

THE BARNARD BULLETIN

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FRIDAY, MAY 30, 1924

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Social Service Report Made

Barnard Girls Engaged In Social Work

Many girls have been doing social work regularly, at least once a week for an hour and a half or two hours. These, fifteen have helped in clinics for babies and small children. The girls help to undress the babies, weigh them and make record of their progress. The health centers throughout the city find such aid indispensable because their staff is always inadequate and the number who attend the clinics is constantly growing.

Thirty girls have been engaged in work in settlements, most of them at the Greenwich house, of which Mrs. Simkovitch is director. They have had clubs, gym classes and supervised study hours for backward children. Many of these children have constituted real problems in P. S. 3 which is greatly overcrowded and the individual help which Barnard people have been able to give them has alleviated the condition considerably.

Five girls have been doing Americanization work under the auspices of the Second Avenue Baptist Church. The work consisted mostly in visiting women in their homes and teaching them to talk English.

The first semester, Barnard people led clubs every evening at the Girls Service League Club House on East 19th Street, and attended their Sunday afternoon social gatherings. The members of this club are industrial girls or low paid office workers and it was through this contact that we started our student-industrial group which has continued to meet periodically throughout the year. The object was to bring college and industrial girls together for the purpose of discovering mutual interests and discussing common problems. About twenty girls representing various types of industry, and about the same number of Barnard people attended these meetings.

The industrial girls had much practical information to bring to bear on discussions of minimum wage laws, factory conditions and unemployment problems as well as interesting viewpoints on marriage and other social problems. Besides these rather formal meetings, we had small theatre parties, a bat, and two dances with an "association test" thrown in. The Barnard people felt that all the value of this contact was derived by them while the other girls reiterated that it was they who were "getting everything" from these meetings. In any case, everyone who attended these meetings enjoyed them.

An effort was made by the I. C. S. A. to co-operate with the Women's International Bureau in New York, but the latter declined because they believe that workers, education should be by the workers for the workers and not with the aid of any outside group.

I. C. S. A. progressed alone, it was determined that what was most needed

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Russell Discusses To-days Problems

English Universities and French Situation; Says Labor Will Not Adopt Extreme Policies

Bertrand Russell gave his second address to the university on Monday, May 27 in the auxiliary gym. on the topic of "Some Current Problems". He was introduced by Wilbur Williams '25, Chairman of the Student Committee on Speakers.

Mr. Russell first took up the question of the difference between American and English Universities. He divided English universities into two classes, Oxford and Cambridge, and the others which he called the provincials. "Our universities, he said are more like the 'provincials'; Oxford and Cambridge are truly self-governing. The masters and fellows have complete charge of the curriculum. This, Mr. Russell said, is as it should be, as business men are not authorities in learning. A great deal is also done by the alumni. This, Mr. Russell does not approve of as alumni tend to be too sentimental.

Another question discussed was the Labor Party in England—its attitude towards imperialism, Soviet Russia, France and English Dominions. Mr. Russell stated that while the labor party is anti-imperialistic, it will probably not attempt to make any radical departure from the present policies.

He gave as the cause for Poincaré's defeat in France his inherent hatred of taxes. Under Poincaré's policies, France was losing more in the Ruhr than she had lost out of the Ruhr. The radicals coming into power does not mean so much a departure from Poincaré's policy as a difference in aggressiveness. Mr. Russell concluded by saying that the world outlook today is very hopeful.

After his talk he answered various questions which the audience asked him.

Junior Month Group Announced

July 1924 is the eighth year that "Junior month" has been running. It is run by the Charity Organization Society of New York to "show undergraduates what Page 89 in Sociology means in terms of the Bowery" according to Miss Clare Tousley who conducts "Junior Month." The Society offers a scholarship of sufficient size so that each of the twelve colleges invited to participate in "Junior Month" can elect one Junior each. This selection is made by a faculty-student committee at each college. The choices of the colleges this year are as follows:

Barnard—Louise Rosenblatt of Lakewood, N. J.
Bryn Mawr—Adele Pantzer, of Indianapolis, Ind.
Connecticut—Emily Warner of Beacon Falls, Conn.
Elmira—Frances Freeland of Elmira, N. Y.
Goucher—Dorothy Nelson of Lakewood, N. J.

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A College Year in Europe Organized

England, France, Italy and Austria To Be Visited

A Wanderjahr in Europe is the dream of every college student. A school of European travel and university study is to be opened for college students in 1924-25 in connection with the main foreign universities and educational centers. The idea is for students to travel from one university to another, as did the mediaeval students, observing and studying at the same time. To this end, especially adapted courses are being arranged for in English and continental universities by Dr. Frederic C. Howe, formerly director of the People's Institute, and author of many books on political science, now in Europe working on plans with university authorities. The idea has met with enthusiasm and various prominent educators abroad are forming committees to aid in promoting an American travel school in Europe, not only as an important educational movement, but as an instrument for bringing about a better understanding among the educated peoples of the world.

The university travel year in Europe will begin October 1 or January 1, at the option of the student. The courses offered in universities will cover a good range of subjects, so that students can choose freely, but an aim will be to emphasize the peculiar cultural contribution of each country. The English period, extending from three to six months as the students themselves may decide, will be conducted at King's College and the London School of Economics in London, providing courses in English history, politics, literature, and modern languages. A short period in Brussels devoted to the history and the art of the Netherlands will be fol-

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Seniors Surprise Wigs and Cues

Wigs and Cues members were delightfully entertained and received an unexpected surprise at the club meeting last Thursday.

After social dancing in the theatre, a snake dance was put into effect, which finally lead to the door of the make-up room in the basement. Christine Einert then performed the serious rite of presenting Margaret Melosh, the incoming President with the key to the room. The surprise unfolded at the opening of the door in the shape of a very attractive, comfortably fitted up room, in place of the usual bare untidy place that the make-up room used to be. Further investigation proved that the adjoining room had been fitted up as a very inspiring sort of work shop.

This transformation is due to the seniors who presented the newly arranged rooms as a parting gift to Wigs and Cues.

Meiklejohn Speaks on Education

Pleads for Point of View

Dr. Alexander Meiklejohn spoke on the subject of Educational Theory in Practice at the last Forum Luncheon for the year, on Friday, May 16.

Dr. Meiklejohn called attention to the fact that we so often hear the phrases "how to think" and "what to think"; "how to teach" and "what to teach," used as though they were directly opposed to each other. Dr. Meiklejohn feels that the great trouble with our educational system is that we do not see how these two questions are inextricably bound together. We do not at present know what to teach: how, then, can we decide how to do it?

"The essential trouble," said Dr. Meiklejohn, "is that we have nothing to teach, and nothing on which to base an educational system." Those ages which preceded ours had such a point of view. For example in the Victorian Age, against which we are now reacting, there existed a "point of view"—to see the world steadily and to see it on the whole, full of "sweetness and light." The educational program consisted in "running through the best that had been thought and said in the preceding ages and in picking out the essentials."

At present, we are reacting in a definite way. We believe that the younger generation cannot receive from the preceding one, culture, wisdom, and understanding. "Wisdom," said Dr. Meiklejohn "must be achieved by the experience of those who are to have it."

We also feel that the old program is no longer adequate as an interpretation of human experience. The older culture ignored certain phases of life which we feel to be important. It achieved much beauty but underlying it there was a certain disregard of human values. We cannot accept as our educational system a program so founded.

As for a new program, we have none. We have no interpretation of life as the basis of that program. That is because our terms are all too abstract.

The first of these popular abstractions concerns the growth of the personality. The thing to do, it is said, is to give the Student scope for development and let the influence which he has received hold full sway. This idea is good in that it lets the student grow—but it does not tell him into what to grow. His innate tendencies may be in conflict, or may cut across the growth of others.

The second abstract idea which Dr. Meiklejohn mentioned is that of freedom. The purpose of education is conceived to be that of setting individuals free. This is the best idea which we have as an educational principle; still, it is a principle, not a program.

The third prevalent idea which Dr. Meiklejohn considers too abstract for application to the educational program is that of "scientific method," a "scientific attitude." Before the natural sciences became part of the college

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COMMENT

BY the action of the new assembly, Wigs and Cues is to be freed of all financial cares. The Undergraduate blanket tax is going to be so reapportioned next year as to allow for the subsidizing of Barnard dramatics.

Wigs and Cues so gains a great advantage and a great responsibility. Box office considerations need no longer restrict the scope of its activities. The financial support of the club and the backing of the college no longer hangs on a single production, and the choice of a play need not be determined by the popularity of its appeal or the assurance of its success.

The college at large has agreed to support the dramatic ventures of some 80 girls. In return they owe the college some very definite achievement. It is now possible for them to make of Wigs and Cues a real dramatic adventure—a workshop in which to experiment with new ideas and new ways of expressing them. College dramatics should above all else be markedly experimental in character. It is pointless for a college group to sacrifice time and effort to the end of putting on the stage what past professional experiences have proved successful. In such event—outside of politely applauding the efforts of our friends—we would far rather resort to the professional stage itself for our amusement, than support any amateur mimicry.

Only in so far as Wigs and Cues is willing to explore the unknown by testing new theories of stagecraft and manipulating new techniques will they fulfill this character. By playing for a college audience it is possible to choose such plays as reflect the newer tendencies. Wigs and Cues must recognize one obligation and only one—that of enriching the college community which supports it by aiming not to professional perfection but rather to creative endeavor.

THE budget for next year's Mortarboard is now being determined. In the past, the various club activities have contributed in some small part to that budget. That is, out of a budget of some thirty-five hundred dollars about three hundred and fifty dollars were paid by the clubs. To Mortarboard this is a relatively small amount, providing ten per cent. of its resources. However to the average club with an income of from ten to thirty dollars the outlay of ten dollars for a page in Mortarboard seems disproportionate. Actually the advertising advantages of Mortarboard are practically valueless for the clubs. The year book comes out in the spring. By the time of the Fall registration for club activities any publicity has long since been forgotten. As for the interest of Mortarboard the fifteen odd pages of Club headlines and formulas describing the activities of a club are passed over with boredom and might well be eliminated.

There is no direct obligation by which any club is forced to support Mortarboard. But when Spanish Club is represented there is no reason why Italian Club which also fills its niche in the college life should not also have its place. A Mortarboard describing Newman Club and not Y. W. and Menorah would also be incomplete. At the same time however club budgets consist of money which has been contributed to further the activities of those clubs. It is questionable whether from twenty-five to seventy-five per cent of a club's budget should be spent on advertising the club's activities, rather than increasing the activities themselves. It seems definitely ludicrous that twenty-five cents out of every dollar subscribed to R. S. O. should be spent on Mortarboard with the result that social service work and religious education must be curtailed. Classical Club might far rather see the shelves of classical literature in the Library increased, and Math-Science Club might prefer to help establish a scholarship.

As long as Mortarboard feels that

FROM THE SECOND BALCONY

The Beggar on Horseback

This is such a play as would have delighted Aristophanes in his less earnest moods, moods when the mad joy of the ridiculous made him forget that he was there to defend the good old order against disrupting innovations. For this modern satire though its point of view is that of the artist, really has no definite standards to exult and embrace all things in their folly and call them good. Through the dream of the harassed young composer we get as vividly amusing a show-up of institutions and conventions and personalities as is possible from the deliberately easy attitude which the authors adopt. If, because of this, they sacrifice the intensity that characterizes the deepest kind of satire, they gain, on the other hand, in what appears to be the truly comic spirit, a detached and placid acceptance of the world's conditions.

While the framework is rather conventionally romantic, the body of the action is consistently original and effective. Remarkable and accurate is the dream-logic that determines the scenes, a true depiction of the workings of the subconscious mind. It is a way of taking things in their imaginative rather than their practical or intellectual meaning, a synthetic process which is at the root of all creative activity. It seems, from this aspect, eminently fitting that the persistently pleasant and insane Mrs. Cady should carry about on her back the rocking-chair to which she is so attached. And Gladys Cady who declares she "just loves dancing," does so with maddening zeal throughout. The imaginative construction of such vague entities as a wedding, Big Business, or trial by jury proceeds along similar lines. Scraps of information concerning them, dim emotional repulsions, penetrated by a sure sense of their essential lack of value for the human spirit, combine to create the true nightmarish scenes of the hero's adventures. And through them all he wanders, a wistful figure in a bathrobe, a waif from another world, the world of passionate spirit, astray among conventions and values meaningless to him. A delicate humor is drawn even from his agony, and its effect is warm and sympathetic like that of a comfortable blanket.

The production is an excellent one. The casting is uniformly good and not brilliant, with an exception of genius in the person of Roland Young who develops the values of his part in its most subtly aspects. The mechanics of the swiftly moving scenes was inobtrusively managed, and the scenes themselves were suggestively grotesque and convincing. The inserted pantomime is an exquisitely finished piece of work.

It cannot itself support the individual club pages would it not be better to eliminate them? We might leave it to the judgment of the Mortarboard staff to include mention of the club activities in so far as they contribute to the whole of college life and with reference to the attention they merit. And in this way the income of the clubs can be used in those fields where they justly belong.

SENIOR WEEK

- INSTRUCTORS**
- Friday, May 30
Class Day Rehearsal—10-12 P. M. Gymnasium
Every senior who expects to take part in class day must be present. Choose your partner.
Step Ceremony—7:30 P. M. M. M. Assemble in the gymnasium at 7:00 P. M. in cap and gown.
Senior Show—8:15 P. M. Theatre
Wear afternoon dress.
Each senior is entitled to one ticket. The show will be followed by an informal reception in Milbank Quadrangle.
- Saturday, May 31
Senior Show—Seniors and guests—8:15 P. M. Theatre
Wear afternoon dress.
Each senior is entitled to three tickets.
The show will be followed by class singing and an informal reception in Milbank Quadrangle.
- Sunday, June 1
Baccalaureate Service—4 P. M. St. Paul's Chapel
Wear regulation costume.
Assemble in conference room at 3 P. M.
Tea given by Class of 1924—5 P. M. North Terrace
- Monday, June 2
Class Day Rehearsal—10-12 A. M. Gymnasium
Attendance compulsory for those who intend to take part in the final exercises.
- Tuesday, June 3
Song Practice—11-12 A. M. Conference Room
Class Day exercises—2:30 P. M. Gymnasium
Wear regulation costume.
Assemble in conference room 11:45 P. M.
An informal reception follows the exercises.
Campus Night—8 P. M. Columbia Campus
College singing—10 P. M. College Campus
The entire program will be cancelled in case of rain.
An unlimited number of tickets is available.
- Wednesday, June 4
Commencement—11 A. M. Columbia Gymnasium
Wear regulation costume.
Assemble in conference room 9:40 A. M.
Laying of Corner Stone for new dormitory—12:30 P. M.
Trustees, Luncheon—1 P. M. Students Hall
Wear regulation costume.
The play of the Dramatic group of the Alumnae in Brinckerhoff Theatre at 3:30 P. M.
1914's Feature Film—8:30 P. M. Gymnasium
- Thursday, June 5
Ivy Ceremony—6:30 P. M. Students Hall
Senior Banquet—7:30 P. M. Luncheon room, Students Hall
Wear afternoon dress
Chairman of Senior Week—Claire Mustern
Invitations for Class Day—Marjorie P.
Collars for gowns—Mary

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An Episcopal church school in suburbs of Mexico City is looking for several members of its staff for next year—teachers, a secretary, a bookkeeper. Anyone who is interested to obtain further information from Occupation Bureau.



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MEIKLEJOHN SPEAKS

(Continued from Page 1)

curriculum, the study of Greek, Latin, and mathematics was believed to "train the mind," to adjust it to all experience. Now we know that there is no such thing as "mental transference." Yet we talk of a "scientific attitude of mind" which we can apply to all our thought and study. We forget that if we can apply the attitude we learn from studying the sciences to our study of Greek, can we not assume that the converse is true? "The notion of scientific method as apart from scientific knowledge is a myth," said Dr. Meiklejohn, "Method is exactly co-extensive with content; we cannot develop the one without a corresponding development of the other. These three abstractions then are waiting for a body of knowledge to which they can be applied. Our great need in education is to evolve a program and a point of view to take the place of the discarded one. American education is particularly deficient in a point of view." An attitude toward life, one about which we may all agree, is a matter of great importance.

in French. During April, the school will be in Darmstadt, Germany, under the supervision of the Grand Duke of Hesse, and Count Hermann Keyserling, the founder of the School of Philosophy at Darmstadt. Philosophy, German history, science and the arts will be studied here. The School will be in Italy, in May, where lectures will emphasize art, ancient and mediaeval history and the life of the Mediterranean. In June the group will attend a School of International Relations in Vienna under an eminent committee, where the history of Central Europe will be presented with emphasis on the relations of states and the peace of the world. During the summer of 1925 students may travel or attend lectures in Paris or at the summer schools of England and the continent.

The work in foreign universities is designed to be an adequate equivalent for a college year at home. Lectures will be given mostly in English. Every effort will be made to satisfy all American requirements, and to this end examinations will be set and attendance taken when necessary. Graduate students will be given aid in the carrying on of more advanced work. The school will not be limited to college students but will include other properly qualified students living under university conditions.

COLLEGE YEAR IN EUROPE ORGANIZED

(Continued from Page 1)

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OUTSIDE THE WALLS

A group of 80 college girls will give up part of their vacation this summer to learn what it means to work in factories, restaurants, domestic service and other occupations. The National Student Council of the Y. W. C. A. announces that these girls are going to find summer jobs and live as they would live if employed permanently in the occupations. They are to take the recreation they would have under those circumstances. Three times a week after working hours they are to meet in groups for discussions of their experiences. The experiment will begin on July 7, and will last for 6 weeks.

Prizes of \$50 and \$25 are offered by the New York League of Women Voters to residents of this state between the ages of 16 and 21 inclusive for essays entitled "When Every Voter Votes." The essays may be from 500 to 1000 words in length and are to be on the book, "The Great Game of Politics" by Frank R. Kent. The competition ends July 1, 1924.

JUNIOR MONTH ELECTIONS

(Continued from Page 1)

Mt. Holyoke—Margaret Walker of Newton Highlands, Mass.
Radcliffe—Madeleine Van Hall of Roslindale, Mass.
Smith—Martha Hooker of Belmont, Mass.
Swarthmore—Inez Coulter of Bellwood, Pa.
Vassar—Harriet Taylor of Montclair, N. J.
Wells—Harriet Kendig of Akron, O.
Wellesley—Dorothy Wilson of Bronxville, N. Y.

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

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SOCIAL SERVICE REPORT

(Continued from Page 1)

was experiment in pedagogical methods in workers education; for not even in Europe, with perhaps the exception of one or two places in Germany, have satisfactory methods been worked out. The problem is very complex for it is one of teaching adult subjects to adults who have had little elementary education, few more than the 6th grade standard.

On the other hand, these people have had great experience in the processes of life. This experiment has been carried out by a committee composed of Miss Elizabeth Man, Barnard '17 and President of I. C. S. A., Miss Mary Van Kleek, of the Bureau of Industrial Research, Dr. Susan Kingsbury, head of the graduate department of Sociology at Bryn Mawr, Miss Rose Schneiderman of the Woman's Trade Union League, Miss Amy McMasters, who has supervised the work, and Mr. Linderman. This committee has visited workers, classes and tabulated answers to questions drawn up by them, and held symposiums with the teachers of Women's Educational classes and has made such interesting discoveries that Miss McMasters was invited to a meeting of people eminent in workers, education held on April 26. This would seem to be a recognition of the value of I. C. S. A. work.

Because social work has had a wider interest this year, the R. S. O. social work committee felt that a committee consisting of one member from each class and one from each club would be the most effective organ for next year. The members of the committee for next year are as follows: Dorothy Gould, representative of '25 and elected chairman; Betty Kalisher '26, Margaret Goodell '27, Ruth Pearl, Menorah, Celeste Comegys, Newman Club, and Anna Focke, Y. W. C. A.



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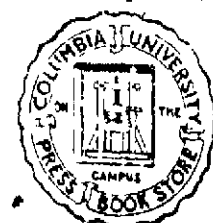
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