

# THE BARNARD BULLETIN

Vol. XXVIII, No. 15

FRIDAY, FEBRUARY 15, 1924

PRICE NINE CENTS

## Work Begun on New Wing

During the Christmas vacation work was begun on the new wing of Brooks Hall. This building, the need of which has been so keenly felt for a number of years, was authorized by the Barnard Trustees last spring. Plans and estimates were immediately considered. With construction at present well under way and progressing rapidly, this addition to Brooks Hall is expected to be ready April 1, 1925.

This new wing, nearly one hundred ninety-eight feet long and one hundred feet high, is being built to conform with the architecture of Brooks Hall. It has also been modified slightly to harmonize with that of Students Hall. The building will join Brooks at the corner of the Campus on Claremont Avenue and will extend north to Students Hall. It will be nine stories high on Claremont Avenue and eight stories high on the Campus side.

The main floor is to be given over to four reception rooms, the upper floors to sleeping rooms and suites. There will be suites for members of the faculty and officers of administration included in the new building.

All this makes it possible to house not only the entire resident student body, but also a limited number of commuters, who have been barred from the residence halls for many years, due to lack of room. It has even been reported that the authorities are planning to increase residence accommodations still further in the near future. They are planning for the erection of another wing joining Brooks Hall at the corner of Broadway, thus making a quadrangle on the south side of the Campus.

These plans for accommodating women students involve several million dollars. However, there is a strong feeling at Barnard that this tremendous

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## Juniors

Fill this out carefully and turn it in at "Mortarboard" office before Tuesday of next week, February 19.

### CLASS BALLOT

- Most argumentative .....
- Most artistic .....
- Most attractive .....
- Most absent minded .....
- Most blase .....
- Most collegiate .....
- Most curious .....
- Most distinguished looking .....
- Most essential .....
- Most genial .....
- Most individual .....
- Most intellectual .....
- Most happy-go-lucky .....
- Most likely to be famous .....
- Most naive .....
- Most public spirited .....
- Most slapstick .....
- Most talkative .....
- Most temperamental .....
- Most versatile .....
- Most unconventional .....
- Best all around .....
- Best sport (not necessarily athletic) .....
- Liveliest .....
- Wittiest .....
- Most successful bluffer .....
- Biggest would be bluffer .....
- Laziest .....

## Boas Speaks on Race Prejudice

### Says It Is Not Instinctive

At the Forum luncheon on Friday, February 8, Professor Franz Boas gave the last of the series of Forum lectures on "Race Prejudice."

Dr. Boas commented on the fact that we hear a great deal about "instinctive race feeling" without considering just what we mean by the terms "instinctive" and "race" and how valid is their use in this connection. We generally do not consider what activities may properly be called "instinctive." Such activities as a young child carries on without thought may be considered as inherent in the organism. In later life, we find many new activities and attitudes which occur without volition, and we hastily conclude that these, too, are instinctive. Such an attitude is our reaction to other races.

To be instinctive, a reaction must be inherent in the organism. But we know that a child left to itself among other races grows up with absolutely no race feeling. Another basis for terming a reaction instinctive is its general universality. However, Dr. Boas mentioned the fact that in North Africa only the Mohammedan faith is a criterion of social approval; whether one is a negro or white or an Asiatic. The child's attention is called to the difference between racial types. Such training results in the reaction which we call "race feeling." This reaction is automatic rather than instructive, because it is not inherent in the organism; neither is it at all universal. Race prejudice is the result of social environment alone.

The second term in the phrase "instinctive race feeling" which must be explained is the word "race." What do we mean by "different races"? We may refer not only to the black or white races, but to various subdivisions of the white race, which are found in Europe—the Nordic, Alpine, Mediterranean, and so on.

Dr. Boas pointed out the fact that we often assume that the same mental and bodily characteristics are common to the whole race. It is true that within a family group, certain physical traits are transmitted to succeeding generations. Mental characteristics and particular kinds of temperament are probably inherited in the same way. The result is that differences between family lines occur in much the same way that they do between individuals. Thus the race is not a unit with certain sharply defined characteristics, but a group of family lines, differing from each other in certain mental and physical traits.

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### NOTICE

All students who have entered this February will have the opportunity to pay the \$2.50 Blanket Tax for this semester from February 11 to 25 in Students Hall from 12 to 1. This tax covers the membership in the Undergraduate body, the classes, and the Athletic Association. This tax must be paid by all wishing to participate in any college activity.

## Discussion Groups are Organized

### Will Have Weekly Meetings

Discussion groups comprised of students from several New York colleges and open to all students of Barnard College will meet once a week after February 10th for a period of four weeks, in order to discuss certain problems that are vital to students of today.

The idea of forming these discussion groups was inspired partly by the interest aroused at the Indianapolis Conference and partly by the growing realization of certain students that there are definite problems of common interest facing them today. Through the discussion group method it is felt that students will help each other in getting a better understanding of their common problems.

By each group one of three problems will be discussed. These are:

1. In case of another war, shall we students take part? or shall we refuse to participate? On what grounds? What shall we do about war now?
2. What shall students think about the acquisitive and personality-betwitting business and industrial life of America? What part, if any, shall students take in industrial conflicts? Can students conscientiously contemplate engaging in any life work on a profit basis?
3. Shall we accept or work to break up the existing racial distinctions made in this country, including the policies of occupational and geographical segregation? Shall racial minorities be admitted on a basis of equality into dormitories, fraternities, etc?

The groups will be subdivided still further in reference to the time and place of meeting. They will therefore be comparatively small and each student will find a convenient time to attend. Groups will meet every evening at 7:30 and every afternoon at 4:15, providing that enough students sign up for each of these afternoons and evenings.

The groups will aim at the interchange of opinions by students from Columbia, Barnard, Teacher's College, Union Seminary, the Cosmopolitan Club, the College of Physicians and Surgeons, N. Y. U. and other schools.

Since the members of these discussion groups will not, in general, be accustomed to group discussion or to thinking together, the necessity of group leaders is obvious. In order to keep these discussions a purely student affair, the leaders will come from among the students themselves. Professor Harrison Elliot of Union Seminary, who has devoted much of his time to the technique of group discussion, kindly offered to train students for this function. A number of students have met with him several times. The leaders will have no influence over the results obtained by the group; and will restrict their function to keeping the discussion focussed on one point and to bringing out the opinions of each member of the group.

**WIGS and CUES ASSEMBLY**  
TONY SARG and his  
MARIONETTES  
will appear at Tuesday's  
Assembly  
Brinckerhoff Theatre

## Dean Gildersleeve Speaks on "College Spirit"

### Scores Bored and Blase Attitude of Present College Generation

At the Alumnae Day Tuesday Assembly, Miss Gildersleeve addressed the undergraduates on "College Spirit at Barnard." In opening the subject, she spoke of the many unimportant idiosyncracies which appear in various college generations. Most of these do not matter, but this present group of students at college have a particularly innocuous idiosyncrasy, that of fashionable boredom toward college spirit of any sort. This feeling seems general at all girls' colleges this year and Miss Gildersleeve noticed that fact.

She stated that "Probably this was a reaction against the wrong kind of college spirit as typified by the men's colleges in their undue emphasis upon intercollegiate athletic activities." This had fostered a sort of nationalism within an university, narrow minded and fruitless in the extreme. This sort of college spirit is shown in girls' colleges by the fact that prospective freshmen still seem to think that college life means "midnight fudge parties held preferably against the rules."

College can and should represent more than that, but to do so, it needs some definite object or aim, some purpose and spiritual driving power. This cannot make headway against the indifferent yet powerful opposition of the fashionable attitude of blase boredom evidenced in supporting any college activity.

As an antidote to this attitude, Miss Gildersleeve suggests that we allow ourselves an emotional glow of feeling for Barnard which must inevitably grow from what we ourselves gain from college or give to it, or from the obstacles which some of us must overcome in order that we may even come to college.

This emotional feeling of interest, this driving force is worth having for two reasons—Miss Gildersleeve added—first because it is pleasanter for the Dean and the Faculty to realize that there is some interest on the part of the students, and second—that such a

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### Attention

(This is for the whole college.)

Did you ever keep a character book when you were little? Fill this one out and turn it in at "Mortarboard" office by Tuesday, February 19.

- Favorite book .....
- Favorite author .....
- Favorite character in history .....
- Favorite flower .....
- Favorite play .....
- Favorite car .....
- Favorite color .....
- Favorite actor .....
- Favorite actress .....
- Favorite indoor sport .....
- Favorite outdoor sport .....
- Favorite course .....
- Favorite eating-place .....
- Favorite men's college .....
- Favorite candy .....
- Favorite magazine .....
- Favorite newspaper .....
- Favorite way to spend summer .....
- What do you want to do when you grow up? .....

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BARNARD BULLETIN

Barnard College, Columbia University, Broadway and 119th St., New York.

FRIDAY, FEBRUARY 15, 1924.

COMMENT

1. In case of another war, shall we students take part? Or shall we refuse to participate? On what grounds? What shall we do about war now?

2. What shall students think about, the acquisitive and personality-belittling business and industrial life of America? What part, if any, shall students take in industrial conflicts? Can students conscientiously contemplate engaging in any life work on a profit basis?

3. Shall we accept or work to break up the existing racial distinctions made in this country, including the policies of occupational and geographical segregation? Shall racial minorities be admitted on a basis of equality into dormitories, fraternities, etc?" (from a circular explaining the purpose of the city-wide discussion groups.)

The straightforwardness with which the groups of college students in New York City are asking themselves these questions is extremely refreshing in these days of vague and passive talk about chaotic economic and social conditions and the possibility of even more war. Here is a group of students who first of all are attempting to determine their own attitudes toward the problems which so vitally concern them, the coming generation. Viewed in broad perspective, the questions mean: Our fathers have prepared for us the world we live in. What shall we, as students, as the next generation of leaders, bring to it; what unique improvements shall we contribute?

The discussion groups, with their characteristically modern air of efficient organization, are not likely to create any new world-saving movement. They will, however, do the inestimable service of increasing the slender number of those who have sincerely endeavored to understand the mainsprings of the evils of our modern civilization. The questions outlined touch upon the sore spots in our present society, and present three phases which are inextricably interwoven, since a consideration of war inevitably leads to the discussion of the strength of the economic factor in modern society and of the psychological phenomenon of race prejudice. To the extent that the students reach an understanding of these problems, will they be immune from the mob appeal of war, the deadening pressure of industrialism, and the hysteria of race prejudice.

It remains to be seen whether the questions as stated reflect the temper of the students interested in these discussions. The manner in which the questions are worded stresses the element of action more strongly than the present state of student opinion warrants, it seems to us, while it does not give proper emphasis to the peculiar nature of the type of activity in which students, those who have access to scientific knowledge of social conditions, can engage. It is not so important, for instance, that students engage actively in the industrial conflict, which means, usually accepting the bias of one of the interested classes. It is important that the students who are interested, having gained insight into the various factors involved in the conflict, attempt to spread an understanding of social conditions, viewed from the scientific standpoint of social good, rather than from the limited viewpoint of any one group.

Granted a belief in the necessity for social change, the student should be interested, not so much in accelerating the process of change, as in contributing toward preparing men for intelligent participation in changed conditions. It is a sociological platitude to remark that the majority is usually unprepared for change when it comes, yet most of our reformers are so preoccupied with getting things done that they forget that men's minds are a most important social factor. The student has been given the facts and the knowledge which make it possible for him to take as his special province the work of spreading this intelligent understanding of social forces and social responsibility. The college

CORRESPONDENCE

To the Editor of the BULLETIN:— Dear Madam:

May I, although no longer a member of Barnard College, take issue with the points of view of both Miss Weathers and Miss Trull on the question of the Honor Code? It seems to me that both of them labor under a misapprehension as to the purpose and meaning of that Code.

Both of them seem to think that the Code is a militant institution for the lifting of the honor code of each individual at Barnard. (Let me say, in passing, that I doubt that even this can be accomplished by the means they propose to use.) As a matter of fact, the Code is no such thing. It is merely an acknowledgement of the fact that Barnard girls, being sensible individuals, make it a practice to turn their own work in at all times in class. To be quite logical, of course, that would necessitate the exclusion of the clause on being urged to speak privately to the offender. And such an exclusion was seriously urged at the time of its adoption by many students. It also excludes the signing of any compact. The signing of the Honor Code, in fact, in no way obliges a girl to be honorable. It merely acknowledges the fact that the girl has been apprised of the custom of the students at Barnard College.

An individual student, consequently is responsible to none but herself when she commits an act which both of these writers called dishonorable. And if this is so, is it not mere impertinence for any girl who does not know the offender to step up to her and bid her reform? The girl has chosen to do what she has chosen to do. It is no one's business but hers.

If it be objected on moral and idealistic grounds that this is a selfish attitude, and that the girl should be reformed, I can only answer, illogically but truthfully, thus. The way of treating offenders suggested by both writers does no more good. Does it advantage a girl in any way to refrain from acting dishonorably because she knows that she is being watched? This would probably provoke the indignant reply "No! That's just why we want an Honor System." But what difference is there between the proctoring of a member of the Faculty and the watching of a classroomful of girls, each of whom is

urged privately to pray with the culprit and also privately to report her to the Honor Board which usually expels an offender?

The idealistic purpose is thus merely a shadow of some other reason. It is presumably disadvantageous to the group of Barnard students to have people cheat in examinations—probably because one of them might pass a course which she would otherwise have failed, and so make the orthodox system of rewards and punishments a little bit awry.

If this is the case, and if the so-called Honor Code is not the most effective way to prevent cheating, by all means abolish it. I have taken examinations in Columbia University for a whole semester now, and the presence of the mild proctor has not outraged me half so much as the suggestion that in my three years at Barnard I was being continually proctored by thirty people although I was unaware of it.

If the Faculty are too busy to undertake the task, let student officers do it. But don't let the pretense of an Honor Code in which each individual is free to be honorable if she chooses, continue to exist, if the actuality is that she must be honorable because she is being proctored by thirty instead of one, and the penalty for detection, which is relatively easy under such circumstances, is expulsion.

Yours sincerely,  
CICELY APPLEBAUM

To the Editor of BULLETIN, Dear Madam:—

What should be the attitude of college students toward war? This question struck home forcefully at the Indianapolis Convention and exacts the attention of every thinking student.

We comfortable students of today view with seeming indifference the thin coating of peace in the world at present, through which show the formidable signs of boiling economic relations and preparations in armaments for an outbreak of war inevitably more trouble than any previous one. Are all of us alive to the situation in which the economic interdependency of nations threatens the common peace of the world? And do we know the full meaning and probable nature of another war in view of the advance

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student, no matter in what sphere he may be interested, can always make an unique contribution, can always strive to make more general that largeness of mind, that superiority to the hysteria of mob appeal, that freedom from intolerance, which are the result of a clear and sound understanding of world conditions.

Thus the most practical thing for the discussion groups to stress would be this liberalizing influence which the students are so fitted to exert. The specific actions which the questions seem to suggest have too limited an appeal, and disregard many of the abilities which characterize the students as a group. To become the exponents on all occasions of the attitudes of mind which make for peace, for social equality, and for racial tolerance, may be less dramatic, but would certainly be more in the direction of true social progress.

That those who are discussing the above questions are after all only an extremely limited group is brought forcibly to our attention by the news that only one hundred and seventy-six girls at Barnard, and two hundred at Radcliffe, expressed their opinions on the Bok Peace Plan. The overwhelming majority was neither for it nor against it—which means in most cases that they knew too little about it. It upholds our contention that the important thing to mention in discussing what students shall do in our present social dilemma, is the necessity for students to learn the facts, to gain an understanding of social forces and conditions. Given that, we would need not to fear that the coming generation, like preceding ones, would be subject to the pseudo-idealism of war cries, the blindness of resistance to sane social progress, or the ignorance of race prejudice.



## Crosby Hall will be a Clubhouse

If you were in London doing graduate work, where would you stay? Probably in some nondescript boarding-house or possibly an hotel, where you couldn't be sure of either comfort or congenial companionship. The British Federation of University Women wants to change this prospect. They want to found a club-house for University Women in London similar to those already established in Paris and Washington. To this end they have obtained an option on the historic Crosby Hall.

Crosby Hall is a page of English history. Built in 1466 as the home of Sir John Crosby, merchant prince, soldier, diplomat and leading citizen of his day, it soon passed into the hands of Richard Plantagenet afterwards King of England. Here he plotted to obtain the throne and received the tidings of the murder of his nephews in the Tower. In Shakespeare's time it was the residence of the Countess of Pembroke, Sir Philip Sidney's sister. For a while it was the Lord Mayor's Palace. Sir Thomas More, through a short period of ownership, added the traditions of scholarship and international relations. A true son of the Renaissance, he studied at Louvain and Paris, and brought scholarship and a liberal point of view to the office of Lord Chancellor of England. He was a good father as well as a statesman and in his daughter Margaret he enjoyed "the high-minded sympathy of a soul as great as his own." She was proficient in Latin, Greek, music and the sciences, and thus was an early exponent of the higher education for women.

A later tenant, Sir John Spencer, entertained Queen Elizabeth and her train. Beginning with 1666, the date of the London fire, Crosby Hall gradually slipped from its high estate. It was used as a store house for wines, for groceries, as a casual meeting house and within our memory as a restaurant. In 1835 Maria Hackett made a start in restoring its ancient glories by tearing away some of the eighteenth century additions, but again in 1907 this beautiful Gothic building, which for four centuries had been one of the glories of London, stood in danger of demolition until a group of public spirited merchants organized as the "University and City Association" came valiantly to the rescue. They caused it to be torn down most reverently piece by piece and set up again on the Thames embankment at Chelsea in a garden that once belonged to Sir Thomas More. Then arose the question of putting the reincarnated building to its fullest and noblest use.

Some one was inspired to suggest that it be dedicated to the growing needs of the International Federation of University Women in whose hands some of the glories of the past might be restored. Surely such an occupancy would be as an English Sponsor has said, "in fullest keeping with its association with international scholarship, its representative character as the place of entertainment for visitors from other countries, and its association with cultured women, through Margaret More and Maria Hackett."

Under the present plans Crosby Hall proper is to be used as a refectory and assembly rooms and a new residential wing and library are to be added. The British Federation of

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## The Miracle

We are inclined to think that the "Miracle" suffers from too great a reputation. We hear of its scenic elaboration, its orchestrations, and its numerous and well-chosen cast. So we go, hoping to be carried away by a magnificent play.

A mediaeval setting we do get: a stage extended and transformed into an arching Gothic cathedral, with pillars, statuary, altar, and sanctuary lamp. There is a flock of nuns in black and white; there are bishops and beggars and kings and devils. There is a constant musical accompaniment—from all the corners of the building—that echoes the Latin hymns. Even a mock-benediction is performed before us. It is very ingenious.

The playing is equally admirable. The numbers and variety of the characters are almost unprecedented. In Diana Manners we have a cool, lithe sacristan who pantomimes by incessant and violent bodily motions. The Madonna, on the other hand—she descends from her throne to substitute for the wandering nun—has a part demanding intense hysterical repose, and is withal very tender. More complex is the Piper, a character appearing successively in each scene but the last as instigator to action and then as triumphant enemy, and representing the emptiness of life which goads men to ambition and mocks them in the highest success.

Yet somehow the "Miracle" does not "get across." It seems divided in purpose. At first it is artistic—an objective portrayal of the religious life of the Middle Ages, with very real worshippers, not too devout. Then it suddenly strikes off into ironic interpretation with an insanity of excited prayer that defies all seriousness. Next a series of dream pictures of the life of the nun while she is gone from her convent. Knight, prince, king, emperor, every man of worth that sees her, falls in love and goes straight through to crime or death or insanity. The repetition becomes tiresome after a while, and we are glad to see the sacristan in convent uniform again and the Queen of Heaven holding her Child. On the way home we try to figure out all the connections and to find if there is a meaning.

The "Miracle" is not a mere satire on religion; the careful reproductions of church scenery and ritual preclude that. It has too much obvious mockery to be simply a sympathetic study of a past age. It is not a play;—the action is too faint and vapory and overcome by its setting. Perhaps we had best call it a poor little mediaeval tale lost in a heap of picturesque details, details which it should, if it were prominent enough, unite into its atmosphere, but which now form part of an interesting spectacle.

HELEN MATZKE 1924

## ANNOUNCEMENT OF JUNIOR SHOW

Tickets for Junior Show will be on sale beginning Monday, February 25. There will be three performances; one on the evening of February 29 and both a matinee and evening performance on Saturday, March 1. After the Friday night performance there will be dancing. The music for the Show has already been sent to the Publishers and copies will be sold by the ushers at the performances.

## Recent Student Conferences

This year has been remarkable for the enthusiasm which has accompanied the various student conferences held throughout the country for various purposes. Without doubt there is growing up a more liberal spirit in our colleges as well as a more discriminating interest in social problems.

### Youth and Peace Makers

The first of these conferences was held on "Youth and Peace-Makers", at Goucher over the week-end of December 7. Barnard was represented by Madeline Hooke and Madge Turner. Most of the discussion centered about the League of Nations. There were few opponents. Dr. M. Carey Thomas, President Emeritus of Bryn Mawr, and Dr. Charles Livermore, since, winner of the Bok Peace Award, were among the speakers. A resolution was finally passed favoring the entry of the United States into the League of Nations, conceived as an institution capable of change.

Another resolution was that asking the President to release the remaining political prisoners.

The practical plan, the proportions of which astounded the delegates of the Goucher Conference, after they themselves had framed it, planned for an international conference of students to give the first opportunity since the war for the youth and student groups of France and Germany to break the barrier that separates them and talk over the situation of Europe together with English and American students. This conference further decided that all means should be sought to gain accurate information regarding the actions and ideas of the students of Europe. With the help of this information each delegate promised to bring the appalling conditions today prevailing in European universities to the attention of his or her college.

### Swarthmore Industrial Conference

The Third Swarthmore Student Industrial Conference was held at Philadelphia on December 9 and included about fifty delegates from various union and labor organizations as well as from the University of Pennsylvania, Vassar, Swarthmore and Union Theological Seminary. The Conference concentrated on the thorny topic of an American Labor Party, and was remarkable perhaps, for one thing—"No motions were drawn up, or resolutions passed—and the conduct of the universe had not in any way been altered except by the addition of a few more intelligent opinions on the issue of labor in politics."

The afternoon speaker was Norman Thomas of the L. I. D. who appealed for the formation of a distinct labor party, if its supporters were unable to gain control of one of the major parties.

The evening meeting clearly brought out the differences in opinion in labor and college ranks. Mr. Stacy May, instructor of Brookwood Labor College, pointed out that the whole hope for a labor party in this country would be a farmer-labor party, and this in itself would have great difficulties. Outlining a few possible points of contact, he suggested that labor should demand such economic measures as the restriction of immigration, the nationalization of coal and railroads and public utilities, collective bargain-

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ing, control of the packers and the encouragement of co-operatives. Such measures are not enough, however, for a major political party, and Mr. May suggested a strong stand on the subjects of war and imperialism.

### War and Peace

The greatest enthusiasm accompanied the Ninth International Convention of the Student Volunteer Movement held at Indianapolis on December 28.

Most significant, perhaps were the opinions concerning war and peace as supported by the 5000 student delegates. The four prominent attitudes as presented in proposition form were:—

1. "We believe that preparedness for the emergency of war is the best way to avoid war. Therefore we urge our nation so to prepare that any future war shall be brought to a speedy and righteous termination." This proposition was based upon the assumption that this civilization must be preserved in order that its gospel of Christ might continue to be propagated to a lost world. Two hundred delegates voted in favor of this attitude.

2. "We believe that war is unchristian and should be abolished through a process of education; but that non-resistance is at present unpracticable, and that occasions may arise wherein it is our duty to engage in war after all means of prevention have failed." Three thousand supported this proposition.

3. "We believe that war is unchristian and that the League of Nations is the best way of preventing it; but we should resort to war in case an unavoidable dispute had been referred to the world court without successful settlement." This point of view was most popular and received four thousand votes.

4. "We believe that henceforth war is an utter denial of Jesus' way of life, ineffective as a means of settling differences between nations, and therefore we declare our resolution not to sanction or participate directly or indirectly in any future war. Four hundred students voted agreement to this."

Out of the forty-nine discussion groups of the conference, forty-one discussed racial relations. In all groups there was distinct agreement upon certain race issues. The "superiority complex" was pretty thoroughly disapproved of. The inter-racial commission was heartily commended. Various definite solutions for particular campuses had been suggested—from visits to segregated places, to journalistic propaganda.

### Student Friendship

Because of the sudden change for the worse in Germany where the summer savings of a student worker is not enough to buy one loaf of bread, it was unanimously voted to increase the Student Friendship budget from \$433,000 to \$776,000. "The touch-stone of the reality of this convention," said John R. Mott

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DEAN ADDRESSES

ASSEMBLY

(Continued from Page 1)

force is necessary before we can do our best work. Miss Gildersleeve referred to William James "Energies of Men" in which he says that there are "Riches and possible powers lying dormant within us." The Dean in speaking of the "Phenomenon of the Second Wind" pointed out that men and women can do their best work under some emotional call. She stated that college can help in the development of such an appeal through a college spirit as an enthusiasm. Miss Gildersleeve recounted five means from which the right sort of college spirit can be fostered at college. First, the love of the place, of our surroundings, that love which inspires Oxford men to worship their grey towers. The Dean admitted that at first such a life might be difficult here but when we remember how we are situated here in this metropolis above the great river just where it joins the sea, we cannot fail to thrill at our life at Barnard. The second and perhaps most emotional appeal is that of the ties of friendship, difficult at first to gain here, but beautiful and binding when formed. The right kind of friends cannot fail to spur us on to further effort and achievement. A third benefit at Barnard is the privilege we have of hearing particularly famous scholars in our lecture courses. A fourth driving power is that of herd instinct which demands that each of us work for the credit of this college while we are a part of it. The last culmination of all these processes is the possibility of gaining a spiritual purpose from intellectual stimulus.

Miss Gildersleeve in recounting the beginnings of our college, founded by a serious group of earnest women, pointed out that we must not bother ourselves if we are not exactly like other colleges, but that we should be proud of our unique position at the gates of a great university. The Dean urged that we love the place, that each of us find some part of college life which can enthuse us and keep us interested. Barnard College can never become the great place which is dreamed of by all of us without everyone's cooperation. Her last words were a request to let the bored blase superficial manner merely be a covering to an inward desire to join the group and work for the good of Barnard College in the City of New York.

SPANISH CLUB TO GIVE PLAY

The college is invited to attend the performance of a play written by Miss Marcial-Dorado and coached by Nelle Weathers. The chosen cast is rehearsing the play now and promises to provide an hour of real Spanish atmosphere. The date will be announced later by a poster in Milbank.

CROSBY HALL ESTABLISHED

(Continued from Page 3)

University Women, who have made themselves responsible for raising the funds needed, hope that American University Women will enter wholeheartedly into these plans and support their efforts toward "the encouragement of research and the development of friendly relations among educated women of all countries."

DR. BOAS LECTURES

(Continued from Page 3)

When we compare the Negro and Nordic or Asiatic and Nordic races; we find obvious physical differences. But in the activities of various organs, physiological and psychological, we can find no such differences. For example, although the organs of speech—the mouth, the tongue, the lips,—vary physically, they function in the same way. This is just as true of the nervous system, brain, and other physical functions.

When we turn our attention to the various European groups, it is obvious that there is no such thing as a group of definite characteristics which is universally true of any one race. We assume that Northern peoples are tall, fair-haired, and blue eyed, yet that description is certainly not true of all members of the Nordic race. The inhabitants of Italy and Sicily are generally described as being short and dark, yet this is far from applicable to all individuals. These individual differences are just as true of family lines. There are many families in England who might just as well belong in Spain; and many in Italy who are of the so-called "Nordic" type.

The fact that there is no "racial type" is the result of the vast amount of exchange between countries which has been taking place constantly. All this results in an overlapping of anatomical forms and of mental characteristics.

Because of this overlapping, no distinction can be drawn between whole races on the basis of their excellence. A great deal has been said about the superiority of the Northern European race over others. If we are to adopt the theory of selecting the best types for a perfect nation, we cannot assume that the whole Nordic race is most suitable for such selection, since the race is but a group of family lines, some of which are greatly inferior to others due to various mental or physical defects. Good family lines among the Mediterranean peoples are vastly superior to poor Nordic strains. Any number of negro or Asiatic strains are better than many European ones. So that if we are to proceed rationalistically, the phrase "racial excellence" can have no meaning for us; it is only a number of lines in each race which can be termed most excellent.

ODDS GO TO BEAR MOUNTAIN

Odd Week-end was held at Bear Mountain, between terms, on the 2nd and 3rd of this month. About twenty four Juniors and Freshmen went up, chaperoned by Mrs. Lowther. There was no snow but the skating was good and the toboggans had been banked with ice to make coasting possible. The usual climb to the summit of Bear Mountain was accomplished, and some of the girls hiked to West Point.

As the cook was ill, the girls themselves prepared the meals. After dinner there was a marshmallow toast around the fire in the cabin, and later, although the evening was cold, there were some who slept out-of-doors, on the porch.

Most of the girls left the camp on Sunday evening but there were two Juniors and six Freshmen who remained the night and caught an early train in on Monday morning.

HEBREW CULTURE SOCIETY CHANGES NAME

At its meeting on January 14, the Hebrew Culture Society unanimously voted to change its name, as inappropriate and unsatisfactory to the purposes of the club.

"Menorah" was chosen as a name significant of Jewish intellectual interests. The club is not, however, in any way affiliated with the Intercollegiate Menorah Society.

Weekly discussions are being continued on Mondays at 4 o'clock, in R. S. O. under the leadership of Dr. Evelyn Garfiel.

CALENDAR

- Friday, February 15  
The Assumption of Haunele by Hauptmann, Cort Theatre — special matinee.
- Saturday, February 16  
4:00—Prof. H. W. L. Dana will discuss the Molnar Plays in the Debs Auditorium, 7 East 15th Street.
- Monday, February 18  
8:30—Jane Cowl in Anthony and Cleopatra, Lyceum Theatre.  
Sir Harry Lauder, Manhattan Opera House.
- Tuesday, February 19  
Assembly, Wigs and Cues.  
The Assumption of Haunele by Hauptmann, Cort Theatre — special matinee.
- Wednesday, February 20  
4:00—College Tea.
- Thursday, February 21  
Junior Prom, Cosmopolitan Club.  
Freshman dance, Barnard gymnasium.
- Friday, February 22  
Washington's birthday, holiday.

CORRESPONDENCE

To the Editor-in-chief of THE BULLETIN;  
Dear Madam:

In the spring of the academic year 1921-1922, there was much agitation concerning the award of some suitable symbol for those who had distinguished themselves in non-athletic extra-curricular work, like the King's Crown award at Columbia. It was felt that those who had worked hard and faithfully on BULLETIN, Bear, Wigs & Cues or Debating should have something to show for their effort, as well as those who had played on the class or college team. After much consideration, it was decided to award a small Bear as a very suitable sign for those who had done something for Barnard. These pins were given out at the A. A. banquet that year, and were met with approval on all sides.

The next year a committee was appointed with representatives from each of the activities concerned, to determine the award of these Bears. A page in the 1924 Mortarboard was devoted to the list of the 1922 awards, and the committee for 1923. And then:—what did happen to the whole matter anyway? Nobody seems to know anything about it except that last spring it was not mentioned, and that last year's girls graduated without them. If any potent reason why the non-athletic activities should not have their due and proper reward has suddenly appeared, I for one, am curious to know all about it!

Yours sincerely,

'25

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SOPH DANCE IS A GREAT SUCCESS

On Friday evening, February 8 at nine o'clock, the gymnasium, transformed into a ball-room, became the scene of the Sophomore dance.

With the combined assistance of Peggy Clark as Chairman, and Dorothy Avery in charge of decorations, Mary Carson of music, and Dorothy Holmes of refreshments, the dance ran off very smoothly.

Dean Gildersleeve, Miss Hirst, Miss Abbott and Miss Weeks acted as patronesses, and received the guests.

The gym was hardly recognizable with its trimmings of Japanese lanterns and parasols. At 11:30 a great effect was produced by a flutter of balloons, brightly-colored confetti and streamers around the room.

Over one hundred couples attended, and there were the usual rather large number of stags. The music provided by the Happy Phone Orchestra was very good, and so were the refreshments of punch and cake, which were served in the hall during the dance.

At one o'clock, the class of '26 saw their first dance come to a successful close, when almost all the party migrated to "Childs" for more refreshments.

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**MISS VOLMER IS GUEST OF WIGS AND CUES**

The regular Wigs and Cues meeting was held, as usual, on the first available Monday of the month. Miss Susan Volmer, who is the author of "Sun-up" and "The Shame Woman", and who was the guest of honor for this meeting, spoke to the club members of her work.

During the business meeting the chairman, Lillian Harris, announced that the following girls had been newly admitted to membership in the club. For acting—the Misses Harrington, Robin, Preische, M. E. Harris and Deutsch; for costuming—the Misses Spector, Scott, and Bosch; for executive—Miss Richter; for producing—the Misses Maryon, Irish, Pascal, Baldwin, Lazar, V. Brown and DeLodyguine. The following, though not admitted to membership because of the percentage system which requires that a certain proportion be maintained between actors, costumers and producers, received honorable mention: the Misses Keyman, G. Braun, McNeil, McGuire, Carter, Adler, Kahn, Opozenaur, Hatfield and Hargraves.

In her talk which occupied the rest of the meeting, Miss Volmer told of her experiences as a playwright. She said that is best to write of that of which you know and which really means something to you. If you feel an idea to be truth to you then it is best to go ahead and write it so in spite of all criticism. In this instant, Miss Volmer spoke of her play, "The Shame Woman," which has been criticised in some quarters. Miss Volmer said that she had written "Sun-Up" in two weeks though she had thought about it for six or so. "Sun-Up" travelled about the managers' offices for five years before it was finally produced and, curiously enough, it was her fifth play, though the first to be put on. It does not do for the ambitious young playwright to become discouraged. Following her more formal talk, Miss Volmer answered the questions of the various members, while tea was being served.

**NOTICE TO SENIORS**

The Margaret Meyer Graduate Scholarship, in memory of Margaret Meyer Cohen, of the class of 1915, has been donated by Mrs. Alfred Meyer and accepted by the Trustees. This annual graduate scholarship, of a value of \$75, is to be awarded to a member of the graduating class for training in secretarial work.

A special arrangement has been made with an excellent secretarial school, so that the holder of the scholarship will receive a complete course in stenography and typewriting in return for this fee.

The scholarship will be awarded by the Dean, who will endeavor to select a holder capable of carrying on secretarial work with the sound intelligence and the spirit of service shown by the Barnard graduate in whose memory the scholarship is named.

Members of the Senior class who expect to take up secretarial work are requested to notify the Dean's office before April first. They are also advised to confer with Miss Doty, Director of the Occupation Bureau, regarding this career.

V. C. GILDERSLEEVE,  
Dean

**Mlle. MESPOULET GIVES COURSES**

Our visiting French Professor, Mlle. Mespoulet, began on February 7th the lectures in her two courses. One of these, at three o'clock on Tuesdays and Thursdays, is a general course on Contemporary French Literature. Students who are interested but who are unable to register regularly for the course are invited to drop in occasionally for a single lecture. The other course, at two o'clock on Tuesdays and Thursdays, is a special one for a small group of advanced students.

Mlle. Mespoulet attained first place in the competitive examination of the agregation of her year, and won one of the round-the-world traveling fellowships. She has been for some years Professor of English Literature at the Lycee Victor Hugo in Paris. In the organization of the International Federation of University Women she has played a leading part, holding at present the position of Vice-President of this organization. She is secretary of the French Federation of University Women.

Having been granted leave of absence for this year from her post in France, she has spent the first term as visiting professor at Wellesley. We are fortunate in being able to welcome at Barnard so brilliant a scholar and so admirable a representative of France.

**POSTURE CONTEST CONDUCTED**

An informal "Posture Contest" was conducted last week by the Department of Physical Education in connection with the Freshman and Sophomore Gymnasium classes in an effort to choose the Freshman and the Sophomore with the best posture.

The finals were held on Monday, and about twenty-five (25) students qualified from the various "gym" sections. The posture of this group was so uniformly good that a final decision was difficult to make. However, it was finally decided that of all the Freshmen, Marguerite Carigan had the best posture, and of the Sophomores, Rosalind Broads the best. Those who qualified were: Adele Garmise, M. Goodell, Hannah Semmel, Sylvia Raphael and Edith M. Harris, in the order named, from the Freshman class, and Mary Armstrong, Joyce Whitley, Ann Heller and Ruth Corby from the Sophomore class.

This is the first time a contest of this kind has been conducted.

AGNES R. WAYMAN

**NEW WING ADDED**

(Continued from Page 1)

dous expense is justified by the recent increase in Barnard enrollment. When Barnard College started in 1889-1890 as the department for women of Columbia, it had a total registration of thirty-six. Today there are more than 900 girls registered at Barnard.

Dean Gildersleeve has pointed out that aside from the fact that this new residence hall makes possible the accommodation of about a hundred more resident students than can be cared for now, it will also greatly improve the comfort and community spirit of the group. It is very difficult to conduct a satisfactory college residence in an apartment house, no matter how good it may be, so that to have satisfactory halls on the Campus for all students willing to live near the college is most desirable.

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## CORRESPONDENCE

(Continued from Page 2)

ment of military science and the development in chemical weapons? In light of the facts it is not extravagant to say that "if civilization does not conquer war, war will conquer civilization." For the utter destructiveness of war, we have but to look back upon such ruined civilizations as Egypt, Assyria or Babylon; for its futility of accomplishment, upon the recurrence of similar wars and entangled situations up to the present day.

But war is almost embedded in human nature. It lies rooted in our social structure because of the fear between nations, because of their rivalry for economic advantages, their secret diplomacies, their preparations for war in armaments that are the very breeders of the war attitude. The whole social structure is a system of egoism, mistrust, jealousies, hatreds, fears, excused by a so-called sense of nationalism, justifiable or otherwise. A new social order of understanding and love is but the dream of idealists.

Peace plans, World Courts, Leagues and Disarmaments are awakening some little interest and expression on the part of students. There is some study of problems, discussion, and some inclination for expression, but no definite stand is taken. The question is a political one. Students perhaps feel themselves without a source of power.

There may be students who can not see the bearing upon themselves of the political aspect of the question, but the desperate situation demands a response from every individual by its aspects spiritual and personal. However necessary are intelligent statesmanship and material disarmaments in the peace process, at the base of all must be the change of heart that will change the course of men's actions in this social order. In other words, there is a need for international-mindedness: the willingness and ability to sympathetically understand and change, if need be, one's opinions and actions accordingly. And here features the source of students' power as individuals, groups, or corporate bodies.

Thoughts like these impelled several hundred college students at the Convention to take a definite two-fold stand: first, in the refusal to participate directly or indirectly in war or preparedness for war; and secondly, to substitute in place of physical force as a weapon of retaliation or defense in dealing with nations, rather the creative power of love, based on an attitude of international understanding and good will.

What do the rest of us think about it?

Sincerely yours,  
EDNA E. STAHL, '26

To the Editor of the BULLETIN:—  
Dear Madam:—

The fact that extra-curricular activities at Barnard have become far too complicated and extensive to allow, in the case of a number of students, the educational function of college to hold its place of primary importance, is an extremely important problem. But the suggestion of a wholesale destruction of our present system of non-academ-

## STUDENT CONFERENCES HELD

(Continued from Page 3)

at a dinner in the Y. W. C. A. rooms during the Convention, "will be the way in which the Student Friendship Drive is handled; if this drive is not successfully put through at this convention, we might as well stay right here at Indianapolis."

## Church and Labor

A very successful conference was held at Cambridge, Mass. on January 11, by the League for Industrial Democracy.

The relation of Church and Labor was the first topic discussed. Prof. Norman Nash declared that the church could not remain inactive in face of our social inequalities of life.

The Intellectual and the Labor Movement was the second topic discussed by this conference. Roger Baldwin of the American Civil Liberties Union made an impressive plea to students to understand the labor movement by becoming for a longer or shorter time, genuinely a part of it. They would thus think of labor in terms of a mutual service of comrades rather than in terms of prospective leadership.

Though the subjects of these conferences have differed widely, they show that college students are becoming conscious of the fact that they can be a factor in social change and many are asking themselves whether they are not witnessing the genesis of an American Youth Movement.

ic work, does not seem to be the best solution.

It is undoubtedly true that a certain small group of people, by their continual efforts, and usually to the detriment of their academic work, keep a large majority of the extra-curricular activities alive, and this fact seems significant. Are not these few people making a great mistake in dividing up their activities so that their own, and possibly the development of some of the so-called "indifferent" majority, is hampered? Perhaps, on the other hand, the "indifferent" majority is profiting by the example of its "active" sisters who spend hectic lunch hours trying to attend three meetings and two rehearsals all at once; by not allowing itself to become mixed up in extra-curricular affairs, in a college where it does not seem possible to limit one's activities. No sooner does an inexperienced student take her first plunge into extra-curricular activities, than she gets swept away by the tide, or hauled out by an irate registrar.

But is this necessary, and does not the solution of the problem lie in the hands of the "active" few? Let them curtail their activities to the one or two things in which they are most vitally interested, and introduce the precedent at Barnard, of doing a few things and doing them well. Then the "indifferent" group will have an opportunity to give some active support to certain institutions, and those activities which have only been kept alive by continual prodding, will just naturally die. Surely there is no disgrace in such a death.

Sincerely yours,  
MADGE TURNER, '26

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