

MARGARET MEAD RECITES EXPLOITS IN SAMOA

LETTERS GIVE PICTURE OF LIVES OF NATIVES

Margaret Mead, Barnard '23, is doing field work in Samoa as a Fellow of the National Research Council of America. "I intend to make a study of the adolescent girl in her native surroundings," said Miss Mead in an interview for the Honolulu Star-Bulletin, "in order to discover just what phenomena of adolescence are determined by civilization and by natural heredity and environment."

Miss Mead was editor-in-chief of Bulletin while at Barnard. She was elected to Phi Beta Kappa. She took her M.A. in Psychology at Columbia in 1924 and her Ph.D. in Anthropology in 1925. Immediately after this she was awarded the fellowship for a year's study in American Samoa.

After paying a short visit to Honolulu, Miss Mead went to Pago Pago, Tutuila, where she studied the Samoan language. At present she is working on her project in the village of Luma on the island of Ta'u.

The following are excerpts from letters concerning her experiences among the Pacific Islands.

Pago Pago, Tutuila, Samoa, September 2, 1925.

"... The ceremonies in the market square were even more depressing. Tufeli, Governor of Manu'a, Mauga, Governor of Tutuila, and a visiting chief from Apia, presided at the formal Talolo (gift giving). They were gorgeous in full regalia, high grass headdresses, elaborate grass skirts and naked above the waists with their bodies oiled till their skin glowed. The square was crowded with sailors from the fleet, all the visiting natives, and the people from the 'Sierra' which got in at noon and stayed until 5. With the exception of the three chiefs and the natives who were dressed for the siva dance, and a visiting chieftess, the daughter of Malietoa, (the last king of Upolu), the other natives were in the nondescript dress which they all wear, the women barefoot and in light shapeless dresses, the men in white cotton shirts and lavalavas (cloth caught at the waist with a belt, and falling a little below the knee), of various hideous striped American stuffs. And almost all carried black cotton umbrellas, to make the scene finally ludicrous. I tried to get some pictures, but I know they won't be any good; the bright costumes melt into a background of endless umbrellas, and even the children carry them, so they graduate from very near the hand. Tufeli, orator's staff in made a glorious speech, his

ROBERT FROST ADVISES "EDUCATION BY PRESENCE"

THE POET EXPLAINS HIS PEDAGOGICAL THEORIES

Robert Frost, one of the most important of present day poets, lives on the campus of the University of Michigan. He is not a part of the formal machinery of classroom instruction, but teaches by an informal process of "education by presence." The following paragraphs are excerpts from an interview with Mr. Frost for the CHRISTIAN SCIENCE MONITOR in which the poet explains his pedagogical theories.

"Everybody knows that there is such a thing as education by presence and has benefited more or less by it. You take my own case, for instance; I never have set up to be a particularly good teacher in regular catch-as-catch-can, catch-them-off-their-guard-three-days-in-the-week classroom work. I refuse to quiz day after day, to follow boys up with questions I myself can answer. I refuse to stand up and lecture a steady stream for fear of the consequences to my character. Three days in the week, thirty-five weeks in the year is at least three times as much as I have it in me to lecture on any subject anyway. It is at least three times as often as I have the nerve to face the same audience in a week, and three times as often as I have the patience when I know the audience has been doing nothing to help itself in the intervals between my lectures.

"No, I am an indifferent teacher as teachers go, and it is hard to understand why I am wanted around colleges unless there is some force it is thought I can exert by merely belonging to them. It must be that

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UNDERGRADUATES INVITED TO ALUMNAE DAY

The undergraduates are invited to join with the alumnae in celebrating Alumnae Day, Friday, February 12.

The Alumnae Dramatic Group will present a comedy-satire by Booth Tarkington and a Grand Guignol Burlesque, by Kenvon Nicholson, at 3 o'clock, in the Brinckerhoff Theatre. The cast includes Mary Benjamin '25, Isabel Cooper '22, Denver Frankel '24, Edith Halfpenny '13, Dorothy Lazar '26, Jeannette Mirsky '24, Hortense Opoznauer '26, Christine Straiton '12, and Lillian Walton '14.

The Barnard College Glee Club will give a program of songs.

Tea will be served in the College Parlor from four to six.

At six o'clock there will be a basketball game, with the Undergraduate team opposing the Alumnae.

DEAN WILL SPEAK AT ASSEMBLY

Dean Gildersleeve will address the opening Assembly in the Theatre, Tuesday at 1:10 P. M.

NORMA LOEWENSTEIN WINS EARLE MEMORIAL PRIZE

The recent competition for the Earle Memorial Prize in Classics was won by Norma Loewenstein, Barnard '26, President of the Barnard Classical Club, and winner of the Tatlock Latin Prize in 1924. The Earle Prize examination involves both Greek and Latin, including composition in each language, and is open to undergraduates of Columbia and of Barnard. No award is made unless the leading candidate attains a really high standard of achievement, and for two years past no candidate has succeeded in reaching that standard. It should be a source of satisfaction to Barnard that, one of her students has not only won the Earle Prize but won it with a mark outranking the majority of winning grades recorded for previous years.

STUDENT FELLOWSHIP QUOTA NOT FILLED

The Student Fellowship Drive quota lacks \$170 of the \$2000 which must be raised. Students who have not contributed are urged to do so.

Outstanding pledges may be paid any day before February 12, from 12 to 1, in Students' Hall.

SCOTT NEARING WILL SPEAK AT COLUMBIA

Scott Nearing, who has just returned from Russia, will speak at a meeting of the Social Problems Club on Wednesday, February 10, at 4:30 in room 309 Havemeyer. His subject will be "Social Conditions in England and Russia". The College is invited.

JOSEPH AUSLANDER WILL ADDRESS ENGLISH MAJORS

Mr. Joseph Auslander will be the guest of the English Department this afternoon in the College Parlor. Mr. Auslander is a Harvard graduate and has been on the English faculty at Harvard for six years. He contributes both prose and verse to the leading journals and has published a volume of verse entitled *Sunrise Trumpets*. He is bringing out through Harpers a second volume of poetry. Mr. Auslander will read from his own verses from four to five when tea will be served.

Only juniors and seniors majoring in English are invited.

CURRICULAR COMMITTEE EXPLAIN ITS "REPORT"

WISHED TO STIMULATE OPEN COMMENT

The following communication to Bulletin is intended to make clear the position of the Curricular Committee in regard to its so-called 'Report.' The letter is printed in full.

The article in the *Bulletin* of January 15, called *Curricular Committee Makes Its Report*, was as much of a shock to the Curricular Committee as it was to the faculty and the students. In justice to both, a true statement of the facts should be given.

Only a few days before *Bulletin* went to press several members of the Curricular Committee took cognizance of a murmur of discontent that was going on among the students due to their inability to take desired courses at Columbia. These members discussed the affair *informally* and decided that it would be a much wiser plan to bring the problem out into the open than to let it seethe any longer through the student body. On the other hand, there had not been a definite enough appeal from the students to warrant bringing the matter before the faculty. It was therefore deemed best to stimulate *open* discussion and suggestions from the students by means of *Bulletin*, and, as there was not enough time before it went to press to call a formal meeting of all the members of the Curricular Committee, we decided to write an *informal letter* to be published in the *Open Forum* column, merely for the purpose of stimulating open comment by the students. The statements we wished to make were as follows:

1. That students entered Barnard thinking that they would be allowed to take advantage of certain advanced courses at Columbia; that nothing being said to the contrary, they continued to believe so. We realize that there is no such thing, as the article in *Bulletin* actually stated, as a "promise in the catalogue"; we think, merely, that the students felt that there was a *tacit* understanding to that effect. Then, when, as Juniors and Seniors, they applied for certain courses, they were refused, sometimes at the last minute, when it was too late to rearrange their programs satisfactorily, and they were obliged to *fill in* with courses they did not wish to take.

2. That some students wish, in their Junior and Senior years to round out their studies with advanced or graduate courses that are not to be had at Barnard. They either cannot or do not desire to do post-graduate work, and would

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PAY YOUR FELLOWSHIP PLEDGE

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.

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COMMENT

To the Newcomers:

We wish to extend greetings to the February freshmen. They come few and far between, looked upon as left overs from last fall or premature freshmen of the fall of 1926. They are treated too casually and attempt to make their adjustments with as little as possible disturbance and commotion. But they are a part of us and we should try to make them feel at home.

Silence, taken as significant assent, is the response to the comment on the Sing Song of the ignominious past. One thing should be added. There may be, beside the one of general lack of interest in Sing Song, another reason for non-participation in this activity. Mary Boyd of the Massachusetts Agricultural College writes in an article for The New Student entitled "College Songs" a most plausible justification for indifference. Miss Boyd thinks college songs are simply terrible. "There is too much sentimentality and not enough sentiment," she says. "An 'Alma Mater,' gentle reader, is a series of rhymes hitched to an awful sentiment. The students who sing it are at once made aware of Nature's interest in broadcasting the glory of the college, for the 'air resounds,' and the hills prolong, and 'the Heavens repeat' the college name and fame."

No wonder, indeed, that students of science shrink from composing and singing such pieces. But is that the reason?

NOTICE

All applications for scholarships, from students now in college, for the year 1926-27, must be filed in the Dean's Office before March 1, instead of April 1, the date announced in the catalogue.

V. C. GILDERSLEEVE, Dean.

January 26, 1926

LETTER FROM THE DEAN

To the Editor of the *Barnard Bulletin*

Dear Madam:

The article regarding the election of Columbia courses by Barnard students printed in your issue of Friday, January 15th, and entitled—through an error, I am told—a report of the Curricular Committee, seems to have been based on some misunderstanding of the facts involved.

The College has not been sacrificing the interests of mature students to the growing size of the freshman class. A study of the registration statistics of the last four years indicates that the freshman class is now about the same size as it was in 1922-23.

Instead of diminishing the amount of money paid to Columbia University for instruction given by Columbia professors to Barnard Students, we are increasing the amount this year considerably beyond last year's figures.

Columbia University during the fiscal year 1924-25 incurred a deficit of \$122,909. Barnard can hardly expect exceptional generosity from Columbia, therefore, at this time. Moreover, the finances of the two corporations are still entirely separate, as they have been since the founding of Barnard.

For undergraduates, Columbia University is not a co-educational institution. Our plan here is to have practically all regular undergraduate instruction given separately for men and women. Anyone who wishes the co-educational type of university should go to Wisconsin, Michigan, or some similar institution.

It is the policy of Barnard to centralize the education of the candidates for the degree of Bachelor of Arts in the courses given by members of its own Faculty, and to restrict their choice of courses in various ways. Students who wish to avoid such restrictions and study without reference to a degree should register as special students or in University Extension.

Educationally, though not financially, Barnard and Columbia are one. Professors on the Barnard Faculty are just as much professors of Columbia University as those in other parts of the institution, and the standard of their work is just as high.

I shall be grateful if anyone who knows of a case in which a student has been refused something promised in the catalogue, or of a senior of high standing who has not been permitted to take graduate work in her major subject, will bring the matter to my attention.

VIRGINIA C. GILDERSLEEVE, Dean.

January 25, 1926

Mrs. HAMILTON WILL SPEAK

Mrs. Mary Agnes Hamilton will address students in the economics, government and history departments, on Monday, February 8, at 4 o'clock in the College Parlor. "Ramsay Mac Donald and the Labor Movement" is the subject of Mrs. Hamilton's talk. Students who are not majors in the departments listed, but who wish to hear this interesting lecture, should give their names to Miss Weeks.

WINNER OF "NATIONS" PRIZE DESCRIBES EXPERIENCES

Margaret Lindsay Sutherland, a student of Antioch College has been awarded the first prize of \$125 in the Nation's Student-Worker Contest. Three prizes were offered to university and college students for accounts of their summer at work in some industrial or agricultural occupation. The second prize of \$75 was won by Robert Leeper of Allegheny College, and the third prize of \$25 by A. George Purdue of Yale University.

Miss Sutherland's essay tells of her experiences on several jobs. "Those of us that she 'took on' were taken to the office. The forelady—the word 'forewoman' is not used outside textbooks on factories—gave us long applications to fill out. They were the most formidable questionnaires that I had yet encountered. They asked, among other things, for references, five former employers, father's name and business, and personal debts. In return for all that information we were told that we would work for nine hours and a half a day at \$13 a week.

"In factory uniforms of white caps and long aprons, we were put to work lading jam. The whole fifth floor of the packing plant was used for making jams and jellies. Great vats holding half-ton lots of strawberry preserves were surrounded by big copper kettles in which the jam was cooked. The cooking was done with steam and the air was heavy with the odors of hot preserves. White-coated men ran back and forth with kettles of boiling jam that sizzled when they were put in the water trough to cool. The released steam filled the factory with a roar that sounded like a roundhouse. The forelady's voice was shrill and nasal above the noise:

"'A little-faster, there, girlie. You have to learn to work fast here or we don't want you.'

"But if the forelady was unnecessarily abrupt my immediate boss was very kind. The girl who had charge of the 'gang' I worked with was an intelligent colored girl named Roxie. I was apprenticed to her to learn my job. At first she exercised her authority over me by ordering me to pick up her towel when she dropped it and to wipe the jam up from around the kettle where she stood. But gradually we became friends, and before I left she had released me from her tyranny and I had overcome in part my Mason-Dixon prejudice against her orders. The Negro girls were the pleasantest of all the girls to work with, for they were tireless and almost always happy.

"My particular job was to ladle the jam into bottles. Other girls in the gang brought up fresh bottles, put tops on, filled bottles, operated the vacuum-capping machines, and packed the bottles in great iron baskets for the sterilizer. The ladles were heavy and clumsily made of copper. The jam was hot and with every dipperful I got fresh burns on my bare arms. By noon my hands were blistered and every muscle rebelled against its particular use. The afternoon was interminable.

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CLASS ROOM CHANGES IN COLLEGES

Here and there classroom changes are either being made or merely talked about in the colleges and universities. The following items of information concerning two such educational innovations are broadcast for the benefit of those interested in curriculum changes.

University of Colorado:—It is quite possible for an instructor to inspire his students with his lectures. But too often he is only dealing with information that is memorized but not understood. Why cannot classroom hours be devoted, not to the reading of notes that the student can get more quickly and more completely from a book, but in discussion, experimentation, and in an attempt to provoke at least a little original thinking?

Ohio State University:—The University student publication is attempting to save "many a stubbed toe and stone bruise" along the path of learning by explaining at the beginning of the quarter just what several instructors are trying to do with their classes.

One instructor "announced that no mid-terms would be given in his course but that a number of written reports on work covered during the quarter would be required."

In the aggregate these reports require "quite as much work as would preparation for a half dozen mid-terms, so he is not making the work any easier, but is directing it into more profitable channels."

Another instructor "intends to give four hours a week to lectures and the fifth to class discussions in which he will act as referee when the going gets too rough."

Not wishing to encourage lying, this instructor does not post lists of required readings. Instead he recommends books and portions of books that will be helpful in the course. The student may read them if he wishes to get all out of the course he can. This instructor treats his students as young men and women rather than as children of kindergarten age. It is altogether likely they will react as men and women.

—The New Student

NOTICE

Students registered with the Occupation Bureau for part-time work should inform the Bureau of their change of free hours for the second semester as soon as possible.

MARGARET MEAD RECITES EXPLOITS IN SAMOA

(Continued from page 1)

reiners sitting behind him under umbrellas, and presented a composite of cocoanuts, fine mats, strings of beads, pieces of tapa, to the Admiral. The Admiral replied through an interpreter, saying what a nice harbor this was, how nicely the Samoans were behaving, how much improved they were since his last visit, how he'd tell the President and the Secretary of the Navy what a good time he'd had, and how, being specially fond of cocoanuts, he meant to eat all the cocoanuts himself. The siva was a very poor affair, first a group of men, eight, and then an equal number of women. Only the taupo, Sami, was in full regalia, and danced in the center with a most fascinating disregard of the ineptness of her companions. In one part of her dance she seemed, delicately, with infinite deliberation and retreat, to coil her body down upon itself, and then as deliberately uncoil it. This was right in front of the porch where the Admiral and Governor sat; sailors were crowding in from all sides to take snapshots, and whole families, under umbrellas, massed heavily behind.

"The administration here is remarkably intelligent in all matters of purely practical importance. The natives are encouraged to eat only native food, continue to live in their native houses, and to wear as simple clothes as possible. Many of the men wear only the lavalava. . . In the schools they have been taught little English, mostly for lack of books. It presents a fascinating problem pedagogically. The Governor showed me this morning a series of European fairy tales in Samoan which he was sending to Apia to be reprinted, "to give the people something to read." When I know him better I'm going to suggest having some of their own tales printed for them. There is a large collection in existence. But it's almost as ticklish work being a benevolent government as being a bad one when it comes to the results. How break down the religion, the rank side of the old governmental system, and the unhygienic practices of the people and yet try to give them a coherent culture, not that the aim of these United States might be so learnedly expressed.

Labor Day

"It's curious to have American holidays dogging one's footsteps in this remote island. But yesterday was Sunday, duly observed by the Naval Church and Sunday dinner at the Veed'am, and today was a holiday on which everything closed but the hospital, and the school children from all over the island came in for a field meet. I awoke to much hilarious glee under my window; the first installments of children were landing on the hotel dock. Each school had a uniform kent apparently for state occasions. The children of the Poyer School, the largest government school, were very attractive, the little girls in straight white dresses with red collars and blue ties, and the boys in white shirts and white lavalavas, with narrow blue and red stripes near the hem. It's curious how the men have been able to preserve their native dress, while the women have achieved nothing but mediocrity. The meet was a gay occasion: several hundred school children, most of them in uniform, sailors and officers in white,

with cork helmets, a few rusty 'Brothers' and diminutive 'Sisters', great fitafita, (native policemen, who wear a singlet, sleeveless white undershirt, a marine cartridge belt, a black lavalava with red stripes around the bottom, and a red turban made from a piece of turkey red, folded and wound around the head, higher at one side) who carried palm branches as beadle's staffs and shooed the children back with a great deal of fuss and confusion. There were, of course, the inevitable umbrellas, essential today as it rained at all the chief points of interest in the ceremonies. Most detached from the texture of the crowd, and most attractive, were the boys and teachers who were dressed for the sword dance. These wore either grass skirts or very elaborate lavalavas, and striking necklaces of seeds and flowers on their naked oiled chests. The meet itself was an amazing medley; broad jump, high jump, 100 yd. dash, shot put—these to validate it as a field meet in these United States. And then there was added a spear throwing contest, a basket making contest for the girls, and the competitive knife dance. The basket making was a marvelous affair. Eight little girls making complete baskets from one great palm branch in four minutes. The knife dance is individualistic and impudent. The dancer carries a knife, a weapon about 25 inches long, having a steel blade with a villainous little crook at the end, set in a wooden handle about an inch thick and two inches long. This knife he whirls, passes behind him, between his legs, throws in the air, catches in his teeth, seems to set spinning in the air nearby and recaptures without effort. Through it all his feet keep up an incessant toe in, toe out step, to the tune of a monotonous rhythm, set in this case by several steel guitars and the clapping of the school children. His expression is impudent and self-confident. He seems to be continually giving himself dares, egging himself on with his own slightly lifted eyebrows to perform more startling feats. If he drops the knife, the whole audience jeers. He finishes with some final daring flourish in which he all but thumbs his nose at the spectators and retires prancing. . . The meet was closed by awarding large hideous badges to the winners and a short speech by the Governor to the effect that this was Labor Day, this was the first field meet in American Samoa, this was 1925, the public school system in American Samoa was started in 1921, and we couldn't teach the school children of American Samoa anything better than sport because

in sport they learned the great lesson of life, to play fair. All this was repeated through a megaphone by an interpreter; loud applause and singing of 'My Country 'tis of Thee' concluded the affair. It was probably an excellent ad for school among village children who have not yet been lured within doors.

"The harbor of Pago Pago almost cuts Tutuila in half. On the far point on this side is the governor's house, then follows a long line of officers' houses, barracks, etc. Then come the docks, then the squares, with a number of palagi (foreign) houses around it, occupied chiefly by half castes. Then more officers' houses, more native houses, and the hotel. Beyond the hotel is the Samoan hospital, and then the village of Pago Pago with native houses. A concrete road runs from here to the governor's house. It is only about 13 feet wide, and natives drive Fords up and down it in most dizzying fashion. The mountains begin in most places not more than 500 yards from the harbor's edge. Walking to the village in the evening one passes groups of natives carrying loads in great open-work palm baskets suspended on poles over their shoulders; mothers with babies strung over their backs, engaging brown infants almost naked; very dignified old chiefs in white lavalavas and with their umbrellas up. One says 'Talofa' to everyone. If they know English they reply haughtily 'Good Evening.' There are between 70,000 and 80,000 natives in American Samoa. Of these, perhaps 25 or 30 speak English adequately, perhaps another 100 or so speak with fair facility. The administration includes less than 200 Americans. Yet, in order that these 200 Americans may govern with more facility, the 70,000 odd Samoans must be taught English at tremendous cost. The term of duty here is only 18 months for everyone, governor, gobs, nurses, secretary of native affairs. This means that it isn't worth anyone's while to learn the language. . .

"One could get heavily engrossed in the details of inter-marriage and social status in this little town. The half castes who are extremely good looking as a rule, are distinguished by being called 'Mr.' or 'Mrs.' and wearing shoes and stockings. They eat less Samoan food and try to send their children away to school. . . Pago Pago, September 20, 1925.

" . . . Dr. and Mrs. Lane drove me out to Nu'uli, part of the road lying along the open sea and part through the bush. . . The open sea is a fairland of opal coloring and gently curving waves, not dashing in martial succession like our Atlan-

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Religious Notice

Dr. A. Wakefield Slaten

Sunday, 11 a.m. on

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**CLASSICAL CLUB GIVES
TEA FOR PROF. HIRST**

The regular meeting of The Classical Club on January 14 in College Parlor took the form of an informal tea in honor of Professor Hirst. In her approaching departure on the South American trip which will occupy the first part of her sabbatical half year the Club found an opportunity to express something of the appreciation, admiration and affection which its members feel for Miss Hirst. The task of putting this feeling into words was entrusted to Professor Knapp and performed to the entire satisfaction of the Club, as he presented in its behalf a copy of Enoch's "Spanish America." These volumes achieved a gift's highest fortune in proving "just what she wanted," and Miss Hirst's words of acknowledgment not only gave her hearers the happy assurance that they had succeeded in their wish to give her pleasure, but also allowed them to hope for the privilege of hearing something about her journeyings when she shall have once more returned to Barnard. A number of Professor Hirst's colleagues were present, and several of the alumnae. One former student, unable to come in person, sent the guest of honor a very lovely corsage of sweetpeas and rosebuds. Refreshments were served, and the characteristic tendency of The Classical Club and its friends to linger and talk was as evident as usual.

**WINNER OF "NATIONS"
PRIZE DESCRIBES
EXPERIENCES**

(Continued from page 2)

able. But Roxie was kind. "Say, you ain't much used to work, is you, honey? Here you, Winnie, take this girl's place while she rests a spell." I sat down on a box. Roxie brought me up with a start. 'You can't set down, child. Don't you never let the boss ketch you settin' down if you want to keep your job. Now you load the bottles onto that truck awhile to rest you.' Bending, carrying, dipping, loading. There was jam in our eyebrows and in our shoes. The steam was stifling. Toward the end of the day, and all the days were alike, the noise and the steam and the pain merged into a dull confusion in my mind that was like taking an anaesthetic. And through it all came that sharp voice of authority like the crack of a whip, and the tired eyes of the girls. They joked and fought and were quiet in turn. Day in and day out."

Miss Sutherland learned much about the psychology of the factory workers. "I had several disagreements with the forelady in the next few days and I learned a strange thing from it. The women who have grown old in the factory heartily resent any opposition to the power that aged them."

They have a certain loyalty to the place, too. "For six years, a girl of twenty had only seen the world after six o'clock in the evening. Loyalty! And yet, even I had left each factory reluctantly. I loathed some of their methods, but I had known the girls and the women and liked them. Perhaps it was loyalty to human contact."

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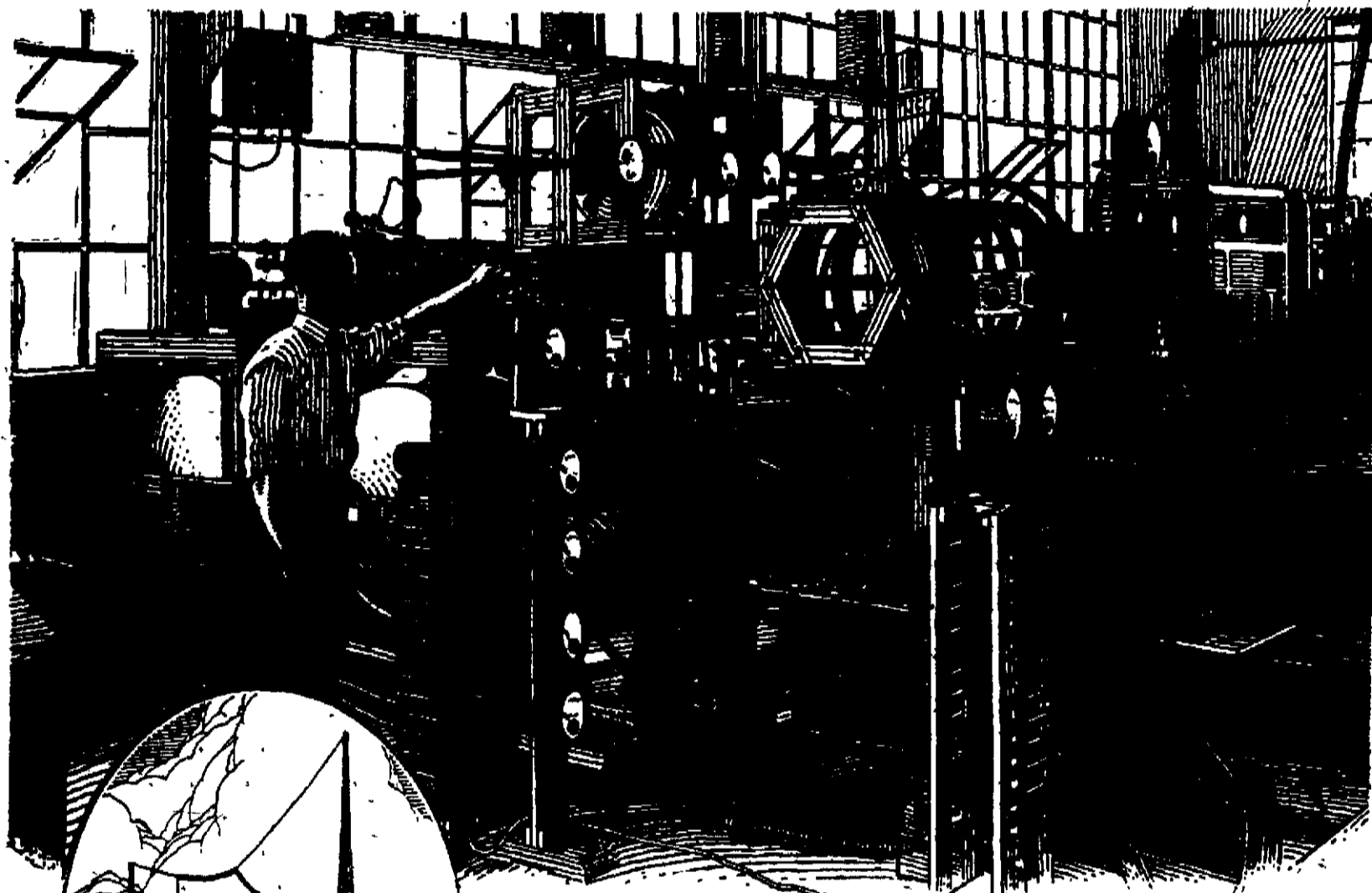
Tickled To Death

Most diabolical....	Shatters nerves and
Of Old China's....	and health.....
Execution methods.	The Old Chinese....
Was tickling.....	Knew it.....
The soles of the feet	Do you?.....
Torturing the victim	Then you'll take
To frenzied madness	care.....
And agonizing death	That your shoes....
The nerve center...	Fit perfectly.....
Of your body.....	And give comfort..
Is in your feet....	Pediforme Shoes...
And irritation.....	Are at the same time
At that point.....	Stylish, good look-
	ing.....
	Write for Style
	Book D.....

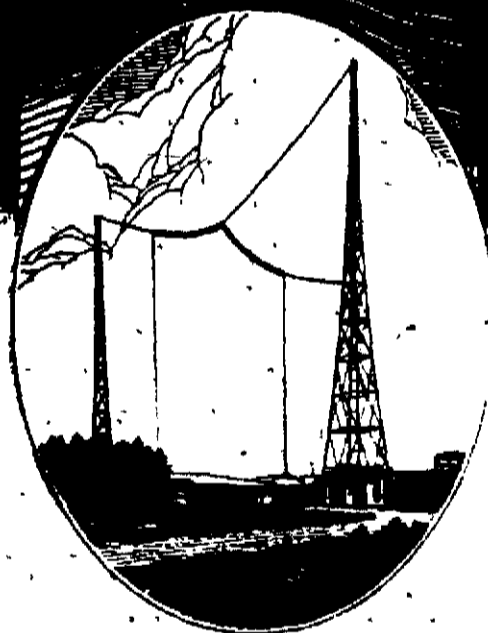
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**ROBERT FROST ADVISES
"EDUCATION BY PRESENCE"**

(Continued from Page 1)

What I stand for does my work. I am right in the middle of certain books; that is to say I have written four of them and expect to write about four more. Well, these books, so much the unwritten, as the written, are what I am to the college. If teaching is, as I say, answering rather than asking questions, my books do most of mine with very little help for me. Or, so I like to think.

The teacher who has student contacts which are but informal, extra-class, say, fills a spacious place in the student's needs. Perfect informality of contact is in offering oneself as someone the student may like to show his work to. Men have come to me with paintings because they felt my sympathy with anything they might do, even though it was frequently intrinsically something I knew little about. The college, I think, could be partly built, in the upper tier, of teachers who offered themselves or were offered thus. By 'upper tier' I mean a few of the teachers could be offered wholly this way and all of the teachers more or less. Every teacher should have his time arranged to permit freer informal contacts with students. Art, the various sciences, research, lend themselves to this treatment.

You could perfectly well build an institution on informal contacts. I'd give every teacher who wanted it, who wouldn't despise it, a chance at this informal teaching. Some I'd give more, some I'd give less. Some I'd give—isn't there a phrase 'Nothing else but'?

Half the time I don't know whether students are in my classes or not; on the other hand, I can stay with a student all night if I can get where he lives, among his realities. Courses should be a means of introduction, to give students a claim on me, so that they may come to me at any time, outside of class periods. If the student does not want to press his claim, well, for him I must give an examination. But he has already lowered his estimation. The student who does not press his claim has to that extent been found wanting. I favor the student who will convert my claim on him into his claim on me.

I am for a wide open educational system for the free-born. The slaves are another question. I will not refuse to treat them as slaves wherever found. "Those who will, may," would be my first motto, but my close second, "Those who won't must." That is to say I shouldn't disdain to provide for the slaves if slaves they insisted on being. I shouldn't anyway unless I were too busy with the free-born. One mark of the free-born, however, is that he doesn't take much of your time. If he asks of his teacher is the happiness of being left to his own initiative; which is more of a tax on the teacher's egotism than on the teacher's time. Give me the high-spirited kind that hate an order to do what they were about to do of their own accord.

—The New Student.

1928 CLASS MEETING

The members of the sophomore class were urged to go out for Greek Games, at the class meeting on Friday, January 15. Betty Kalisher announced that all those who wish to be in the Greek Games Chorus must try out for Glee Club and practice every Thursday in February, from 4-6. Florence Spiltoir reported that the chaperons for Soph dance are Professor and Mrs. Braun, Mr. and Mrs. Payne (Miss Howard), and Mr. Peardon. The subscription to the dance has been raised from \$2.50 to \$3.00.

NOTICE

Information About Fellowships.
Students interested in graduate study abroad will want to consult the bulletin, "Fellowships and Scholarships open to American Students for Study in Foreign Countries," now available in Miss Doty's office.

**CURRICULUR COMMITTEE
EXPLAINS ITS "REPORT"**

(Continued from page 1)

therefore like very much to have the advantage of taking one or two of these courses as undergraduates. We thought that this was a reasonable and intelligent desire, and one worthy of consideration.

This, and nothing more, was what we wished to present to the college. One member of the committee was delegated by me to write the letter to *Bulletin*; and, through the rush of getting it to press, a misunderstanding on her part, and an unwarranted lack of supervision on mine, the result was an utter misrepresentation. In the first place, the statements were to be, as I have said, in the form of an *informal letter in the Open Forum column*. It was not an official report of the *Curricular Committee*, for there was not enough time for every member of the committee to be consulted, or for adequate discussion. I may interject here that our hurry was due to the fact that the *Bulletin* of January 15 was the last of the semester, and we wished to have the matter brought into the open at once, certainly before the beginning of the spring session.

There is one further error which I wish to correct. The article suggests that more Freshmen and Sophomores are being admitted into Barnard of late, and that consequently less attention is being paid to the Juniors and Seniors. The truth, according to statistics, is quite the opposite: the Freshman class of 1925-26 holds twenty-three students less than that of 1923-24, while the Senior class of 1925-26 holds fifty students more than that of 1924-25.

I am fully sensible that the responsibility of this affair rests almost entirely upon me as chairman of the committee, and I wish to apologize to the faculty, the student body, and the Curricular Committee for any offense that this misrepresentation may have incurred. I shall endeavor, in the future to more carefully supervise any announcement that is made, and I sincerely regret the disturbance caused by my inefficiency.

Sincerely yours,
SYLVIA SURUT,
Chairman of the Curricular
Committee.

**MRS. LOWTHER TO SPEAK TO
ASSEMBLY**

Mrs. Lowther, President of the Associate Alumnae, will speak to the members of the Representative Assembly after its regular business meeting Monday noon, 304 Students' Hall.

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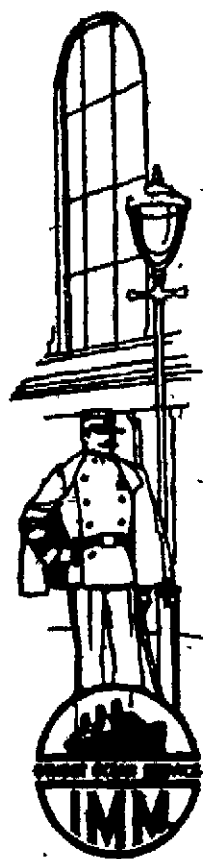
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**MARGARET MEAD RECITES
EXPLOITS IN SAMOA**

(Continued from page 3)

tic waves, but delicately curving and capering, side stepping and curvetting in response to the commands of invisible coral reefs which are bared occasionally and then forming resting places for stark, tall, black sea cranes. The very narrowness of the white beaches makes them doubly attractive. The jungle vegetation comes right down to the beach; there is no coarse sedge grass and no sea weed, and hardly any shells, only innumerable bits of coral. The sand is coarser and yellower and moister than the Atlantic sand, and it smells but faintly of salt. The bush is very dense and very quiet. We saw only one bird, a squat, self satisfied little burgomaster of a bird with gray waistcoat, blue wings, and a broad black tail; and an occasional dragon fly. . . We caught glimpses of the great scarlet points of the ginger flaming up for an instant like the passage of a cardinal bird. . .

"Thursday afternoon I spent over at Sua's learning to make a titi, a grass hula skirt. . . I was so engrossed that I missed the bus and two of the boys rowed me across the bay at sunset with little waves jouncing the sides of the boat, singing a weird chanty as they bent carelessly to their oars. . .

October 3, 1925

" . . . Thursday I went to Court. The judge is a Los Angeles politician, of conventional ideas, but a fortunate lack of idealism in regard to the possibilities of enforcing his ideas in Samoa. There is also a Samoan judge, a reverend old chief of Fagata, but he seems to be just a figurehead. The court record usually holds many entries of "No questions from Judge Luto." Every word said in court is interpreted by George Peters, a Samoan who hides his skill and undoubted duplicity behind smoky spectacles. In the midst of the morning session he had to leave the interpreter's bench; a new interpreter was sworn in, and George, shorn of his usual important state, was arraigned because his pig had gotten loose and eaten some of the plants in the police plantation. The judge fined him \$25.00 and suspended the fine subject to the future good behavior of the pigs; the temporary interpreter heaved an enormous sigh and leapt from the platform and Peters returned to dignity and righteous position. The cases of most interest were two: one in which one school girl had bitten off another's ear, and the other a case of bigamy. The judge was wonderful; he characterized the girl's crime as havmen until corrected by his clerk; and had read to her the complex legal definition of that crime in the state of California. Most of the laws for American Samoa are California laws, including the divorce law. The little girl apologized for biting off her rival's ear, (they were both about 15), and the judge made a long speech in which he pointed out that he loved little girls, had two little girls of his own at home in America, but still he could do nothing but enforce the law, and sentenced the young criminal, who looked remarkably subdued and innocuous, to 5 months of work without pay in the laundry. Then her sister, who is the wife of an American hospital

CALENDAR

Friday, February 5.
4-6 English Majors in the College Parlor.
Soph Dance.
Monday, February 8.
4-6 in the College Parlor, Mary Agnes Hamilton will speak to Economics, History and Government students on "Ramsay MacDonald and the Labor Movement."
Wednesday, February 10.
4-6 College Tea.
Friday, February 12.
Alumnae Day.
2-3 1914 Class Meeting, in the Conference Room.
3-4 Alumnae Play in the Theatre.
3-6 German Club Open House, in the Club Room.
4-6 Tea in the College Parlor.
6-6:30 Alumnae-Undergrad. Basketball Game, in the gym.
8 Dorm. Faculty Reception, in Brooks Hall.

Corpsman and consequently wears shoes, is 'Mrs.' and holds her head high, stood up and said the little girl was not strong enough for such work and she would take her place in the laundry. Then the judge, who believes with all Americans here, that Samoans are a suggestible lot of children, pointed out that it was necessary to punish the child because she had shown that she had a vicious nature, and the next fight she got into she might put out someone's eyes, or if she had a knife she might kill someone, so it was necessary to deter her from her ways. The sister left weeping, and the mother of her who had been bitten rose and demanded vengeance declaring that Suli was her only child and that she would rather die than have her lose her ear or have the perpetrator of the crime go so lightly punished. The judge made another long speech about vengeance being similar in moral quality to biting ears and declared the case over, turning to the woman accused of marrying a man in American Samoa while having a husband living in British Samoa. She was a great stout creature, spilling out of her clothes, her lips pursed sullenly. When she spoke, it was as surprising as if part of the hillside had suddenly begun to murmur in a gentle, even tone. 'Guilty or not guilty.' 'Guilty.' Then the involved legal warning against self incrimination by unnecessary testimony. But the placid mountain wished to speak. She had come to American Samoa just to visit and left her husband and father of her seven children in Apia. Then her children write her their father living with another woman. Then her husband write her he satisfied with his new woman, she can do what she likes. After a little while she marry new husband to take care of her. The judge was magnificent. He agreed to 'forgive her bigamy' provided she would divorce her husband and legally remarry the man she was living with. The woman agreed cursorily, without raising her eyes or evincing any interest in the insane proceedings. 'Oh, lelei.' Very good. The case was over. I went for the practice in hearing interpretation but that is a minor reward. The whole affair is a glorious farce, with the judge trying to be dignified and at the same time to keep his popularity with the people."

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