

THE BARNARD BULLETIN

Vol. XXVIII. No. 20

FRIDAY, MARCH 21, 1924

PRICE NINE CENTS

M. Mettler is Undergraduate President

M. Mettler and M. Hooke were Candidates

The meeting of the Undergraduate Association which took place on Tuesday at one o'clock opened with the reading of the minutes of the previous meeting by M. Turner, Undergraduate Secretary. The minutes were approved. Edna Trull, Undergraduate President, then read some important library notices.

1. Books cannot be reserved or charged out after 5:00 P. M. on week days, and on Saturdays after 4:30 P. M.
2. When taking books the whole number should be put on the slip.
3. Every book must be signed for.
4. No book should be taken out of the library without permission. Violation of this rule may entail a fine of 25c.

K. Brown announced that this the last week for subscription to Mortarboard.

Miss Trull announced the purpose of the Undergraduate meeting. The questionnaires handed in by the students revealed that a few students want the Undergraduate Association to be abolished, but that the great majority are in favor of its continuance. Any of the Undergraduate officers will be glad to discuss the matter with these persons. There was no response to the appeal for suggestions and criticism of the Association. Miss Trull remarked that several persons indicated on the questionnaire that elections and extra-curricular activities in general are run by small groups who set out with this purpose in mind. She suggested that if this situation exists, it may be corrected by having each girl vote according to her honest inclinations.

A committee has been organized for considering the qualities necessary for the Undergraduate Association in the future. One of the plans of the committee is to make Student Council a representative government organization. This, however, is a matter of secondary importance.

When the Undergraduate President asked for the continuance of the previous week's discussion of the Association, the students voted against bringing up the matter again.

Before proceeding to the business of nominations for Undergraduate President for the year 1924-5, Miss Trull called attention to the article in last week's BULLETIN, from which she quoted.

"The Undergraduate President is the representative of the college at conferences and to the 'outside world,' and the representative of the students to the faculty and the administration."

It is difficult to find an Undergraduate President who combines all these qualities, but this does not diminish their importance.

Marion Mettler and Madiline Hooke were nominated for Undergraduate President. There was some discussion of the candidates. Voting was arranged for Wednesday and Thursday in Students Hall.

Professor Ogburn Addresses Forum

"What is Barnard's Personality?"

"What is Barnard's Personality?" was the stimulating and vital question that Professor Ogburn presented at the Forum Luncheon on Friday, March 14. He stressed the importance of knowing Barnard's personality and what could be done about it. The fact that Professor Ogburn indicated a solution gave added weight to what he had to say. He showed that every institution has a personality whether it be vivid or colorless. He explained that this personality was determined partly by certain definite factors and partly by the group evaluations. It was through the influence of group evaluations that Professor Ogburn saw the possibility of changing Barnard's personality.

In order to show more specifically what he meant by the personality of an institution, Professor Ogburn cited several examples. He pointed out how easily a student of Yale or Harvard could be identified with his college because of its definite personality and the influence of that personality on the student. He mentioned Amherst, as another college with a very distinct personality of its own. He applied the idea of personality to other institutions. The states in the Union and how they differed was one of these examples.

Professor Ogburn then spoke of the determining factors at Barnard that were partly responsible for its personality. He stressed the importance of considering these factors and of deciding to work with them or against them.

First he pointed out that since Barnard was an urban college, it had different problems and a different personality from colleges in the country. This factor, he said, made the sorority or club issue quite a different one. There was, in the city, more possibility for an interesting and broad curriculum. There was more opportunity for the free election of courses. A college such as Barnard, Professor Ogburn went on to say, had a special role in connection with the art presented in such a city as New York. From this one factor, then, several results might be found which definitely formed a part of Barnard's personality.

The second factor that Professor Ogburn considered was that Barnard was a part of a university. This would make for a still larger range of possibilities in the curriculum. It might, on the other hand, be detrimental to community spirit, for considering both these factors, Professor Ogburn indicated the great extent to which their results might be carried.

These factors are something quite definite which cannot be changed. Professor Ogburn pointed this out when he stated the importance of considering them and working with or against them.

The matter of social evaluations presented a different outlook, however on account of the possibility of

(Continued on Page 3)

Barnard Debates Here and at Wellesley

Wellesley's Stronger Affirmative Case Wins

On Saturday, March 15, at Wellesley College, a two to one decision in favor of the affirmative, upheld by Wellesley, defeated Barnard's negative case at the Intercollegiate Debate. The question was "Resolved: That the United States Should Become a Member of the League of Nations?"

President Ellen Pitz Pendleton of Wellesley, presiding, extended a warm welcome to the visiting team and delegates.

The speakers for the Affirmative were: Elizabeth Adams '26, Elizabeth Smith '26, and for the Negative: Helen Regan '24, Elizabeth Patterson '26.

The arguments presented by the affirmative were based upon four points: (1) that the goal of the United States and the league for World Peace is the same. (2) that the League is the only effective means to establish world peace. (3) that the aid of the United States is needed for world peace. (4) that the policies of the League do not endanger the policies or ideals of the United States.

The arguments of the Negative were: (1) that the economic embargo imposed by the League is ineffective. (2) that the disarmament of nations is ineffective. (3) that the League is adhering to policies incompatible to American ideals and policies.

Both sides presented their arguments with unusual clarity and effectiveness. The opposing arguments on the whole did not meet directly. The Negative admitted the first point of the Affirmative but attacked the Affirmative's fourth point in their third argument. The Affirmative, although their rebuttals were weak, in their stand for world peace and the League

(Continued on Page 5)

ALUMNAE TO PLAY

The Barnard alumnae basketball team will play the Vassar alumnae on Friday, March 28, in Columbia gymnasium at 8:15. Dancing will follow the game. The Barnard team is made up of alumnae who attained unusual prominence through their athletic ability during undergraduate days. The lineup includes several ex-captains and managers of varsity basketball teams. A brief account of the records of the individual members of the squad follows.

Forwards

"Midge" Hillas, 1915; entered from Horace Mann in February 1912 and immediately made the varsity; played forward four years and was captain 1912, 1914, 1915; in her senior year, the team won the championship from T.C.; winner of individual high score field day medal 1912, 1914, 1915; won Greek Games discus twice; played catch on varsity baseball team 1912, 1913, 1914, 1915; president of A.A. 1913-1914.

Charlotte McNamara, 1923, star forward on varsity basketball 1920, 1921, 1922; captain of varsity basketball 1922; varsity baseball team 1921, 1922, 1923; captain of

(Continued on Page 4)

Smith's Negative Side is More Concrete

On Saturday last, March 15, Smith defeated Barnard in the Intercollegiate Debate on the League of Nations. The question was "Resolved that the United States join the League of Nations," Barnard upholding the Affirmative and Smith the Negative. Dean Gildersleeve presided. She announced that the number of speakers had been reduced to two on each side instead of the customary three, and the time of the individual speeches proportionally lengthened. The speakers were: for the Affirmative, Dorothy Ashworth '26, and Helen Robinson '27; for the Negative, Eleanor Hoffman '24, and Elizabeth Sweeny '26. The judges decided two to one in favor of the Negative.

Both sides conceding the necessity for international co-operation, the Affirmative based their case on three points: 1. that the League is consistent with American principles, 2. for political and economic reasons the United States should join, and 3. the League is effective and would be more so should the United States join. The Negative attacked both the reasons why the United States should join and the effectiveness of the League. They proposed the alternative of joining just the Permanent Court. The speeches on both sides held very generally to pure cold facts, little attempt being made to sway the audience emotionally. The affirmative even discarded the usual appeal to a sense of moral duty or responsibility which might have helped their case somewhat.

Generally speaking, the judges felt that the Negative was decidedly easier to debate because it is more

(Continued on Page 5)

GREEK GAMES APPROACH

Final preparations for Greek Games are well under way and the preliminary work is practically completed. The stories for entrance and dance have been prepared and the lyrics and music are practically finished.

At a central committee meeting on March 13, a proposal for a change in the allotment of points was carried through. The system is now as follows:

ENTRANCE	38	DANCE AND CHORUS	28
Execution	15	Dance	14
Dramatic Interest	6	Idea	4
Original Music	3	Execution	10
Costumes	14	MUSIC	10
LYRICS	9	Poems to Artemis	7
Poems to Artemis	7	Adaptation	3
Words to Entrance	1	Execution	7
Music	1	Costumes	4
Words to Dance	1		
Music	1	Hurdling for Form	5
ATHLETICS	25	Hoop Rolling	
Discus	5	Winning Team	5
For Form	4	Torch Race	
For Placement	1	Winning Team	4
Charlot	6		
Execution	5	Grand Total	100
Appearance	1		
DIVISION OF POINTS ACCORDING TO EVENTS			
Entrance	21	Costumes	18
Athletics	25	Music	14
Dance	14	Lyrics	8

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BARNARD BULLETIN

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FRIDAY, MARCH 21, 1924

COMMENT

At the largest undergraduate meeting of the year, the suggestion that the possible improvement of the Undergraduate Association be discussed, was met by an overwhelming chorus of noes. Even discussion, it seems, was considered unnecessary. Were the Undergraduate Association as it functions at present enthusiastically supported by the majority, we should consider the chorus of noes merely a dramatic expression of that enthusiasm. The incident assumes a different aspect, however, when it is correlated with the insignificant amount of real support that the Association receives during the year. It can only be interpreted to mean that the student majority is quite content that a small group of active and interested people should continue to take valuable time—and the four years of college are only too short—to do the routine work of student affairs, with no real co-operation from the college as a whole.

Those who deplore the control often exerted by small groups in student affairs can find an explanation for this in the general languid attitude of disinterest. Practical conditions seem to point to the fact that those who become the undergraduate officers do not, especially after the excitement of the election period, receive the general support of the student body. New attitudes, constructive innovations, the development of a more mature outlook on college problems, must come from the student officers, for little can be expected, it seems, from the student body as a whole.

It is to be hoped that the group of students who will comprise the next Student Council will be unwilling merely to be the efficiency agents of the student body, and will be imbued with the desire to make of Student Council a radiating center for ideas, a body which itself is ever on the alert for the broader trends in college life, and to which the rest of the college might naturally turn with its suggestions. With a Student Council that interested itself in subjects of

more substantial content, there would be something more tangible upon which to base a demand for adequate student support. If the student body were impervious even to this, the Council would at least have had the benefit of having contended with problems which demanded the penetration to evaluate situations, and the ability to manipulate ideas.

CORRESPONDENCE

To the Editor of BULLETIN,
Dear Madam:

That Student Council should concern itself with spreading an understanding of the broader student problems of the day, as suggested in recent editorials of BULLETIN, seems to me highly desirable.

Why should a group, selected from the best material of the college, spend its time and energy on such questions as—shall A.A. have a circus this year—how much shall Junior Prom cost?—and a hundred and one things for the moment apparently vital to a small group, but absolutely negligible in comparison with those questions which affect the whole student body and which will affect it for years to come? Show privileges are granted and cancelled each year. No class will accept the dictum of the preceding Student Council on how much it should spend for its prom for—"conditions are different, therefore we must do so and so." But no class or group of students can change at will the effect of a general policy once it has been adopted and put into execution. The time when student opinion avails is while the policy is under consideration. The administration, the faculty, and the alumnae consider college policies from as many viewpoints as is humanly possible, but after all, no one but the student body itself can present the viewpoint of the student body. What do Barnard College students today think of Barnard College policies and projected policies?

For example, consider the question of the continued expansion of Barnard. Is it desirable that Barnard become larger? Are classes too large

now, or would an increase in members be welcome? Can Students Hall accommodate several hundred more students? Would an increased enrollment affect our academic standard? Can a college expand indefinitely and maintain a uniformly excellent faculty?

It seems to me that the question of required subjects arises here. Certain courses are required of all students, chiefly, I believe, to give a glimpse of new fields or of old fields in a new light. To accomplish this purpose and to be most beneficial to the student, these courses should be given by the best professors. But no specialist in any field of study desires two or three classes of elementary work a year, therefore if the enrollment of the college is very large, the elementary courses devolve upon young and inexperienced instructors. The young and inexperienced may be thorough scholars and may give very inspiring courses, in which case all is well. But it often happens that such instructors are teaching only from financial necessity. Their main interest may be in their own graduate study, and the result is that they spend the required number of hours in the classroom, but lend little enthusiasm to the work. If these courses were elective, such instructors either would be forced to put more interest into their courses or would be eliminated by non-registration. Under a system of required courses, they can linger on, stifling youthful enthusiasms by their boring presentation of the subject and ruining fields of study for students who have been made to attend their classes.

Thus to maintain a high degree of excellence in the teaching staff, it would seem that a college must either (1) remain comparatively small (under 800?) and distribute its required courses among the professors of the department, or (2) have no required courses and trust to student selection to eliminate undesirable instructors.

This is but one of many, many questions connected with expansion, and expansion is but one of many tremendous problems of Barnard at present. I hope that the Undergraduate Association will favor the full discussion and the thorough dissemination among the student body of all such problems by Student Council.

Yours sincerely,
KATHERINE R. BASSLER,
Barnard, 1922

Dear Editor:

A letter in last week's BULLETIN asking whether a permanent Barnard camp would appeal to the undergraduates, has come to the attention of many students who are decidedly in favor of it. Proof of this opinion seems evident in several cases.

If anyone who has gone on a week-end to Brentmere at Bear Mountain were to analyze her enjoyment of the day or two she spends there, it is likely that she would find these reasons to be the chief ones: she can do almost what she pleases within the limits of common sense; she can rest in front of a fire or be strenuous in the out-of-doors; she can amuse or be amused as she likes; she can work and she can wear knickers and a rough flannel shirt without fear of mis-"representing Barnard on every occasion." All this would apply to the proposed Barnard camp; and everyone in college sometime or other would like such a break in the incessant rush and tension necessarily a part of our lives.

Already this year there have been five such week-ends at Bear Mountain. Even with the limitations imposed by the expense of the trip, the trouble in securing desirable dates, and the necessity of quartering a certain number of people to secure the cabin, they have been more than worth while. The organization regarding arrangements and food requires more attention on the part of the girl in charge of the week-end than anyone realizes, particularly since people have a tendency either to decide to go at the last minute or to "back-out" with equal precipitation. If the camp belonged to Barnard instead of the government, the anxiety before each trip would be avoided and even a small number could go, whenever they felt the urge of the open air. Instead of just for week-ends there could be trips over vacations, and the camp might even be enjoyed during the summer if the location were decidedly favorable.

The Athletic Association has in mind plans for an Outing Club for girls who like the out-of-doors. A permanent Barnard camp might conceivably become the headquarters for the more ambitious members of such a club, as well as the objective for informal all day hikes or rides. When week-ends come many girls say: "Oh, if I could only get out into the country, into the fresh air for a day!" With a permanent Barnard camp such girls could go when they wanted to. This would be one of the camp's greatest benefits.

The proposition of a Barnard camp is appealing and it is the hope of the undergraduates that the present work on the project will materialize into a "log-cabin." F. Y. '25

Editor-in-Chief of BULLETIN,
Barnard College,

Dear Madam:

I think that the idea of having a camp for Barnard is a most excellent one! It would fill a great need in a college where the majority of students live off campus. We "non-dorm" girls often feel the lack of a means of getting better acquainted both with ourselves and those who live on campus. A college camp would give us this opportunity for making closer contacts among the undergraduates and with the alumnae. However, I feel that the success of such an undertaking depends, for the most part on the expense and proximity to the city. I do hope the committee in charge is able to make arrangements, for I can think of few other things which would do so much to further a spirit of comradeship.

Sincerely yours,
HELEN H. ROBINSON

To the Editor,

Dear Madam:

May I, through BULLETIN, extend congratulations to the members of the new College Chorus for the admirable beginning they have made, as evidenced at Saturday's debate?

The enthusiasm and excellence of their singing and playing has certainly set a new standard which promises much for the future. I like their spirit, and the feeling of enjoyment and team-work which lies behind their performance. Much credit is due to Charlotte Bradley and the group for hard work in a right direction—and I for one am happy to register publicly my deep appreciation of it!

Sincerely yours,
LILLIAN SCHOEDLER, 1911

Wigs and Cues Holds Monthly Meeting

Miss Darling is Guest of Honor

The Wigs and Cues meeting for March was held in the College Parlor on the first Thursday instead of on the usual first Monday of the month. The primary part of the meeting was entirely occupied by business detail, and by announcements concerning the forthcoming Wigs and Cues production of Booth Tarkington's "Seventeen." Following the business meeting, tea was served at which Miss Darling, who is connected with Mr. Belasco's publicity department, was the guest of honor.

Lillian Harris, chairman, announced that "Seventeen" will be given three public performances, these being on Friday, April 25 in the evening, and on Saturday, April 26, both in the afternoon and evening. As the plans stand at present, it is expected that dancing will follow both of the evening performances. A professional coach from Stuart Walker's original company will direct the production, and the final tryouts for parts in the play will take place under the coach's supervision.

Since it has seemed impossible for Wigs and Cues to arrange for the long desired meeting with alumnae guests, it has been planned to have the not distant Wigs and Cues tea to the college be, in a measure, a tea to former Wigs and Cues members. Steps will be taken to invite all available alumnae.

Miss Darling spoke, after the business meeting, largely of the Equity Shop and of Mr. Belasco's attitude towards it, a subject of interest to all those who are even slightly interested in the theatre. She said that the Equity, without a doubt, has done a great deal that needed to be done for the actor—in especial, the small actor. The producers, four years ago, gave in to the demands of the Equity, for a trial period of four years, at the end of which time the question of closed shop was to be brought up. The time has now come, and the Equity is standing firm for the closed shop without which it holds that it cannot maintain the organization. This would mean amalgamation with the American Federation of Labor. Mr. Belasco and several other producers feel that a closed shop and union rule is out of place where an artistic result is aimed at. It is probable, however, that amalgamation with the A. F. of L. will be effected by the Equity.

APPLY FOR JUNIOR MONTH

Last Date for Applications
March 31

Committee on Applications: Professor Ogburn, Mrs. Baker, Edna Trull, Elizabeth Waterman, and Katherine Brown, class secretary. In view of the fact that the Junior President and Vice-President are both candidates, the secretary is serving on the committee.

NOTICE

There will be a Newman Club tea on March 25 at four o'clock in the Conference Room to which the college is invited. Professor T. Moon of Columbia will speak.

Possibilities at Barnard

By Barbara Kruger

Before considering whether or not the characteristics we display at Barnard are to be gloried in or lamented it seems well to consider what are the desirable roles for a college to play in the life of its students and of the community. Most educators and students agree that college should help definitely in providing its undergraduates with some orientation in life and should offer them the best possible opportunity for developing well rounded personalities. Many also consider that college graduates, or the few who have been enabled for four comparatively leisure years to partake of the fruits of the world's common heritage, should be able either to add in some way to that heritage or at least to inject some vision into the undertakings of the community of which they become members.

Barnard seems to have few well-rounded personalities and to be suffering, like the rest of the world, from over-specialization. This is brought out by the often-heard remark—Barnard has no type, she has many types. This is very desirable in so far as it shows that there is room here for diversity but the unfortunate element is that the diversity is seldom found in one person. During one's early college life, she is catalogued as an intellectual, a job-holder, a "social" person, etc. If she attempts to depart from the manners and interests of those into whose category her acquaintances have placed her, consternation rules and she is told, "I never thought you were that kind." We seem to have many diverse types but few versatile individuals. Because of this fact, the development of certain characteristics to the almost total exclusion of others—representatives of different types, having chance contact with one another, find little about each other to like, and so their satisfaction with their own group grows and thereafter they avoid rather than seek intergroup contact. It seems needless to comment on the effect of such isolation.

Barnard has always been noted for love and practice of freedom. Freedom has meant being at liberty to do something worthwhile, but now it is usually appealed to by apathetic individuals as an excuse for not doing anything. It is a well known psychological as well as physical fact that development of all kinds, including personality development, depends on activity of various kinds.

We talk much about it being the job of college graduates to socialize the community but so often we seem to omit the simplest common amenities in our social intercourse at college. This might seem unimportant if we didn't know that being observant of what happens to the people as well as to the things in our environment is a matter of habit. If we do not note in college when the person who usually occupies the seat next to us in class, is absent several times in succession, and consider that perhaps it would be human, to say the least, to inquire the cause, we are not likely, when a part of a larger community, and probably occupying comfortable homes, to notice the ills which befall the less fortunate members of the com-

(Continued on Page 4)

Railroads are Subjects of Second Economics Talks

Mr. Hines is Speaker

The second of the series of talks on economic questions that have been planned by the Economics Department was given by Mr. Walter D. Hines, Director General of the Railroads during the war, on March 12. Mr. Hines in his address put forth clearly and interestingly the important problems and changes connected with the railroads during and since the war. In beginning, he stated that he considers the railroads in certain geographical relationships. There are four main divisions.

Mr. Hines then stated that the war had brought about changes in some of the most fundamental conditions. In the first place, there was a decided change in the labor situation. Before the war, two groups of relationships existed between employers and employees. There were the Railroad Brotherhoods composed of the class of brakemen, switchmen and agents. In 1916, the separate Brotherhoods united in a movement to procure a change from a ten to an eight hour day, which resulted in the Adams Act. The remainder of the railroad laborers were unorganized. They had little to say about conditions or pay. During the war, the government adopted the attitude of non-discrimination between union and non-union men. In general, the organization of

(Continued on Page 4)

BARNARD'S PERSONALITY

(Continued from Page 1)

changing them. Professor Ogburn stressed the importance of group evaluations in connection with the personality of an institution and more specifically in connection with the personality of Barnard. He spoke of the strength of group influences and how a person coming here naturally tended to take on the personality of the group. A change in the group would therefore change the personality of those entering it. Professor Ogburn pointed out that by seizing upon, recognizing, and utilizing group possibilities, much might be done in connection with Barnard's personality. Had Barnard students recognized the potentialities of the group, Professor Ogburn asked. He was careful, however, not to carry the matter of group evaluations too far. He showed that although the group could be greatly changed, it could not be made exactly what its members desired because of the existence of certain definite factors already mentioned. Nevertheless, he expressed his belief that the students of Barnard College could do a great deal with this community. He went into the question of "What students would like Barnard's personality to be." He spoke of the variety and individualism in Barnard. This led to the question of how much individualism was worth compared to community or college spirit. One point that Professor Ogburn insisted upon was the impossibility of escaping the group. Since the group was the inevitable unit, the question of Barnard's personality resolved itself almost entirely into what Barnard should make the group. He spoke of the objection that individuals had to social pressure. This, he said, might be adjusted, by setting up values that would take a definite dislike to social pressure. It would be quite

(Continued on Page 5)

"Wild Cherry" Reviewed

Another thin volume of poems by our Baltimore teacher of high school English, Lizette Reese. One-page poems about flowers, death, love, young girls, middle-aged old maids. Fragrant poems, scented with yarrow, white with thorn and livened by the caught sunshine of daffodils—"all Roman and all gold." Poems that are easy and graceful and perfectly symmetrical in four-footed rhyming lines and four-lined stanzas and seem lifted bodily out of a melodious country called poetry, and make us almost fancy for the moment, that the forms of poems are as settled and eternal as the forms of men.

Here and there we catch sight of a gentle lady behind the trees. There is the Puritan Lady—reserved and lovely, with a touch of white passion that cuts like the cold. Beside her lives Emily, a Martha among her neighbors. "A Girl's Mood" shows the young creature with her prayer-book and flowers wistfully waiting, waiting for a lover. At times we are reminded of Cranford; but "Wild Cherry" is Cranford distilled and half-lost in an atmosphere of warm gardens. It is the Amazon women that make Cranford; whereas here the human beings are simply beautiful plants among plants.

Lizette Reese seems to avoid people as people. She does not need them. Her world is one of fields and lanes and houses; white flags are her friends and talking companions. Occasionally there is religion—a sweet thought about the newborn Christ, a sad one about Him Crucified. Generally—in Fog, Spring Ecstasy, Holiday, Changeless, and the title piece, and more or less in every poem in the collection—nature is so intensely spiritualized, so living in every leaf, that the world is filled without reality, and is beautiful and throbbing and at peace.

Helen Matzke '24

ANOTHER IDEA ABOUT BARNARD Individualists

Rumor has it that most of Barnard has turned individualist. 'Individualist' may mean—many things.

There is the individualist who goes her own way because the paths taken by so many of the others are edged with privets in its oppressive bloom, or with concrete posts stimulating nature's gnarling. But the voices of those who walk the paths she will not—cannot—tread are carried to her in fragments smoothed and shaped by the wind, so that they are about her as the voices of friends.

And this makes the differences. Some of us though we cannot—will not—debate ((because we think debating insincere and pompous) or sing in Junior Show (because Junior Show seems silly and ugly), still know we are in a friendly place not far from friendly people, and in our selfish way are glad that we are here.

Then there is the individualist who goes her way in solitude.

NOTICE

Students are reminded that applications for scholarships for the year 1924-1925 should be filed at the Dean's Office before April 1st. Application blanks can be obtained from the Dean's Secretary.

V.C. GILDERSLEEVE,
Dean

MR. HINES LECTURES

(Continued from Page 3)

labor was encouraged. Since the way, all railroad labor is organized. This tended for a time to restrict the movements of the railroad managers. But Mr. Hines said that in the long run, this condition was working for a closer and more friendly relationship between laborer and employee than had existed before the war.

The increase in the cost of supplies, Mr. Hines continued, caused other great questions. "What a railroad can earn," he stated "depends on two things, the volume of business it can get and the rates it can charge." For about eleven years before the war, the Interstate Commerce Commission had had direct control over the rates. It had based its measures on the idea that the railroads must not charge too much. The railroads found themselves becoming embarrassed unless they could get an increase in rates. "It took the difficulties of the war," Mr. Hines said, "to impress upon the public the fact that the railroads are necessities and must be supported as well as restricted." In the Transportation Act of 1920, he pointed out, a reversal of opinion was shown. The restrictive feature was retained, but it was recognized that rates must be high enough to meet operating expenses and to pay a return on investment sufficient to attract new capital. For a time following the war, there was a great deal of discontent with this policy. "But," Mr. Hines said, "all dissatisfactions are gradually disappearing."

Mr. Hines' third point was on the matter of consolidation. "The Sherman Anti-Trust Act," he said, "operated to prevent what would have been the normal and gradual consolidation of the country." The general attitude since had been against consolidation. The Transportation Act made another interesting departure in recognizing that it was in the public interest for the railroads to be consolidated. Mr. Hines said that he felt that a few large companies would generally facilitate the success of private railroads.

He spoke of the criticisms of government control following the war as a passing phase. It was due, he said, to the fear of the managers of permanent government control. It is now realized that the period of government control was purely a war measure to insure the adequate movement of troops and supplies, and the railroad managers and employees have settled down to working out the management of the roads under private ownership and government regulation.

ALUMNAE TO PLAY

(Continued from Page 1)

varsity baseball; won second place individual high score field day medal 1923; president of A.A. 1922-1923.

Guards

"Kay Coldwell 1922; at present studying physical education at T.C.; transferred from Bryn Mawr, September 1920; guard on varsity basketball 1920, 1921; manager of varsity basketball 1921; varsity baseball 1921, 1922; college tennis champion 1921.

"Pat" Wetterer 1922; guard on varsity basketball for three years; manager of basketball 1921; captain 1922; sophomore chairman of Greek Games-athletics; winner of individual high score field day medal, 1920; President of A.A. 1921-1922.

Centers

Marie Carmody, 1919; captain of alumnae basketball team; varsity side-center 1918, 1919; varsity baseball for four years; 2nd place individual high score field day medal 1919; vice-president of A.A. 1918-1919.

GREEK GAMES APPROACH

(Continued from Page 1)

The price of programs has been raised to fifty cents. Some important selections of participants in the Games have been made. Catherine Baldwin '27 has been chosen to read the winning lyric. The Priestess will be Velma Brown '26, and the heralds, Eleanor Newcomer '26 and Jean MacLeod '27. Jessie Locke has the main part in Sophomore Entrance.

There will be three costume rehearsals this year for both classes. The sophomores have held three formal rehearsals during the past two weeks, and the freshman two, with intentions of having one Wednesday, March 19.

The list of judges is as yet incomplete. Some have refused and others have not made a decision as yet. The judges who have accepted are:

- For Entrance: Miss Mary Granger.
- For Costumes: Miss Elizabeth Grimbé, Miss Richter of the Museum of Art.
- For Music: Mengelberg and Professor Hough.
- For Dance: Miss Larson, Miss Helen Frost, Miss Rosina Galli of the Metropolitan Opera House.
- For Lyrics: Professor Haller.
- For Athletics: Miss Lillian Schoedler, Miss Bernadine Yunck, Miss Marjorie Hillas, Miss Helen Mack and Miss Edna Wetterer.

BARNARD'S POSSIBILITIES

(Continued from Page 3)

munity, much less to try to remedy them. Our social conscience will have been forever dulled from lack of use.

Because it is a psychological fact that what we contemplate with our intellects alone does not have the same meaning for us as that toward which we experience some emotional reaction, I think college spirit has a definite role to play in Barnard. By college spirit I mean the kind of life which stresses community relationships and a sense of working toward some goal which is broad enough to include the serious purposes of every student and which demands from all the adherence to it as they individually interpret it for themselves. Unless we see or are brought to see something outside ourselves, we can never hope to possess vision.

It seems to me rather unnatural for a body of girls who are getting a tremendous amount out of college not to experience, at least at the end of four years of association with others enjoying like benefits from the same source, some warm response when Barnard is mentioned, and the resulting impulse to do something somehow to enrich her life. I like to think of college people as being like leguminous plants which, as they grow, enrich the soil that has nourished them. If we do not get some such sense at college and always only take without thought of giving, we are apt to have formed a habit which will make of us confirmed "pikers" in every sphere.

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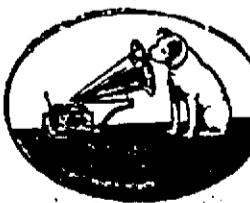
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SMITH UPHOLDS NEGATIVE

(Continued from Page 1)

concrete. It is easier to point to specific cases of failure or near-failure, than to say exactly how far the League shall have progressed in three or four years. The Affirmative stand they considered well-taken but as the League is still largely a matter of theory, their case was more vague and harder to defend than to attack. They also felt it might have been better had the Affirmative cited one clearly successful case of action by the League and held it up as a sample of what can be done, rather than to mention several cases which can be attacked in some particular. The Affirmative case, however, was more logically developed than the Negative and their main issues more clearly presented. The Negative, on the other hand, surpassed them in rebuttal. The Affirmative did not meet directly the points of the Negative. The judges felt particularly that they had ignored the Negative's challenge to prove the political efficacy and value of the League. They also failed to answer certain points which could have been rebutted to advantage. However, it was admitted that it may have been due to lack of time. Since the Affirmative had lost, they naturally received most of the criticism, but the Judges generally agreed that the debate had been very interesting.

As regards delivery, while both sides spoke well, the Negative was more flexible, more fluent and more spontaneous. Eleanor Hoffman '24, Smith, was particularly convincing.

Before the debate, the audience was asked to vote on the question. The results were: For 111; Against 33; Undecided 31. At the end of the evening before the decision of the judges was announced the vote was taken again. The results showed a general movement to the negative. They were: For 99; Against 48; Undecided 21.

The general interest shown throughout the college was much increased over last year and was due in large part to the work of the committee of which Madeline Hooke '25 was chairman. The proceedings were enlivened by the College Chorus which made its debut beautifully dressed in white sweaters and blue ties.

PROF. OGBURN SPEAKS

(Continued from Page 3)

possible to build up a set of values that would cherish both freedom and independence.

In the matter of changing group evaluations, Professor Ogburn suggested several possibilities. The matter might be studied and taken up as a group activity. He mentioned the relationship of curricula and extra-curricula activities as a question that might be considered in connection with group evaluations. He pointed out that some extra-curricula activities detracted from intellectual activities and tended to be more highly valued. Professor Ogburn stressed the importance of watching the evaluations of extra-curricula activities and focusing the attention on extra-curricula activities that had some intellectual value. If intellectual activities are socially valued, the individual would naturally go into them.

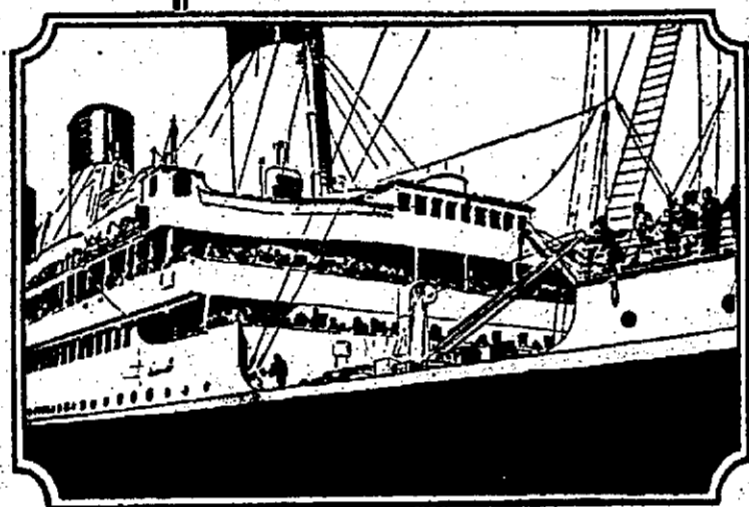
Professor Ogburn concluded with an appreciation of Barnard's independence and initiative. According to Professor Ogburn, these qualities, if utilized in connection with the group, would greatly increase its potentialities.

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WELLESLEY WINS DEBATE

(Continued from Page 1)

as the most effective way of obtaining peace, presented, the Judges felt, a stronger and more appealing case than the negative who opposed the League as being inefficient to obtain that goal. The rebuttals of the negative were concise and convincing, especially that of Helen Regan who according to a member of the Harvard Debating Team presented one of the best rebuttals he had ever heard.

The Judges were: Miss Ethel Dietrich, Professor of Economics at Mount Holyoke College, Miss Lois Rundlett, Smith College, and Lieutenant Bonner Sellers, Headquarters First Corps, Boston.

A straw vote was taken from the audience before and after the Debate. At both times the sentiment was in favor of joining the League.

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