

THE BARNARD BULLETIN

Vol. XIX, No. 10

FRIDAY, DECEMBER 5, 1924

PRICE TEN CENTS

FASCISTI RULE IN ITALY

DINO BIGONGIARI

Those who attempt to size up the rule of the Fascisti in Italy seem to give their exclusive attention to the present status of the party, to the merit or deficiencies, of its actual position, with the tacit assumption that ideas are chained for life to the fortunes of the men and of the groups that once espoused them; whereas in reality the important problem is to trace the development of tendencies irrespective of the tags that at one time or another may have labeled them. It is conceivable, though not at all likely, that the Fascists of 1919, or their successors having once attained victory, might through aberrations of party consciousness or by a mistaken allegiance to accidental features, be manoeuvred into opposition to their own essential principles by parties that had succeeded in stealing their thunderbolts. In which case the defeat of the party would mean in reality the victory of its platform. Such a turnover has occurred recently in Italian politics. The *Popolari* (Catholic party) came into existence after the War, with the avowed intention of rescuing the masses from the sway of the socialists whose materialistic doctrines they meant to defeat by means of the spiritual forces of Christianity. The introduction of Catholic doctrine in the schools the restoration of Christian values in family life, and of duty in human relationships, would lead, in their opinion, to an economic settlement and to a moral redemption that could never be won by violent assertion of rights to material goods. The *Popular party* succeeded in doing very little for Catholicism though it managed to do a great deal for itself. The Fascisti, on the other hand, as soon as they came to power, introduced religious teaching in the elementary schools, raised the crucifix again in all public places; and in spite of local contrasts asserted officially the predominance of Catholic values in the constitution of the Italian national idea. With the result that the "Catholics" now, for reasons that no doubt have their weight, have withdrawn to the Aventine in close alliance with the socialists and against that party that is receiving precious support from the Holy See.

In the light of this then, it should be recalled that Fascismo was the spontaneous defense of Italian nationalism against the attacks of all groups of internationalists. The Socialists of all hues, many of the

(Continued on Page 4)

CONCERNING THE CURRICULUM

HENRY E. CRAMPTON

Like the making of books, as the saying goes, the discussion of the curriculum "is without end,"—and for the same reason. Just as books come into being as the varied expressions of advancing human knowledge, so also the normal program of studies in a college derives its nature from that same knowledge; and it must undergo changes along with the sub-

(Continued on Page 2)

To a far greater extent than the members of the faculty realize, the student body is interested in their ideas and accomplishments. BULLETIN is always pleased to make possible a closer contact between faculty and students. Many of the faculty have written on the subject of student participation in the determination of the curriculum. This question is undoubtedly a controversial one and it would be futile to assume that there can be but one interpretation of the problem. Only by the closest co-operation between faculty and students and by a frank discussion of the pertinent issues can we hope to direct our activities so as to culminate in any practical accomplishment. With this end in view, BULLETIN is honored in presenting this Faculty issue.

STUDENT FACULTY CO-OPERATION

WILLIAM F. OGBURN

Active interest of Barnard students in the curriculum of the college is most desirable. Faculty and trustees should appreciate and welcome such activity on the part of the students.

American college students are most often criticized for taking too little interest in their studies and too much interest in athletics and social activities. They should not, therefore, be criticized because they take an interest in the curriculum. For intellectual interests cannot be confined, as some may argue, to the "getting of lessons," the contents of books, or even to the organization of experiment and research.

In times like the present when changes are so rapid, the curriculum must be adapted to changing conditions. Furthermore, since the spirit of our era is one of democracy, co-operation and representation, it would seem to follow that students, as joint-

(Continued on Page 3)

The World of Thought and The World of Facts

HENRI F. MULLER

When Miss Gottschall asked me to write something about anything for the Barnard BULLETIN, I said yes as pleasantly as I could, but I imagine that I made a wry face inwardly. I thought: What shall I say? I am in the habit of telling all I know (and a little more) in my classes. I live and am all wrapped up in my work and in the world of ideas which it stirs and vivifies for me. . . . And after all, why should we not be thus absorbed? Is not the world of ideas (of which mine is but an infinitesimal part) the superior reality? Is not the so-called real world, in so far as it is above pure animality, only its transposition and development into the sphere of facts.

It would take too long and, besides be beyond my competence to show

(Continued on Page 4)

STUDENT CO-OPERATION AND THE CURRICULUM

MARGARET E. MALTBY

The extent to which it is wise to invite students to have considerable voice in the formulation of a general curriculum depends so largely upon the aims, the experience, and the ability of the students that it is a question that cannot be decided arbitrarily. But that there should be considerable flexibility in administering requirements of a well defined curriculum seems to be unquestioned.

With a non-homogeneous student body the situation is not simple. In college we have the student of well pronounced intellectual aims with a professional career in mind, and also the capable student who wishes to have a course that will give her broad cultural interests and will enable her to adapt herself efficiently to the at-present-unknown demands of her life. The serious student who has not found herself, as it were, has a right to ask that her interests be considered. She wishes to enter some one or more of the courses in each of the large types or groups of knowledge and learn the general nature of their con-

(Continued on Page 5)

Nutrition Processes and Plant Life

HERBERT M. RICHARDS

In answer to your request for a contribution to your next issue, I have written a very brief statement of what we have been trying to do in the advanced work of the department, which I thought might interest your readers.

Among the various topics that have taken the attention of the staff and advanced students as one of their major interests are problems in the age-old question of the response of living substance to stimuli. It is obvious that in a field so big and so complicated, no single group of workers would be likely to cover more than a small portion. Experimentally, the subject may be approached in a great variety of ways, such as by measurements of the influence of stimuli on the rate of motion or of

(Continued on Page 3)

"ORIENTATION COURSES"

WILLIAM HALLER

In current discussions concerning college curriculums one hears much talk about "orientation" courses. Such courses are intended as a rule to state the chief departments of knowledge and to define in general terms the purposes and methods of inquiry in particular fields. They have their value and their charm. In practice, however, they are frequently misleading and disappointing. As often as not they tend merely to tell the student what he would know if he did but know, what he would think if he thought. They too generally impart a set of right answers instead of a body of knowledge. This is not, strictly speaking, "orientation" at all, any more than a guide-book is travel or a cook-book a square meal, useful though guide-books and cook-books may be when judiciously used. One gets "oriented" by going and doing rather than by being told. "Orientation" in science is a result of doing something scientific, in literature of doing something literary.

In the eighteen-seventies in a small New England college a young scientist, fresh from his studies at Göttingen, began the teaching of biology. Early in the term he had the luck to get a barrel of fresh clams up from New London, and there being no refrigeration available in those days, he led his students to the basement and set them to dissecting those clams directly. While they were thus engaged, the president of the college walked in. He was a theologian and a philosopher. After a moment of super-

(Continued on Page 2)

THE STUDENT AND THE CURRICULUM

MELVIN M. KNIGHT

Great changes in the demands made upon the college have taken place during the twenty years or so since I was the age of the present crop of freshmen. Doctors and lawyers as well as clergymen and teachers are now expected—and commonly required—to have college training. Many positions even in the business world nowadays require a preparation hardly to be attained by the old apprenticeship method. Inevitably, the influx of large numbers of students with definite vocational aims has affected the curriculum—perhaps even more than the curriculum has affected them. The growing participation of women in professional and business affairs has gradually drawn a new group of colleges into the general secular trend toward what we might call vocationalism.

This tendency might be both commended and criticized—if it were the subject of these comments, which it is not. The main point is that the change has been quite rapid and not very well planned or controlled. I

(Continued on Page 5)

The Barnard Bulletin

Published weekly throughout the College Year, except vacation and examination periods by the Students at Barnard College, in the interests of the Undergraduate Association.

Vol. XXIX December 5, 1924 No. 10

EDITOR-IN-CHIEF

GERTRUDE GOTTSCHALL, '25

News Editor

ELINOR CURTIS, '25

Assistant News Editors

Edith Blumberg, '26 Hannah Kahn, '26

Reporters

Helen Williams, '26 Fanny Bokstein, '26
Marion Pinkussohn, '25 Idell Schall, '25

BUSINESS BOARD

Business Manager

HELEN BEIRNE, '25

Advertising Manager

BRYNA MASON, '26

Assistants

Faye Klawan, '25 Eva Martin, '25
Pearl Friedman, '28 Florence Spiltoir, '28

Circulation Manager

NORMA LOEWENSTEIN, '26

Assistants

Johanna Koch, '26 Alice Demerjian, '25
Jeanette Driscoll, '27

PRINTING BOARD

Printing Manager

EUNICE SHAUGHNESSY, '26

Assistants

Edna Peterson, '25 Edith Haldenstein, '27
Everita Edes, '27

Subscription—One Year \$2.00
Mailing Price \$2.25

Strictly in advance. Entered as second-class matter December 14, 1908, at the Post Office, New York, N. Y., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage, provided for in Section 1103, Act of October 3, 1917, authorized November 12, 1918.

Address all communications to

BARNARD BULLETIN

BARNARD COLLEGE, COLUMBIA UNIVERSITY
Broadway and 119th Street, New York

COMMENT

Student co-operation in planning and administering the college curriculum is a subject well worth discussion. The main purpose of any curriculum is to benefit the students; and its effect on them is the chief test of its efficiency. Should they not, therefore, participate in any discussion of college requirements and plans of courses?

To some extent they certainly should. The devising of a completely new curriculum, however, with entirely new courses in subjects differing greatly from the existing work, such as has been drawn up recently by the undergraduates in at least two American colleges, is not very profitable, except as an interesting and stimulating intellectual exercise for the students themselves. Though entirely justifiable for this purpose, it is not likely to have much effect on the actual curriculum. The faculty of any college generally has its own special talents, interests, and tendencies; the courses it offers must grow out of and express these if they are to be thoroughly well given. No curriculum, no plan of courses, can be successfully imposed on a long established faculty from without.

It is important, however,—granting this limitation,—for the professors to learn from the students their desires and interests, and the effect on them

of the existing courses and requirements, so far as they can judge them. Their judgment is necessarily imperfect. Only some five years or so after one has left college—or shall we say ten—can one begin really to know the effect of one's studies.

Nevertheless the undergraduate opinion is of considerable value. It is not easy, however, to arrange for a reliable and tactful method for its expression. Faculties are but human; and criticisms must be expressed with some discretion if they are to be useful. Past experience seems to indicate that formal questionnaires are likely to stir up a little ill feeling; but some means must be devised for getting at the "silent vote"—for making sure that the so-called "student opinion" is not merely that of a very talkative but very small minority.

Perhaps the best method is that of an informal canvass by a few responsible student officers who are able to weigh evidence dispassionately and scientifically, followed by a careful consideration of this material by Student Council—or the corresponding representative student board—and then an informal discussion between this body and representatives of the faculty. One point that seems certain is that student opinion should be sifted and weighted by such a group as Student Council before being passed on to the professors or administrative officers as really representative.

It is quite possible that some better scheme may be devised. At all events every effort should be made to discover the most effective method of securing undergraduate co-operation in making the curriculum effective, for surely nothing can be more desirable than to have the students take a lively and active interest in their own education.

We must never lose sight, however, of the fact that perhaps the most valuable method by which a student can help to make the curriculum effective is by doing in her courses, and particularly in her major subject, the most thorough and original work of which she is capable.

V. C. GILDERSLEEVE,
Dean

CORRESPONDENCE

To the Editor-in-Chief of
BULLETIN:

Dear Madam:

I would like to take this opportunity, to request any Barnard Student who may have suggestions and criticisms of the present curriculum, either to express her views through your columns, or through private letters to me. We are drawing up a list of topics to be discussed at an open meeting shortly, and wish to take as many points of view as possible into consideration.

Sincerely yours,
MADGE TURNER,

Chairman of Student Council
Committee on Curriculum.

APOLOGY

BULLETIN wishes to apologize for an error which occurred in last week's issue. Barnard was represented by TWO delegates at the Vassar Conference on Student Government. These were Marion Mettler, Undergraduate President, and Marion Mansfield, Junior representative.

Galsworthy On The Younger Generation—And The Older

A Barnard undergraduate once closed a study of Galsworthy with a line from the end of *Strife*, "All this—all this—and—and what for?", thus happily gathering up the unfeeling curiosity, the justice, and the pity with which he consistently regards the spectacle of "this so-called human race." His is the agnostic point of view, free from the vicious weakness so often inherent in mere "tolerance" as we moderns know it and akin to the spirit of the nobler pagans who without faith or hope were yet decent—shall we say charitable?—upon earth.

Galsworthy takes no sides, assumes no cudgel for a hero, condemns none. His attitude is of a perpetual reservation. Thus he habitually balances a character against itself, motive by motive; thus he balances the younger against the older in *The White Monkey*. The structural symmetry of this book excites the pleasure peculiar to architecture. On the one hand the younger generation—Fleur—, seeking sensation, always the latest thing in art, in letters, in celebrities, desperate at heart, afraid of love, afraid to let love go. On the other, the elders, The Man of Property and the irresponsible land-poor aristocrat. That burnt-out old sport George Forsyte left behind him, as his comment upon the life of sensation as he had found it, the strange picture of The White Monkey, of which an artist says, "Eat the fruits of life, scatter the rinds, and get copped for it." That this is a symbol, a warning mockery to the young, is unescapable. So is the impression that Fleur's little Chinese dog also means something. Is he Time perhaps, or the changeless fundamentals, or Change itself? For the book closes with a question, What will their baby do to Fleur and Michael? The little dog "seemed to say," "Puppies, we do it in China. Judgment reserved."

In the *Forsyte Saga*, before present youth had its day, a kind of dumb static tragedy followed the life of Fleur's father Soames, the Man of Property. One wife was unfaithful and fled, the other was unfaithful furtively and stayed. And Soames never knew that the root of his trouble was his inability to see wives otherwise than as property. Fleur's generation has happily outgrown that error. In Alice Duer Miller's pithy phrase, wives have become "people" to Michael and young Bickett. Sexual jealousy succumbs to pity when Michael discovers that Fleur married him with a broken heart, to fair play with Bickett's recognition that his own transgression matches Victorine's.

But Soames is the great figure of this book as of the *Saga*. And in it he assumes in a mild way the heroic proportions of an Oedipus at Colonus. George, willing a third of his property away from the Forsytes to a woman who smells of patchouli, leaves Soames with the charge, "See that she gets it. I can trust you, that's one thing about you, Soames." Honesty and responsibility must be the cardinal virtues of a world of property. Significantly, neither Michael nor his aristocratic father understands Soames when honesty and responsibility drive him, against his own interests, to face the shareholders of a corporation with the truth about a crooked manager whom he has detected and frightened into exile. The grey

TIFFANY & Co.

JEWELERS SILVERSMITHS STATIONERS

QUALITY-IDEALS

MAIL INQUIRIES GIVEN PROMPT ATTENTION

FIFTH AVENUE & 37TH STREET
NEW YORK

"ORIENTATION COURSES" WILLIAM HALLER

(Continued from Page 1)

cilious recoil, he turned to the young scientist, saying, "This is all very well, Dr. E——, but surely, before putting these young gentlemen to their present task, you have led them, as it were, to some mountain top from which to show them the whole great world of science spread out before them." "On the contrary," replied the scientist, "I have led them to the top of a barrel of clams and they are working toward the bottom." For the completion of my story, I should add that the philosopher was an excellent philosopher who, in the event, taught many men to be more philosophic. The scientist was an excellent scientist who taught just as many to be more scientific. This was genuine "orientation."

CONCERNING THE CURRICULUM HENRY E. CRAMPTON

(Continued from Page 1)

stance and form of organized human thought in general. A curriculum is not the product of intuition or of personal fancy, but it is a correlative and derivative of progressing intellectual achievement; it changes its character by a real process of evolution, not by revolution. Here, I believe, are fundamental principles which it is always important to keep in mind whenever a program of studies is questioned, or changes in its nature are proposed.

When colleges began, the higher organized branches of learning were mathematical, philosophical, and literary, so the earlier programs of studies comprised fundamental courses in these subjects almost solely. The prodigious advances in knowledge during later times have occurred mainly, even if not exclusively, in the natural sciences and in the social sciences. The inevitable result has been that basic courses in these newly developed subjects have joined their

(Continued on page 6)

old Man of Property makes a gallant showing. He has his day, and goes down before the shareholders' stupid desire to wreak vengeance on somebody. This is like the close of *The Mob* or *The Man Who Kept His Form*. If Galsworthy loves any hero except a dog it is the man who lets himself be crucified for an abstract principle, a pagan decency. In *The White Monkey* he has swung Soames into line. As they said of More in *The Mob*, "He kept his end up, anyway."
ETHEL STURTEVANT.

FACULTY AND STUDENT CO-OPERATION

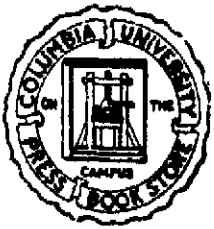
WILLIAM F. OGBURN
 (continued from Page 1)

participation in the functioning of the curriculum should have an opportunity to share in decisions and not be left with only a submissive and inactive role. So also today organizations such as a factor in progress that the organization of intellectual interests should certainly be a proper concern of students.

The concern of students in the curriculum might also be considered as a right, to use the terminology of political philosophy, and certainly as a legitimate interest. It is the lives of the students which are being affected; it is their characters and their interests which are being shaped and formed. There is the sacrifice of time and money. And students are surely sufficiently mature for moral responsibility.

But the consideration is not wholly a matter of theories and a matter of rights. It seems sure that greater interest of the students in the curriculum would have practical advantages. Teachers have carried their intellectual interests further than have college students and their experience is longer. That the teachers should be looked to for intellectual guidance by students is the very essence of college and university—as it should always be. But there are limited and proper spheres for this relationship. For instance, a particular intellectual enthusiasm, a distinct asset of the teacher, may prove also a liability. Directed intellectual enthusiasm leads to specialization. And specialization means variations in emphasis and selections in valuation which will often effect balanced decisions. There are also limits to which teachers may legislate without other representation. Students as a group are freer from such an intellectual bias or specialization, and they must necessarily have information not possessed by the teacher, information regarding themselves as the products of the educational process. Student opinions must, therefore, be very valuable on such

(Continued on Page 5)



"The New Book Store"



Christmas Greetings

Have you ordered your Greeting Cards yet? You can select formal cards, dignified and chaste or gay, colorful ones, ablaze with Christmas cheer. And by ordering now you will escape the hurry and confusion of last-minute orders.

COLUMBIA UNIVERSITY PRESS BOOKSTORE

Journalism Bldg. Upstairs and Down

"I Get it at 'The Bookstore'"

FREEDOM AND EDUCATION

ISABEL LEAVENWORTH

How much say is the student to have in the planning of her own curriculum? This problem was presented to me as another instance of the old quarrel between freedom and authority. A century and a half ago, to classify the problem thus would have been to simplify it. Today it merely warns us that we are approaching something highly complex. For in the interval we have come to realize that freedom is not a changeless shining object, plainly visible to all, to be attained through courageous attacks upon our oppressors, but that if there is in reality such a thing as freedom, its seeds are to be found in poor obscure possibilities within us which can reach maturity only as the fruit of many a hard battle—with ourselves. All of which proves nothing further than that even one who is interested in personal freedom may still feel it is an open question just how much the student should have to say in the outlining of her own curriculum.

The point of primary importance is that through any educational course we should win more freedom than we started out with. This freedom is partly embodied in a more successful use of our minds depending not only upon emancipation from emotions thinly disguised but upon more positive acquisitions; upon the ability to perceive clearly the nature of any problem with which we attempt to cope and to judge what kind of approach is fit, the ability to extract essentials; the ability to call from every corner of the mind anything which is apt and to use it in ways never used before, the ability to keep our thinking unhabitual but pertinent. I have purposely made the order no small one in order to make clear the rigorous training required, the elaborate technique called for. In the giving of such a training, the perfection of such a technique, the choice of studies is of considerable importance. Who shall make this choice is not a question that can be decided through an examination of the notions of "freedom" and "authority." The "say" of each person concerned should be in proportion to his knowledge and his ability in such matters, and how great are the knowledge and ability of each is a question of fact. I do not mean for a moment to imply that the student has nothing to offer or that the members of the faculty have everything. I know little of the facts and so will not commit myself. I might suggest, however, that if it appears that the student should look to members of the faculty for a certain amount of guidance in these matters there is no reason why she should feel any more humiliated, any more galled by the shackles of authority, than when she calls upon a plumber to fix a leak or upon an architect to design a house.

BASKETBALL FIRST TEAMS

Seniors vs Juniors

SECOND TEAMS

Sophomores vs Freshmen

Tuesday,

December 9, at 4:00 P.M.

NUTRITION PROCESSES AND PLANT LIFE

HERBERT M. RICHARDS

(Continued from Page 1)

growth, or on the nutrition processes of the organism.

It is on this last named aspect that we have done the bulk of our work, endeavoring to find out how stimulants affect the chemical happenings associated with life processes of protoplasm. Plants are well suited for this kind of work, especially those which have no green coloring matter in their tissues, but are colorless and must be fed with organic food. Common moulds are of this type, like the kind which grow on cheese or bread and we can give them known quantities of sugar and other substances and by chemical analysis determine fairly easily and with considerable accuracy just what they do with the food thus offered. We determine this for the normal conditions and also for the abnormal stimulated conditions brought about by minute doses of sometimes very violent poisons. We find that there are important differences in the nutrition processes in the two cases.

My own interest in the question dates back to long ago when I was still a student in the formal sense of the word and was set at a problem akin to that which has been described above, finding that very small amounts of many substances which were deadly in any considerable quantities, would produce a much more rapid growth of the plants I was experimenting with. The why and wherefore of this phenomenon has always intrigued my imagination so it is natural when students came to me that their attention was turned to the question. We have found out a number of things which have led to a better understanding of the nature of chemical stimulation, but which are rather too technical to discuss here.

You may say that such work is chemical, not botanical, but that is as may be. It is physiological, and physiology is the application of chemical and physical knowledge to the operations of the living organism, a somewhat different matter be it said than straight chemistry and physics. You also no doubt ask what is the excuse, for spending so much time and labor on such investigations. One answer is that in comparing the activity of the normal with the stimulated protoplasm we are afforded one way of coming nearer to an understanding of how life processes are maintained, a problem which will never cease to interest mankind. From a more practical point of view knowledge of the behaviour of stimulated protoplasm has important bearings on general physiology and hence on medicine, as well as upon the many technical arts which depend upon the activities of micro-organisms. One can never tell when some discovery may not articulate with other problems in a field remote from the original one.

So we have gone on from year to year and we are going on now, adding a little here and there to the solution of the great problem and publishing our results when they are worth while. Possibly some day some one of us may be able to collate and correlate our own work and that of others elsewhere, reducing our re-

(Continued on Page 4)

VACATION AND THE CURRICULUM

KATHERINE S. DOTY
 Assistant to the Dean

The BULLETIN has asked me to say something about the student's attitude toward the curriculum from the point of view of her future occupation. She must remember, of course, that the college is not a technical or professional school, though it may, and generally should be, pre-professional. If a girl can afford it she will do better to take both a college and a post-graduate technical course, making her college program fairly broad and cultural and going on later to a long or short course of special training, from a few months to several years depending on the field of work she wishes to enter. If she cannot possibly afford both, it will usually be necessary for her to sacrifice either the latter part of her college course and transfer to a technical or professional school, or, for some occupations, to plan a very concentrated, specialized and utilitarian program. A good many beginning positions in certain fields may be entered directly from college, especially by those who have planned their courses toward a definite end, and a large proportion of our graduates do so enter. Frankly however, I think they would often advance farther if they would invest a little money in a specialized training course. For instance, a Master's degree with a good deal of education for teaching, a secretarial course or a longer course in the School of Business for many sorts of business and office work are more than worth while. But if the student knows definitely that she must support herself at the end of four years, then she should plan accordingly and specialize at college or elsewhere as her proposed job may demand. She should not wander through college aimlessly taking just what she happens to like or what comes at a convenient hour, and then complain at graduation that she "isn't prepared for anything!"

Even for the girl who plans post-graduate specialized training, a certain amount of undergraduate emphasis on pre-professional subjects which will be related to her later study is desirable. The graduate who came into the Occupation Bureau a few years ago and said that she had always wanted to study medicine but hadn't taken much science in college because extra laboratory fees were then required had hardly used the intelligence which her B-to-A record seemed to indicate. And the recent senior who explained that, although she wanted social service, she had taken only the one prescribed course in economics, found herself quite unnecessarily handicapped.

All of this may sound as if everyone knew from the first just what she wanted to do! Naturally, many of the girls who come to college do not know yet—and often if they choose too early from too little information and experience, they may choose wrongly. But they should think of the various possibilities, keep their eyes and ears open, and get all the information they can. Usually they can come to a fairly intelligent decision by the end of the sophomore year.

Columbia University
 Barnard College
 The Bulletin

THE WORLD OF THOUGHTS and THE WORLD OF FACTS

HENRI F. FULLER

(Continued from Page 1)

how pure disinterested thought, in objectifying itself (1) has shaped decisively the destinies of mankind. A great poet like Homer creates an idealized type of divine and human society with its standards of morality and beauty, its personnel of gods and heroes, and for generations, the world tends to carry out this ideal in an infinite variety of ways. For instance; an Alexander the Great will emulate Homer's Achilles, a Julius Caesar will rival Alexander thus inspired, a Charlemagne will feel himself the successor of Caesar, a Napoleon must rebuild this empire of Charlemagne and Caesar, finally a Kaiser Wilhelm . . . but I must stop here. In fine an imagination of a great poet has had enough power to stimulate, at critical periods in the history of mankind, directly or indirectly, the men charged with its fate.

Pasteur is interested in an academic problem, academic, that is to say, theoretical, unpractical! Is there such a thing as spontaneous generation; can life, even in its lowest forms come from anything except a similar living organism? "Idle men's amusements," said the practical business men. Pasteur, finally, in the most perfect series of experiments, proves almost with mathematical evidence that there is no such thing as spontaneous generation, even for germs of the most primitive contexture. This "academic" result is at once put by Lister into the world of facts: it transforms surgery; the insidious enemy, sepsis has at last been found: antiseptic and aseptic surgery is born. If germs are the cause of infection, and if they do not rise spontaneously, they may be destroyed, then kept out of the wound.

I have selected two conspicuous cases of influence of the world of thought on the world of fact, out of a multitude. Such influences are not the exception, they are the rule. Yes indeed, the world of ideas is a great reality. And happy are we to partake, be it ever so little, of its life, and to be nearer to it, and to be, by calling and profession, bound to feel its intense existence. For universities were founded for no other purpose than to serve it. Among many uses to which colleges can be put, this to my mind, is most important. Science, culture, scholarship are but different words to express its various aspects in regard to man's activity.

So we are right when we believe in it, in its absolute value, independently of whatever benefit can be derived from it. It rewards us with intelligence. And what greater pleasure of the mind can there be than to understand?

NUTRITION PROCESSES AND PLANT LIFE

HERBERT M. RICHARDS

(Continued from Page 3)

sults to a generalized and comprehensive statement. A final solution of our problem we cannot expect to achieve, but a proximate solution is a legitimate goal.

FASCISTI RULE IN ITALY

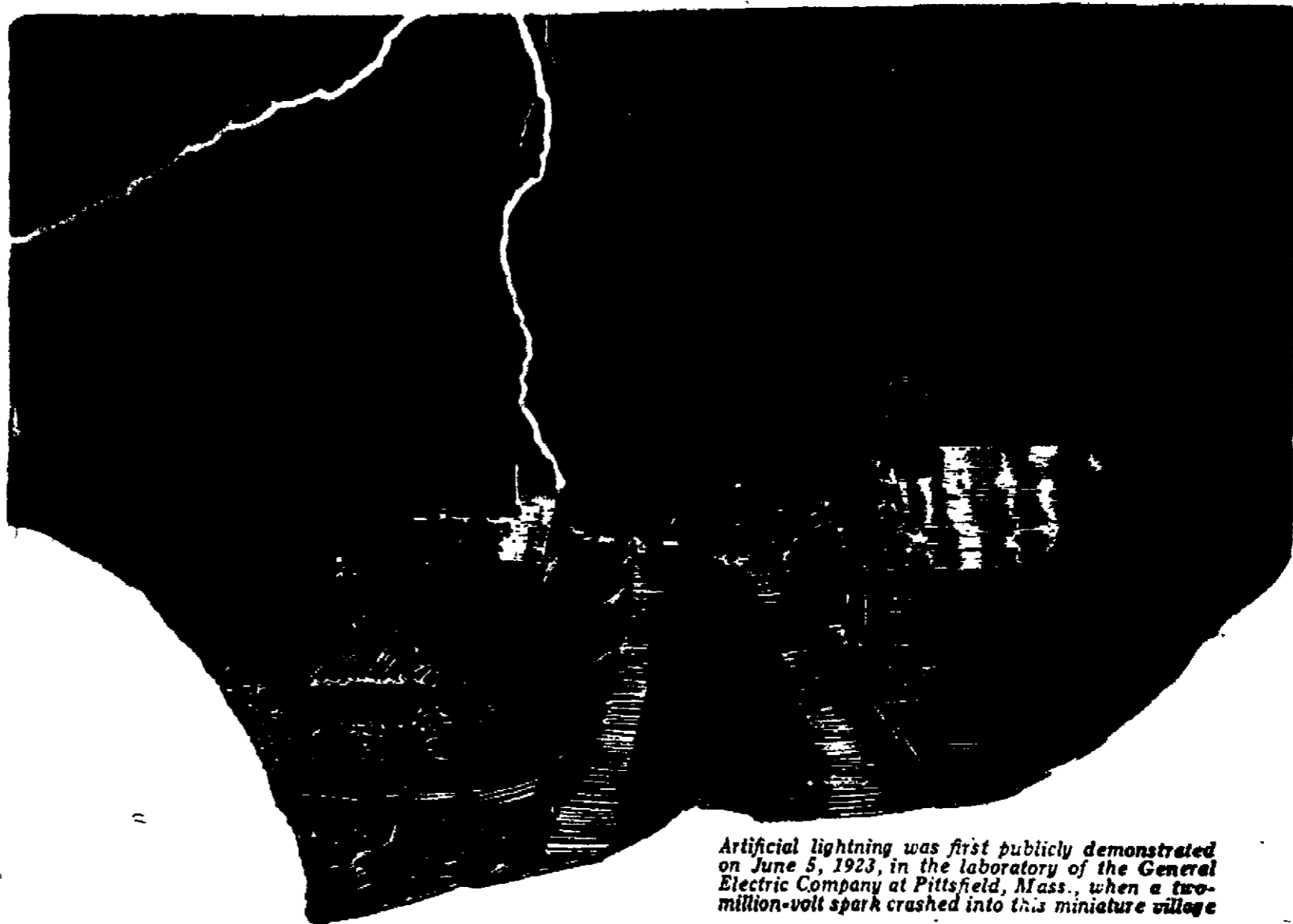
DINO BIGONGIARI

(Continued from Page 1)

Catholic party, and the leading democrats, were convinced in 1919 that the kingdom of Italy, sustained by the Constitution of Carlo Alberto, had come to an end; that the Italian army, victorious against Austria, should be vilified into extinction; and that the "principles" of war deserters should receive, as they did, official commendation. Direct action was to be resorted to in order to give the final once over to the ridiculous puppet of Italian nationalism. The only obstacle seemed to be the police and its abolition was demanded in Parliament and elsewhere by an insistent *Delenda Carthago*.

Then the Fascist came and did what every body knows they did. To carry through the revolution and to establish its results, they resorted to direct action, sometimes with blundering excesses; they have tried to modify the Constitution of Carlo Alberto in order to bring it up to date; they have instituted a national militia as an army of defense of their party program. And the opposition—Socialists, "Catholics" and democrats, now repudiate direct action, invoke the sacred inviolability of Law (under the Constitution of Carlo Alberto) and extol the value of the Italian army and police against the encroachments of the Fascist militia. All of them now accept and assert as a condition of their activities, the existence of the Italian nation. And all this is

already a great victory of Fascismo or rather of the Italian people who in 1922 rose and acted through the Fascisti. But more will be done. The party today has not turned over its principles to the opposition. Its changes and its innovations, whether along educational lines or in matters statutory, towards syndicalistic developments or in the relations of the individual to the state, are truly in harmony with their doctrines and the sacrifices of three years ago; and they will be carried through if it can array against the motley and unnatural alliance of Socialists, democrats and "Catholics," not the unruly ambitions of the numerous opportunists of the eleventh hour but the principles of the original defenders of the national idea.



Artificial lightning was first publicly demonstrated on June 5, 1923, in the laboratory of the General Electric Company at Pittsfield, Mass., when a two-million-volt spark crashed into this miniature village

What's the use of artificial lightning?



Experiments like these are particularly thrilling and important to young men and women, who will live in an age when electricity will perform most of life's hardest tasks. Know what the research laboratories of the General Electric Company are doing; they are a telescope through which you can see the future!

If you are interested to learn more about what electricity is doing, write for Reprint No. AR391 containing a complete set of these advertisements.

It is mainly experimental, aiding General Electric scientists to solve high power transmission problems. Many such experiments yield no immediate return.

But in the long run this work is practical and important. It is part of the study which must go on unceasingly if this powerful force, Electricity, is to be fully tamed and enlisted in your service.

GENERAL ELECTRIC

GENERAL ELECTRIC COMPANY, SCHENECTADY, NEW YORK

95-941DH

ASSEMBLY DISCUSSES FUNCTIONS

A special meeting of the Representative Assembly was held on November 26, to discuss the respective functions of the Assembly and Student Council. A resolution was introduced by Helen Robinson to the effect that matters of policy should be discussed by the Assembly, after which Student Council should formulate the sentiment of the Assembly and post its decision, which could be brought again before the Assembly if ten members so desired.

There was discussion of the powers of each body as defined in the constitution, and it was generally felt that the interpretation put upon their powers was broad enough not to require changing. Miss Killeen moved that a meeting of the Assembly be held every Wednesday and that all business to be brought before the Undergraduate Association be discussed and disposed of by the Assembly itself or referred to Student Council. The motion was defeated.

A motion that the Assembly meet every Wednesday, amended to read "meet weekly," was carried. This will allow time for more consideration of such matters as have been discussed formerly in Student Council.

At the regular Representative Assembly meeting which was held on December 1, Miss Baldwin, chairman of the eligibility committee, presented an Eligibility system which involves some changes from the one which was adopted for trial last year. According to the new plan, there will be an eligibility committee consisting of the four class vice-presidents and a girl elected from each class. This suggestion was adopted in place of one providing for a committee of the four presidents and vice-presidents, since it was felt that the presidents have too much work now. The other noticeable departure from last year's system is that four days will elapse between nominations for an office and the voting, to allow time for O. K. slips to go through. The Assembly approved the new system after suggested changes had been made.

The question was brought up of whether or not Barnard Students should be allowed to join the Progressive Club at Columbia. Since there is no political club here, there seemed no reason why Barnard Students should not join. The Assembly moved to approve such affiliations.

The matter of selling "Barnacle" on the Columbia campus was laid open for discussion. No objections to its being sold were raised, and it seemed unnecessary to take any action.

At the next meeting, which will be held on December 10, the rules for maintaining order in examinations will be considered.

ALUMNAE VARSITY BASKETBALL GAME held on December 25, ended with a 18-14 score in favor of Alumna. An account of the game will appear in next weeks BULLETIN.

DEAN ADDRESSES ASSEMBLY

The tentative scheme for a new curriculum now being considered by the Committee on Instruction, was outlined by Dean Gildersleeve in her address to the student body at Students Hall on December 2. The fact that this new plan will not go into effect for two years anyway was especially stressed.

A command of written and spoken English, a thorough reading knowledge of one of six foreign languages (French, German, Italian, Spanish, Greek, or Latin) and courses like Hygiene and Physical Education—that tend to promote physical well-being—will be required. These instrument or tool courses, so to speak, which would aid one in any walk of life—will be the only type prescribed.

The entire curriculum will be divided into three groups: Literatures and Fine Arts, Social Sciences, and Mathematics and Natural Sciences. Students will be required to take twenty eight points of their major subject and fourteen points from each of the other groups.

The feeling that there are too many prescribed courses under the present system—has prevailed among the faculty for some time. The entire curriculum, due to an accumulation of minute rules and regulations has become a very complicated and illogical thing.

If students would carefully consider the main points of the new plan and would pass their ideas on to Student Council, a digest of student opinion and reactions regarding this matter, could be conveyed to the faculty.

Students should not be forced to make a decision about their major subject before they have become acquainted with unfamiliar fields, was one of the points emphasized by Dean Gildersleeve.

It matters very little what subjects one elects, the Dean maintained. The important thing is the personality and methods of the teacher, as well as the amount of work done by the student.

IS THE PRESS KEPT?

The Nation will give the second of a series of dinners at the Fifth Avenue Restaurant, 200 Fifth Avenue Friday, December 12. The speakers of the evening will be Herbert Bayard Swope, Executive Editor of The World and Ernest Gruening, former managing editor of the Boston Herald, New York Tribune and The Nation. The subject will be "Is the Press Kept?" The Chairman of the dinner is Oswald Garrison Villard, Editor of the Nation.

The dinner is \$2.50 a plate. By special arrangement, Barnard Students will be admitted after the dinner for the subscription price of \$1.00. Those interested may sign up on the list posted in BULLETIN Office.

NEW COURSES

The list of new courses to be given next semester, which was announced by Miss Gregory at the meetings of December 2 and 3, is now posted on the Registrar's Bulletin Board and can be consulted there.

ANNA J. RYAN, Inc.

The Beauty Shoppe par Excellence
2896 BROADWAY
Near 118th Street NEW YORK CITY
Telephones: Cathedral 7156 and 7458

CONCERNING THE CURRICULUM

(Continued from Page 2)

older associates in the curriculum. In consequence of this process, the whole number of subjects has so increased as to render it impossible for all of them to be taken by a student in a single college course, and hence some choice has come to be allowed; here, incidentally, is the real reason for the origin of the elective system, whatever accessory factors there may have been.

So with the changing times, new interests have arisen within the institutions of learning by a kind of induction with what has taken place in the intellectual world at large. From the nature of the case, it is impossible that a program of studies can remain unaltered for very long; and decade by decade, those who are responsible for the planning of the curriculum have had to meet new and insistent problems. What subjects of thought or research have advanced so far as to claim a just place in the program of studies? How much of the new and how much of the old shall be deemed essential for a liberal education, and should therefore be required of all students? What natural sequences exist among different subjects and to what extent shall these control the elections in the corresponding courses in the college curriculum? It is by no means a simple task to assign the proper relative values to older and newer subjects, and to effect a just balance of the multiplied courses offered to students, to the end that all may acquire liberal knowledge even if that knowledge cannot be identical in all cases.

These, then, are the considerations which are at all times helpful, although the immediate questions concerning the curriculum are usually matters of detail. Yet these minor details are more effectively dealt with, I believe, when the nature and evolutionary history of a program of studies are understood and duly appreciated.

JUST PERFECT

2907 BROADWAY (at 114th St.)
Tea Room and Restaurant
Daily Luncheons 11.30 to 3 P.M. 65c
and Dinner Specials 75c
Are the Success Since 1917
Open 7 A.M. to 8.30 P.M.
Theo. House, Mgr.

Tel. 4707 Cathedral

BIACAKE TEA ROOM

2229 Broadway Bet. 114th & 115th Sts
Breakfast, Luncheon, Afternoon Tea
and Dinner
Open 7 A.M. to 7:30 P. M.

\$1.00 STATIONERY

200 Single Sheets, 100 Envelopes
100 Double Sheets \$1.50 each
Address and Phone for Personal or
Business use—Black or Blue Ink.
Orders must be accompanied by remittance in full
Satisfaction Guaranteed—Delivery prepaid East of
the Mississippi River. For Points West and Foreign add 10%
RHODES SPECIALTY CO. BERGENFIELD, N.J.

CAPS and GOWNS

Orders Filled At Once
Faculty Gowns and Hoods

Cox Sons and Vining
131-133 East 23rd Street
Barnard Representative
VELMA BROWN



HAIR GOODS Phone
TOILET ARTICLES Cathedral 3383-5700

BEAUTY

Miss LORRAINE, Inc.

SALON

Permanent Waving

2959 BROADWAY, cor. 116th St. N.Y.

PHONE CATHEDRAL 9000

LOHDEN BROS., Inc.

CONFECTIONERS

High Grade

ICE CREAM and WATER ICES
and LIGHT LUNCHEON

2951 BROADWAY
1026 WESTCHESTER AVE., NEW YORK
2296 EIGHTH AVENUE

We are members of Florists' Telegraph
Delivery—flowers by wire to all the world

J. G. PAPADEM & CO.

F L O R I S T S

2953 BROADWAY Bet. 115 & 116 Sts.
Telephone Cathedral 3697-9329



Telephone Manhattan 4113

Where to Buy

BOOKS
NEW OR
SECOND HAND

STATIONERY

Loose-Leaf Supplies or Anything
Required for Studies

THE COLLEGE BOOK STORE
A. G. SEILER
1224 Amsterdam Avenue
(Whittier Hall)

My Reputation Is Well Known
For careful Cleaning and Pressing of
Ladies' Garments

M. ELIAS

440 RIVERSIDE DRIVE
(Corner 116th Street and Claremont Avenue)
Telephone: Cathedral 8423

REMODEL REPAIRING TAILORING DRY CLEANING

Telephone 74 MORNINGSIDE DRIVE
CATHEDRAL 4500 Cor. 118th Street

DOROTHY GOSSNER

HAIR SHOP

MARCEL WAVING, ETC.
HAIR DRESSING

Mr. and Mrs. CHARLES

SADLER'S

DANCING ACADEMY

Booklet on Request

2786 Broadway—108th Street

Phone Academy 1581
Private Lessons Daily Classes Every Evening

COTRELL & LEONARD

ALBANY, N. Y.

CAPS, GOWNS, HOODS
for all degrees

MARGARET IRISH
Barnard Representative

