How different, too, she was from all that is associated with the semi-epithet, 'Victorian'. The queen Victoria of this play is a real woman. It is, indeed, the vividness with which one is made to realize that she is a real, and an average, woman, that gives the play its dramatic intensity and tragic undertone.

The play, which is undoubtedly one of the best of the season, portrays the life of Victoria in a series of episodes, remarkable for their restraint, their freedom from any evident straining for dramatic effects. The character of Victoria, a singularly stable one, is unfolded through the clever use of slight incidents to suggest much that is underscored by later developments in the play. The episodes move rapidly along to Victoria's happy marriage and her consummate contentment with her husband and children. There is an admirable simplicity in the manner in which Victoria's inability to feel the reality of anything but her love for her family, is brought out. The episode of the death of her husband, Albert, a most harrowing, though extremely effective scene, very dramatically expressed the tragedy of this little woman, interested only in her domestic life, who has had placed upon her incapable shoulders the power and duties of a queen. The play gives a most real and overwhelming sense of the potentialities for unhappiness which lie in the artificiality of man-made institutions.

Miss Beryl Mercer is perfectly cast as the quiet, wilful queen, and interpreted very well the subtle variations in this rather unchanging character. Mr. Ulrich Haupt gave an extremely sympathetic portrayal of the conscientious, romantic Albert, and was especially good in the episode of Albert's death. The minor characters on the whole were well-sketches, although that of Disraeli was a bit too highly colored.

TO THE EDITOR OF BARNARD BULLETIN:

Dear Madam: On Tuesday I went to a college assembly and found, besides myself, forty-six other people there. Did we forty-seven girls "make a break" by going there? I would be very glad if some upper classmen would answer this question because I should like to continue going to assembly, but would refrain if the rest of the college would frown too disapprovingly.

Sincerely yours,

A WONDERING FRESHMAN.

Follow the Star to the
CHRISTMAS PLAY
TONIGHT

8:15

In the gymnasium

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MIRACLE PLAYS

On Monday afternoon an extremely appreciative audience witnessed the annual production of the Miracle Plays, written and directed by members of Mr. Latham's drama classes. The medieval atmosphere always characteristic of particular Barnard tradition, was apparent, all through the amusing dramatizations of Jonah and the Whale, Noah's Ark and the Judgment of Solomon. Considered as a whole the performance was more finished than past years, although the costuming was not particularly striking in any of the three plays. The winning one, "Judgment of Solomon" written by Dorothy Avery, '26, and directed by Rose Weill, '25, was awarded the decision of the alumnae judges, both for acting and costuming. The action was noticeably well motivated, and moved forward to a decided climax, when King Solomon proved the true mother of the child announcing that he would kill it to settle the matter. Brown, '26, as the bereaved and distracted mother who stole the child of the other woman and claimed as her own, gave a spirited and dramatic performance. The fighting between two women was tigerish and decidedly medieval. The little red devil who testified in a high, piercing voice was appearing, even when he dragged the guilty mother forcibly off to Hell at the bidding of Almighty God. Gene Pertak, as the real mother, was pathetic in moving in her plea that the child be saved. There were humorous moments, as, for instance, when the mother rolled over and over in her crushing her child beneath her. Doris Bruce, did the costuming for this play. Besides those mentioned, the cast included the following; God, Evelyn Parson, '26. Solomon, Dorothy Vickery, '25. traveler, Edna Peterson; Devil, Babbie Oppenheimer;

"Noah and the Ark" which won second place, was written by Hortense Opoznauer, '26, directed by Eleanor Philipps, '24, and costumed by Rose Friedman, '26, and her committee. It was less amusing on the whole, than the other two, although there were occasional flashes of wit. Some spirited action was the part of Mrs. Noah, who was D. La

(Continued on Page 5)

Honorable Mention Received

The Dean announced the following as having been deemed worthy of receiving Honorable Mention for academic work during the year 1922-1923: Ruth Weill, Marie Potter, Evelyn Parker, Caroline Gilkey, Jeanette Mirsky, Marie Eichelberger, Olive Johnstone, Helen Plass, Mary E. Ramey, Virginia Harrington, Edith Heyn, Norma Lowenstein, Adele Epstein.

Maeterlinck's *Pelleas and Melisande*

One leaves this production of Maeterlinck's play with an emotion curiously mixed—a deep feeling of having witnessed something beautiful, an uneasy conviction that one should not be so moved. This alone is sufficient to tell us that something, somewhere is wrong; the grand flare of aesthetic emotion, its sharp joy, is too finely-compounded a thing to admit of doubt. Closer reflection does not hesitate where to place the blame. To present a play so that all its more significant elements are placed in high relief while its fundamental tone is consistently maintained, is the most that can be asked of any production. And this Jane Cowl and Rollo Peters, under the direction of Frank Reicher, have done in a performance that is eminently satisfying to soul and sense.

The fault then lies in the play itself. An examination of it, stripped of the delusive potent grace of the production, bears out this judgment. Its effect, in fact, now becomes slightly shoddy, as of old finery, capable, indeed, of being invested by the sympathetic sentimentalist with something of the thrill and the charm of its first wearing; but seen by a less kindly temperament for what it is—a style outmoded and not intrinsically interesting. The term most descriptively of Maeterlinck's handling is vagueness. Whether due to careless craftsmanship or deliberate obscurantism, it is marked by unresolved mysteries of situation and wording. The circumstance, for instance, of Melisande's dropping of the ring into the spring is attended by a great deal of wild verbiage and extravagant emotion, intimating its importance, and never mentioned again though we yearn to know what the excitement is about. If we come to the conclusion that this must be a part of the insistent and inexplicable symbolism, we are nowise soothed but rather irritated the more; for unless symbolism is wide and noble and clearly meaningful, it has no place in the theatre where demands upon the attention are already so many and complicated.

The theme, derived from the tragic tale of Francesca da Rimini, with its innate pitifulness, and its suggestion of the terrible inevitable struggle between youth and age, is treated only in its most obvious aspects. We find here no new insights, no sudden revealing lines to add a deeper pathos or a wider comprehension. Maeterlinck has instead weakened the story considerably by the fairy-tale setting and by its use as the vehicle of an obscure symbolism. That nevertheless the play is capable of moving the spectator, amazingly so, proves the abiding effect of certain "forms" of human relationship.

These permanent psychological elements of appeal are finely interpreted by the cast. Here, as in "Romeo and Juliet", Jane Cowl and Rollo Peters convey an exquisite impression of absolute youthfulness, of the young gloriously-illusioned animal in all its eager, sensitive beauty. Their delight in each other's presence, that impassioned sharing of experience which is never again so generous as when maturity lies just ahead, their naive unanalytical belief in each other's invincible perfection, are qualities keenly and surely realized in voice and smile and gesture. And, despite a little blusteriness, almost inevitable in the role, Louis Hector's performance as the husband deserves much praise. He gives the character a certain pathos, prominent in it during the first scenes, but maintained by him even where

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Diverse Ideas About the Function of College

Do the students at Barnard form a homogeneous body, asking the same ends of a college education, or are their assumptions as to the proper functions of a college as varied as their criticisms of existing college policies? It seems valuable to investigate the question and to discover the opinions of some five or six girls who represent very varied interests in college life.

The first girl—an honor student—looks upon college as an intellectual workshop—where one is to find stimulus for work. She regards social contacts as valuable only in so far as they make possible a clash of ideas, and the more heterogeneous these contacts, the more valuable she holds them.

Two other students, who look upon college as a means of learning how to get facts and how to approach problems would emphasize the intellectual, would have the college stimulate rather than formulate ideas, and train the mind so as to make it agile, receptive and able to handle facts. This involves a somewhat broader development of personality which should be the all-important goal.

The first of these girls believes that the college should stimulate the student to express herself, and what is even more fundamental, should give her something to express. Whereas the value of extra-curricular activities here is very great, this girl thinks that they are now being over-emphasized, and a great deal of time so spent would better be used in academic work. A better balance, however, between the curricular, extra-curricular activities of the college so as to better develop the individual can only be achieved by greater faculty-student co-operation.

The second of these girls believes that the best can be accomplished for the symmetrical development of the individual by having the minimum of required courses and allowing individual research as under the English System.

Another student, interested in the arts, emphasizes even more, the development of personality. She placed an added importance on the dormitories. Greater freedom is possible than when living in family environment where assumptions and prejudices are unquestionably followed. This girl believes that the social contacts are valuable not only from the point of view of intellectual clash, but in so far as they give poise and confidence and above all, respect for the opinions of others. In this way one learns to find unsuspected similarities and differences in other people.

A new note was struck by this same girl who expected, at the end of her college course, to find herself trained for a very definite job. This was in direct contradiction to the opinions of the former two, who believe that vocationalism has no place in a college; that the function of the college is to train the mind so as to be able to adjust itself to varied requirements. It follows that specialization makes the development of a well balanced personality, particularly difficult.

The last girl emphasized the social aspect of college. To her, Barnard, as a city college, should be a mixture of social and academic. She had come to college to learn to think on her own, and believes that college should give method for study rather than information. She personally would dip into the varied interests a college offers, and in this way prepare herself for a varied social life after graduation.

From these and other students who were interviewed, it seemed that all agreed that it should be the function of

BARNACLE Athletic Number

The most outstanding feature of Barnacle is still its heterogeneity. It seems incredible that upon opening a publication, (the cover of which suggests the attempt of some high school paper to imitate *The Saturday Evening Post*), that one will find within a poor imitation of a *Cosmopolitan* story, a delightful, whimsical sketch, cartoons of gymnastics in which the actors are monkeys, badly drawn and resembling aggregations of raisins more than live simians, a wealth of trite, unnecessary jokes, one rather clever satire and poetry some of which is well executed, all of which is undertaken with a serious and artistic purpose. One glance at this jumbled array is sufficient explanation of the fact that the editorial page contains no editorials, no statement of what *Barnacle* is or is to be, no discussion of problems of writing, but instead is devoted to the details of a story contest, for which Miss Gildersleeve is generously offering a prize.

As *Barnacle* gives us, in this number, no confession of faith by which it can be judged, we venture to make one for it. A college magazine, entailing as it does a considerable expenditure of effort by its promoters, and demanding a generous amount of support from the college, should, certainly, either be interesting to read or valuable training to write for, or at least epitomize in small degree the interests and artistic standards of the undergraduate group. The first end *Barnacle* can hardly be said to have attained. Its readers will turn with a sigh of relief to the *Cosmopolitan*, *The Smart Set*, *The Conning Tower*, as the case may be. And this in itself is not so much to its discredit. It is perhaps, overcritical to demand that an undergraduate monthly equal these publications. But does it accomplish the second end suggested? Is it valuable training to write for a paper without standards and without style? These questions are not asked in a mood of carping criticisms, but in the belief that *Barnacle* will soon have to face the parting of the ways, and either give up all pretension to literary excellence whatsoever, and become a "funny magazine," become the more attenuated and less amusing sister of the anonymous publications of three middle western universities, or else banish its moribund jokes and atrocious illustrations and formulate some sort of artistic standards. The present lack of standards and attempts to seem high-brow but peppy, representative yet a little satiric is well illustrated by pages 6 and 7. On page 6 we read:

"Sometimes we wash our minds of food and numbers,
Think, drooping-eyed, on what it means to die;
Sometimes the sleeper gathers in a tune."

and on the opposite page:

"Firstly there are the much discussed motorability tests. In the first place we object to the use of the word 'Motor': it has to many er-er recollections."

MARGARET MEAD, 1923

a college to train the mind, stimulate it to individual effort, and teach it to respect the opinions of others. Moreover, it should help the development of individual personality by balancing the curriculum with work in the arts, sciences and social sciences.

The diversity of opinion is great, however, as to whether the college should be a purely intellectual workshop or not. What, again, is the relative importance of social experiences? Should vocationalism be admitted as a factor in college? And, above all, what are the peculiar problems of a woman's college situated in a great metropolis?

Review of the "Three Brontes"

May Sinclair has given us more than "just another book about the Brontes." Waving aside biographical inessentials long considered essential, she has dared a single-purposed approach to that fundamental stuff—born of the moors of Haworth—which made the inner fire of five Brontes. She has analyzed this stuff, and with characteristic coolness, with amazingly clear psychology, has proceeded to account for three distinct geniuses, trace three lines of development which had their roots in the one soil. She has probed into the inner life of Charlotte, Emily and Anne.

Miss Sinclair's triumph consists in the skill with which she gives a high plausibility to her basic theory that Charlotte and Emily wrote primarily from the soul, and that the soul in neither case was made or even colored by external influence. Both wrote best and possessed themselves most utterly when at home, at the Haworth parsonage. Their life-breath was drawn from those windswept moors, and letters and writings point to the significant fact that Charlotte and Emily were unhappy and comparatively unproductive elsewhere.

May Sinclair is the first to spiritually canonize the personality and genius of Emily Bronte. This "pagan and mystic" girl has so appealed to Miss Sinclair that her very Charlotte sinks into a comparatively insignificant background. We emerge from a long eulogy on Emily with the impression that hers was an exaggeration of the fire of Charlotte's genius, more glowing than the genius itself, because more completely individual.

The author's revelation of Emily Bronte is reinforced by the poems she quotes. Not enough people are familiar with these splendid outbursts of the most inspired of the Brontes.

All are remarkable for the pure beauty of diction alone:

"He comes with western winds, with evening's wandering airs,
With that clear dusk of heaven that brings the thickest stars;
Winds take a pensive tone, and stars a tender fire,
And visions rise and change that kill me with desire."

Others are in addition direct commentaries on the independence of the girl's proud spirit:

"Give we the hills our equal prayer,
Earth's breezy hills and heaven's blue sea
I ask for nothing further here
Than for my own heart and liberty."

Or:

"Oh, dreadful is the check—intense the agony—
When the ear begins to hear, and the eye begins to see,
When the pulse begins to throb, and the brain to think again,
The soul to feel the flesh, and the flesh to feel the pain."

For calling attention to these poems we are greatly indebted to May Sinclair. And if insight and sympathy such as hers could inspire every critical work, the classics would be reread with avidity.

ELEANOR KORTHEUER, 1924

NEW ELIGIBILITY SYSTEM PROPOSED

Odd-Even Class Meetings Accept Plan

The Board of Student Presidents Executive Committee in considering the present point system, became aware of its inadequacies and the extremely mechanical nature of the general grading of offices. Continuing their policy of aiming toward individual responsibility to the group at college, they devised a new eligibility system where a girl's capacity for holding offices shall be determined by her individual capabilities for the positions in question rather than whether or not she has already accumulated 100 points.

Under the proposed plan, the limit to the number of offices a girl may hold shall depend upon her Academic and Health Records and upon the number of other extra curricular offices she already holds.

This plan has passed the Board of Student Presidents and Student Council and it will be presented to the Faculty Committee on Student Affairs, on December 18th.

Monday noon, at informal meetings of the Odd and Even Classes, at which about four hundred girls were present, it was unanimously decided to endorse the following plan and to give it at least one year's trial if possible.

ELIGIBILITY SYSTEM

(Proposed Plan to Supersede Present Point System)

POLICY—

It shall be the policy of this eligibility system to increase the number of individuals participating in the management of extra-curricular affairs.

Girls shall be restricted to the holding of more than one major office unless they are peculiarly fitted for the other position in question, and only then if their curricular program and the amount of work already demanded from them shall allow

Girls shall be restricted to the holding of minor offices entailing, in the aggregate, no more work than that required by a major office.

The terms, "major" and "minor" shall be used only in classifying positions with regard to the amount of work required in the execution of them and as a convenience only. Re-classification shall be made at the discretion of the Board of Student Presidents

Administration and Organization:—

1—The President of the Board of Student Presidents shall constitute the head of this system.

2—The Executive Committee of the Board of Student Presidents shall render decisions in individual cases. These decisions shall be final, subject to the approval of Student Council and the Dean.

3—The Executive Committees of the various classes and of the Dormitories shall institute primary investigation on individual cases, and shall report those necessary to the B.O.S.P. Executive Committee for final action.

4—The B.O.S.P. Executive Committee shall have power to initiate cases and refer them to the proper class Committee.

5—Any decision rendered by the B.O.S.P. shall be put into effect within two weeks, or as soon as is practically possible.

6—The Class Executive Committees shall hold regular meetings at least once every two weeks.

7—**Method of Investigation**—The class shall be divided among the members of the Executive Committee, this division to be made as far as possible on lines of personal acquaintance. It shall be the duty of each member to know how many offices the girls on her list are carrying, how much work they are called upon to do and the resulting condition of their academic and health records. The Clubs shall also be apportioned among the committee members, in order that they may know how much work, no matter of how obscure a nature, a member of their class may be doing in a particular organization. The jurisdiction of the Executive Committees of the Dormitories shall extend only over the activities of the girls in extra-curricular dormitory offices.

(to be continued in next week's issue)

PELLEAS and MELISANDE

(Continued from Page 3)

Maeterlinck's conception leaves this subtler view of a middle-aged gentleman, kindhearted but "perplexed in the extreme," who has, all too harshly, been "left out of it."

In spite of its defects it is undeniable that Maeterlinck's play has some attraction, and that its very imperfectness may, if taken rightly, conduce to it. It lies mainly in the pervasive mood of it, dimly fateful, dimly lovely, a mood accentuated by the vagueness of design and the strange style, with its use of cool clear words in constant, emotionally augmented repetition. It is a dream tragedy and fills the spirit with a kind of nebulous terror, a sense of something frightening in the air. Yet all the time it is accompanied by the dreamer's frequent consciousness of the unreality of his drama, the knowledge that awakening will come and bring peace. (How far is this from the atmosphere of true tragedy, whose spiritual logic is wrested from an oppressive reality, and remains more convincing than fact itself). Only twice is this mood broken: first by the author in the crudely dramatic spying scene; the second time by the actors in the love-scene at the end of the fourth act, which in its human passion and sharp gripping pain is startlingly realistic. Up to this moment Jane Cowl and Rollo Peters have been as sublimated and insubstantial lovers as the bloodless text demands; here they become refreshingly carnal.

The scenery, designed by Rollo Peters with the same rare sensitiveness to the mood as he displays in his acting, shows the increasing tendency of modern scenic artists to build varied effects upon a simple plastic foundation.

If the insistence in this review has been upon the poor qualities of the play rather than the excellent ones of the production, it is because in attempting to free ourselves of its compelling charm, and be fair, we have leaned over backwards, and been unfair after all!

ALICE DI SOLA, 1924.

MIRACLE PLAYS

'26 and the appearance of the black faced Ham, served to hold the interest of the spectators. God, in this play, was truly splendid in appearance. Marie Campbell intoned the lines of the part in a rich musical voice, which lost a bit of its effect by growing monotonous. The simplicity of the properties used for the ark and the animals was diverting.

Perhaps the most interesting play of the afternoon, from the point of view of construction was "Jonah and the Whale," written by Anna Lincoln, '24. The verse was all in Chaucerian English, and struck its hearers as wholly delightful. There were many remarkably clever lines which failed to gain their full effect, because of the slowness of the action. K. Morse, '24, was a picturesque Jonah, particularly when she swam protestingly through the cold water and into the gaping jaws of the whale, after having been tossed overboard by the lusty mariners. F. Yates, '25, was a fearsome whale, and swallowed Jonah and ejected him again with the proper convulsions. The mariners were sufficiently brisk and nautical. Something of the medieval atmosphere of this play was lost by having no introduction or prologue. The ending dropped, too, after the audience had been worked up to a pitch of high amusement. The author, Miss Lincoln, directed her own production and the costuming was done by H. Dick, '25.

A decided improvement over other years was the reducing of the number of plays given to three instead of four or five. There was less tension among the actresses than usual and little boredom apparently among the onlookers.

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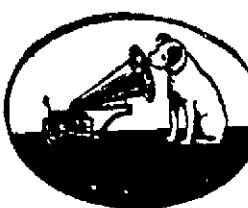
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FRENCH CLUB HAS MEDIEVAL AFTERNOON

La Société Française is to be congratulated on their production of last Saturday afternoon. Two plays were presented, "La Jalousie de Barboüillé," a comedy by Molière, and "Le Cuvier," a farce of the fifteenth century. The choice of plays is especially commendable in that the committee did not attempt something beyond the powers of amateurs, but selected comedies which could be put over largely by pantomime and the sheer spirit of fun. That spirit was evident throughout the whole of last Saturday's performance, not only in the players themselves but also in the audience. Even the lantern by the door of Barboüillé's house added to the hilarity. The actors were uniformly good and entered into their parts very well. Barbara Collison was particularly good as the pedantic Doctor in "Barboüillé." The gestures in "Le Cuvier" were not sufficiently varied and became a little monotonous and unconvincing. The costuming and staging upheld the general excellence of the production by their delightful ingenuity and strict authenticity. La Société Française has set for themselves a most enjoyable and highly admirable precedent. It is to be hoped they will continue in the way which they have thereby marked out.

T. C. DEFEATS BARNARD 26-15

On Friday, December 7, T. C. beat Barnard to the score of 26-15. Milfred Shouldire stood out on the side of T. C. She scored most of the goals by her quick, sure shooting.

The game was exciting from the very beginning. Because of good defensive work on the part of both teams, there was a long period of suspense before the first basket was made by T. C. The greatest adverse criticism of the Barnard team is that its game was too defensive.

In individual playing, L. Morales did not show her usual run of goals, due to the close guarding of E. Mullins, T. C. Nevertheless, she was steady in shooting foul goals, missing only one shot out of five. The guarding of H. Semel, '27, deserves mention, especially since she is a Freshman, and is playing on the Varsity team for the first time. M. Wallfield, side center of Barnard, played a very good game. She caught balls from seemingly impossible situations, and was fast and sure on the court.

The next game with T. C. will take place on December 20 in Tompkins gymnasium.

NOTICE

Beginning Saturday, December 8, there will be a class in the Swimming Pool in Students from 9:15 to 10:00 for the children of the Faculty and Barnard Alumnae, ages—Boys, 6 to 9, Girls, 6 to 12.

There will be no fee for the children of the Faculty.

For further information, call up Extension 292, or call at office 209 Students Hall.

LIBRARY NOTICE

The Library is trying to complete its file of Greek Games Programmes. If any of the present or former members of the faculty or of the students of Barnard college can supply any of these, I shall be very glad indeed to get them. Any which come as duplicates to the Library will be greatly appreciated by the Department of Physical Education.

BERTHA L. ROCKWELL, LIBRARIAN.

CHRISTMAS ASSEMBLY TO BE AT BARNARD

The college will celebrate Christmas this year in Students Hall Gymnasium, instead of in St. Paul's Chapel. It will be held at the regular assembly hour on Tuesday, December 18.

Upon entering the gymnasium, each student will receive a copy of the Christmas carols and a sprig of holly. The special attraction this year is the rendition of Christmas music by the Gloria Trumpeters, a quartet which is playing Christmas music in the rotunda of Wanamaker's store throughout the holiday season.

There will be no addresses or speeches, but just the college singing and the music by the Gloria Trumpeters. Everyone is urged to come and participate in this Christmas celebration.

ALUMNAE SPEAK

(Continued from Page 1)

Corporation, dispelled any illusions we might have had about the "movies." The seasonal quality of the work, the overcrowding of the industry, and the large element of chance involved make it extremely unsatisfactory. It is almost impossible to get in without pull. The directors hardly ever look for anyone but well established people already in the industry. There are few fields for women. Scenario work is very technical and as visitors are not allowed upon the set it is difficult to acquire the requisite information. However, if one does get in and enjoys the sensation of living on the brink of a volcano, Miss Lott assures us that our life work is found.

CALENDAR

- Friday, December 14
8:00—Wigs and Cues Christmas performance, Gymnasium.
- Saturday, December 15
Oberammergau Exhibit at Grand Central Palace opens.
8:15—Columbia University Chorus, Christmas concert, Carnegie.
- Monday, December 17
4-6—Newman Club, College Parlor. Professor Hayes will speak.
5:00—Intra-dormitory basketball game.
- Tuesday, December 18
1:10—Christmas Singing with Professor Hall in the Gymnasium.
- Wednesday, December 19
4-6—College Tea, Dance and Music Club as hostesses.
4:00—Spanish Club Christmas play, Theatre.
- Thursday, December 30
4-6—Mathematics-Science Club, Conference Room.
5:00—T. C. Barnard basketball game, at T. C.

IMPORTANT NOTICE

Students who are planning to take entrance examinations in January should make a note of the dates from the schedule posted on the Registrar's bulletin board in Fiske Hall.

ANNA E. H. MEYER,
Registrar.

CONFERENCE REPORTED

(continued from page 1)

a resolution, introduced by Martin Ahern, a communist, demanding the release of the political prisoners, was passed. Both of these are to be sent to the President and Congress. In order to help to secure amity between France and Germany, it was felt that it would be advisable to hold a conference in England next June, at which students at least from France, Germany, England and the United States should be present. The work of organizing the convention is to be in the hands of the executive committee of the Student Forum.

The Ethics Club of Goucher College deserves a great deal of credit for organizing and carrying through so successful a conference, which is the first of its type held in this country.

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