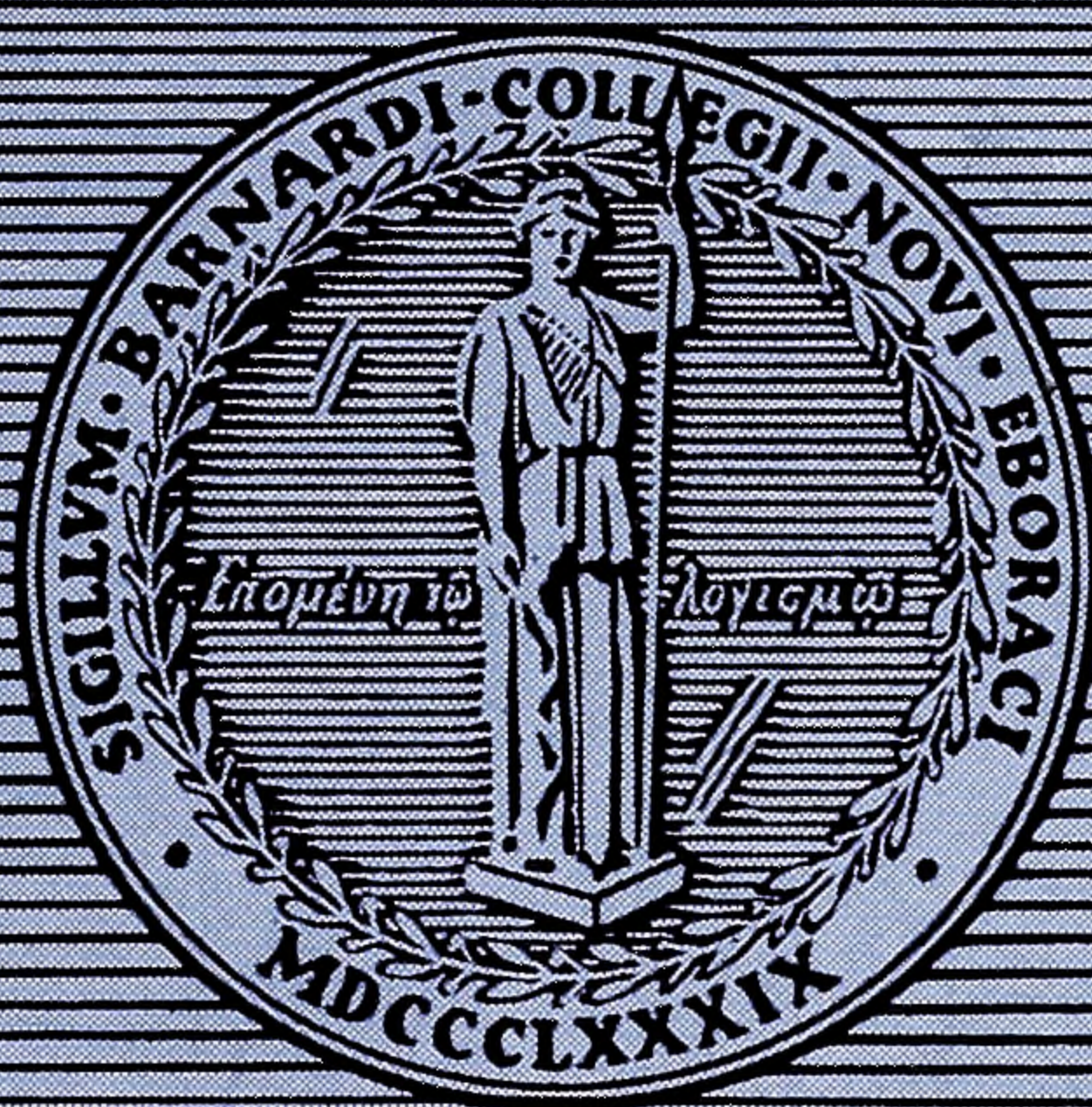


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VOLUME ~~XXVI~~ XXVII

JANUARY, 1939

NUMBER 4

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Several groups of alumnae have taken boxes together; if any others wish to do the same, they must apply immediately, as there are only a few grand tier boxes remaining at \$50 each, with six seats, and some stall boxes at \$30 and \$25, seating five or four.

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RECEIVE. THERE WILL BE NO DIRECT MAILING.

BARNARD COLLEGE

ALUMNAE MONTHLY

On And Off The Campus

IN the spring of 1937, the Trustees, looking ahead to the Fiftieth Anniversary, expressed the wish that a history of Barnard College might be published as part of the celebration of that occasion. They suggested that the material for the book should be prepared by the alumnae, and a committee was accordingly organized by Mabel Parsons '95. A cleverly constructed committee—two or more alumnae of each of the five decades—was chosen, each to be responsible for accumulating material of part of that period to which they belonged.

In June, 1937, the group met at the invitation of Alice Duer Miller, at her home, and enjoyed a memorable tea hour while they heard general plans for the book, and were regaled by lively reminiscences of the two guests of honor, Mrs. Liggett and Professor Fiske. They were also delighted to hear that Mrs. Miller had offered to edit the accumulated material.

It was agreed to carry on the work for each decade by personal interviews, letters to distant alumnae, study of the archives of the college and the whole series of Dean's Reports, and through sub-committees if necessary, to add all the side-lights possible.

A meeting at Miss Parson's apartment in mid-winter brought together the committee, large folios in hand, to report and read together what had been thus far gathered. A most interesting evening, prolonged till all hours, gave everyone assurance, if it had been lacking in any way, that the History of Barnard College was a spell-binding subject, and that each decade offered thrills and surprising material. After that it was possible to fill in gaps and

thin places, make corrections, and do further research.

This winter the work is going forward. The material, when collected, was handed over to Alice Duer Miller '99 to be welded into a History of Barnard by her clever and delightful pen. Susan Meyers '98 is acting as Mrs. Miller's assistant. Further details will be announced later to forecast to alumnae the pleasure and pride they will experience in seeing the volume in 1939.

Have You Heard

. . . that Dean Gildersleeve and Professor Raymond Moley were two of the speakers on a program broadcast over WJZ on December 11th entitled "Democracy Defined." The Dean was introduced thus: "Little need be said by way of introducing our next speaker. America, and especially the women of America, will always regard her as the country's leading liberal in the matter of education of women. Ladies and gentlemen, I present the Dean of Columbia University's Barnard College—Virginia C. Gildersleeve."

. . . that the Fine Arts section of the Friends of Barnard is having a series of monthly loan exhibits in Brooks Hall this winter. Their first exhibit, from November 15th to December 15th, was loaned by Wildenstein and Company, a Renoir landscape, "The Bridge." The second exhibit will appear after Christmas.

. . . that the Dean's Christmas greeting to the College was broadcast on December 20th over WJZ. The Christmas program of the Columbia and Barnard Glee Clubs, led by Willard Rhodes and Gena Tenney '33, was also heard.

The National Barnard Day Broadcast

In response to many requests, we print herewith the complete text of the speeches given over the nation-wide hook-up on Saturday, November nineteenth

Dean Gildersleeve:

As Barnard College begins to get ready for its 50th Anniversary we are happy to have this chance of talking to you about what college means to a woman. We have chosen the old question "Why Send Girls to College", because there is still, even today, a lot of misunderstanding about it. Parents are pathetically eager to give their girls the best possible equipment for facing the difficult and perplexing world of today. Will college give this to Mary, they ask? And Mary herself wonders. We are going to try to help them decide.

As a group of Barnard women—all of us—we believe in women's colleges like our own. We don't think, of course, that *all* girls should go to college. Not all have that kind of mind. But if Mary is a girl who likes to use her brain, and can absorb the kind of things colleges teach, then we think a good college can help immensely to equip her so that she can have a happy and useful life.

How does college produce this effect? We hope to illustrate from this Barnard group. We have here an author and a business executive and an astronomer and a policewoman and an actress—quite a varied assortment—all distinguished in their fields of work. Some of them are married and have children and some of them aren't and haven't. How have they found their college education valuable?

I'm going to start with my own classmate, Alice Duer Miller. Many of you who listen to me have had great pleasure from her delightful stories and plays and films. Alice, why do you think girls should go to college?

Mrs. Miller:

For exactly the same reason that I think boys should go—because education enriches life. I am a writer. There isn't one bit of formal knowledge that I have ever acquired that I haven't used in my writing. Mathematics for instance has been especially useful. Mathematics teaches you two priceless things—to say exactly what you mean, and when

you have said it—to stop. I don't believe that there is a single course that I took in college which does not appear in some form or other in my rather too prolific works—except possibly Anglo-Saxon 1. But that is not at all why I advocate college education. Most people nowadays agree that professional women ought to have a college training, but it seems to me almost more important for a woman who is going to have a lot of leisure. Robert Louis Stevenson says somewhere—and I have been too lazy to look it up—that he didn't mind waiting in a railroad station for hours between trains, because it was a poor mind that had not two coins of thought to jingle together in its pocket. Well, the educated person always has a lot of those coins—bits of poetry, and idle speculations about lost worlds, and economic theories that never worked out, and historical mysteries, and of course the range of all the world's great fiction . . . Sometimes these odds and ends serve only to amuse—sometimes they build up into an absorbing interest. If they do, a college education tells you where to go to study them—how to get to work. If I had to sum up in one sentence the great advantage of a college education, I should say it made everyday living more interesting.

Dean Gildersleeve:

Now we will seek light from a worker in a very different field, an astronomer, Henrietta Swope, who for years has studied the skies from the Harvard Observatory and is an expert on variable stars. Miss Swope, what do *you* think are the most valuable things *you* got from your college experience?

Miss Swope:

Personally I find this a difficult question to answer concretely. The most valuable things I got from college are intangible. I enjoyed the courses I took. Many of them opened up new fields of thought for me, others presented subjects with which I was more familiar but from a fresh and stimulating point of view.

I did not specialize while at college in astronomy,

for though I had always liked astronomy, I did not take it seriously until I was a year out of college, but I am very grateful for the general education I received. It gave a broad base for more specialized work later, and provided a more understanding and sympathetic outlook on other phases of life. In such an ordinary thing as reading the daily newspapers, I hope and think that maybe I read them a little bit more intelligently than if I had had no college training.

And, of course, there is no place like a college campus for forming lasting friendships. I also think the non-academic activities such as Greek Games are an invaluable part of college life. They teach one how to live and how to share responsibilities with one's contemporaries.

Though now I remember few of my courses in detail I absorbed enough of the general methods and approach to appreciate many things that otherwise I would have been unaware of. I know that a thin cross-section of the common earthworm is very beautiful in its order and compactness when seen under a microscope. When once I sat on a stone seat in the theatre on the hillside at Delphi I realized, besides the sheer grandeur of the scene before me, something of the culture and the beauty of a past civilization.

Dean Gildersleeve:

And next we will turn to stars of a different sort from those Miss Swope pursues in the heavens, and question our actress, whom so many of you have known and admired on the stage and the screen, Jane Wyatt. Miss Wyatt, is there any connection between college experience and the life of an actress? What did *you* carry away from your years at Barnard?

Miss Wyatt:

The years I spent in college gave me just the background I needed to begin an acting career. I went to college with a great desire to become an actress and this desire helped me to select such subjects as would aid me in that field. I studied the history of the drama from the Greeks and miracle plays down to the 19th century. I even wrote a miracle play. In fact I won a prize. I have found all this a great practical help in judging modern plays.

There is no way of measuring the importance of those college days, of making friends and learning to judge character. There are so many different types of characters there on the campus that years of experience are crammed into a comparatively short time.

Let no prospective actress think that she is losing precious moments at college when she might be furthering her career by possibly getting "walk-ons" on Broadway. The average girl of college age is usually too young for ingenue parts and she will do much better to have a more broadening life while she may.

Fortunately at Barnard she will have ample opportunity to see plays in various metropolitan theatres and so learn what is happening in her chosen field.

Dean Gildersleeve:

We are proud of our stars of all sorts. The next one is a rather unusual sort: a highly successful policewoman, I'm told—Captain Rhoda Milliken, Head of the Woman's Department of the Metropolitan Police of Washington, D. C. Tell us, Captain Milliken, won't you, what *you* think college does for a girl?

Captain Milliken:

From the practical, work-a-day standpoint a girl who goes to college gets what is now the prerequisite for training in most professions. Whether it be law, medicine, or the new field of policewomen's service, a college education is held to be the foundation on which this training must be built.

To those who have gone to Barnard there is little question as to the soundness of such requirements because we have got something more than a body of facts from our four years there. We have gained some knowledge of the world we live in, we have at least the beginnings of an understanding of the problems we must face today.

To come back to my own job, those undergraduate glimpses of psychology, economics and social science gave a basis for further study and better understanding of the difficulties which the police have to meet every day. It makes for far less panicky thinking when you're called out in the middle of the night to handle hunger marchers, or girls who leave home or ladies who have decided to

shoot their husbands, if you have a bit of knowledge about the background of such problems rather than facing them as if they had suddenly sprung out of thin air.

I could go on indefinitely naming the college studies which have served their purpose as foundation stones in acquiring what little skill I have on this job which deals with human beings often at the most critical moment in their lives and which can either turn them into habitual criminals or give them the chance to gain new and greater courage. There is over and above this question of professional training a certain intangible something which a college education should give and which Barnard unfailingly has given her students, that is the sense of obligation to share in the responsibility for community life whether you are engaged in private enterprise, or in raising a family or like myself in policing a city.

Dean Gildersleeve:

Our final exhibit we have listed as a business executive, because she is in special charge of the advertising department of the *New York Herald Tribune*. But she is also Vice President and closely concerned with all the policies of that great newspaper; and many of our listeners heard her a few weeks ago presiding over the immense *Herald Tribune* Forum. Barnard looks with maternal pride on her achievements. Mrs. Reid, how do you feel about the use of sending girls to college?

Mrs. Reid:

I have an altruistic reason for wanting more girls to go to college. Regardless of their personal happiness and usefulness, nothing seems to me of quite so much importance as the service that their higher education can render to husbands, brothers and sons.

The male portion of our intelligent population needs to be protected from the egotism that seems to become a birthright when men have a superior educational background. Inevitably all later experience in their working lives is added to this original investment like pieces of quicksilver uniting with an original bit, and the result is a human being who is regarded as the source of better trained knowledge and an oracle on matters where logical answers are sought. No amount of executive work

in connection with family life, of larger reading of books (and women *are* the majority book buyers in the country) can offset four years of association with historic books of learning, with authoritative academic minds and with the kind of human friendships that come only through competitive work and play.

For the sake of making marriage more successful, of enabling men to be more attractive, more interesting, girls need an even break in mental equipment. The glamour of a honeymoon and the dream of a perfect companionship can easily disintegrate in an atmosphere dominated by a superiority complex on the part of the bridegroom—a state of affairs that increases with his role as family-income producer. Finally, in later years the extra confidence of sons and daughters in the male parent's wider impersonal experience can be distinctly traced to the first great impetus of his college life.

Nothing can be unkind to men than to allow them an edge on general knowledge, an advantage that makes them strut a bit and that of necessity mixes love with condescension and patronage. For their own salvation we should give them a chance to live with equals and my best wish for any boy's future happiness is that he marry a girl whose mind can challenge his. As mothers, sisters and sweethearts we should do all in our power to save men from the corroding virus of being a better educated half of the human race. Some young men have the wit to recognize the horror, as I can illustrate from a remark which I recently heard one of them make. He said: "I can think of nothing more awful than to have to be the mental all of your wife!" The surest means to prevent this is to have more girls go to college.

Dean Gildersleeve:

From all these personal experiences and opinions of this very interesting and certainly varied group of women you will have gathered that college education does, in our opinion, really help to make girls happier and more useful persons. In the old phrase, it trains them "for life and not for livelihood." But it certainly makes the earning of a livelihood, also, more easily within their grasp. It gives the foundation on which most kinds of professional training must be built. It makes women

better at their jobs, whatever the jobs may be.

You will have noticed how much our speakers have emphasized the fact that college education makes life more interesting, that it opens up new windows for your mind. It also makes you a more interesting person to others. They have pointed out also that college gives you wonderful opportunities for learning about human nature, and getting on with all kinds of people, and making lasting friendships.

They think also that it tends to happier marriages: it makes women better wives and mothers.

We are particularly interested also in its influence in making women better citizens of the community—more conscious of their responsibility to the city and the nation and better able to serve the city and the nation in useful civic ways.

I want to call your attention to a final advantage of this sort of college education. It makes you a life member of a kind of large and varied family—made up of all the graduates of your college—providing you permanently with happy associations with interesting groups of women like this one you've heard today.

We should greatly like to know whether our listeners have found these reasons for sending girls to college convincing. Remember that we said colleges could do these things for the right sort of girls—girls who can absorb the kind of training and experience that colleges offer. We want the girls who are capable of the best development. If we can get them, we can return them to their home towns more valuable members of the community. But the ablest girls often have not money enough to go to college. It costs about \$1,000 a year to live and

study at a college like Barnard and Smith and Goucher. How many families of this country can afford to pay that much for Mary? Not five per cent. And among the other 95% are there not girls capable of the very finest achievements? Certainly there are—on farms in Kansas and down in small towns in the far South and out on the ranches in the South West and up in the little white villages on the Maine coast. *How* can their families send *them* to college—these girls who may be the best of all?

That question is puzzling us a lot today. We can't advise a girl to "work her way through college". She can earn *part* of the expense, by working for pay, but if she tries to earn all or most of it she may wreck her health.

Nor can we advise her to *borrow* all the cost, though it is wise enough to borrow some of it. A very heavy debt when Mary graduates may be a tragic drag on her life. A girl can't earn a large enough salary to pay it off quickly, and a heavy debt is a poor sort of dowry to bring to a young husband.

We want the ablest, the most promising girls sent to our colleges, but many of these girls haven't the money to pay the cost and can't earn it or borrow it. So there *is* a puzzling problem. How *can* they be sent to us? So far as we can see, only by the provision of plenty of scholarships for first rate students, giving enough money to cover the part of the college expense that their families can't pay.

We who have been speaking to you, we who got so much out of our own college experience, do not want these younger sisters of ours to be cut off from this happy opportunity.

ADMINISTRATION NOTES

ON December 1st, 1938, the Trustees formally established the Kimball Fellowship with the bequest of approximately \$32,000 received under the will of the late Lilian Emma Kimball. This fellowship is to be awarded annually to a woman from Spain or one of the Spanish-American countries. The award is to be made by a committee of women from the faculty of Barnard College, to be appointed by the Dean. The holder of this fellowship is expected to spend the year as a graduate student in Columbia University, or in such other institution or activity as may be approved by the Trustees of Barnard. The late Miss Kimball was deeply interested in the study of Spanish and in relations between America and the Spanish countries, and this fellowship is established to help carry out her aims.

The Far Provinces

II---Digging In, In Switzerland

By Nancy Kimball Hulbert '22

THREE years ago I sat in a window of the principal hotel in Bienne, Switzerland, and looked out with misgivings on the town which was to become my home.

From the train window, it had appeared to be a rather pretty little place, spreading itself back from a lake right up over a hill which eventually worked its way into the background of the Jura mountains. The vista was lost in the intimacy of the town itself. The streets were neither wide nor narrow, the buildings were neither low nor high, the shops were neither chic nor quaint. All were merely practical.

I watched the lone trolley car which rattled by. It came to a standstill beside a tiny triangular park planted with flowers. Two gentlemen in morning coats descended from the tram, and turning, respectfully said goodbye to the conductor. They were important city officials.

This gesture, I later realized, was a keynote to the character of my new home. While the story of the stranger's adaptation to Main Street, with the growing appreciation of its lovable features, is as familiar as Main Street itself, I grew acquainted, during my period of conversion, with a specific quality which I identified as a thoughtful appreciation of routine benefits, and a studied effort to keep them.

My family found its reception courteous, reserved. It was hard for us to find a place to live in. A city bureau gave us a list of houses available, and we felt optimistically that our requirements were not too rigid. We wanted something with a garden, it needn't be large, a place for the car, a cheerful living room.

We looked at everything available; enormous dark villas, built in the early nineteen hundreds, and small box-like chalets, rather charming from the outside with their brown walls and window-boxes full of geraniums, but with tiny cells for rooms.

Bienne, an old established center for the watch-

making industry, we discovered had very little movement. People build houses to live in—to spend their lives in. They were sentimentally attached to their houses. If they let them go, they might reasonably expect to return to them some day.

"No, there is no garage," a proprietor would say. "Yes, I might consider building one, but where? In this corner of the garden? The lily pond is here. On the other side? No! That is for the stone bench where I have my breakfast in the summer. Madame, perhaps I shall not rent my house."

We were moved almost to tears by a middle-aged couple who showed us their house. We had suggested repapering a room which was particularly unsuited to our furnishings. Wandering out of the room and back again, we found them tenderly stroking the wall. They loved that paper! Could we, perhaps, peel it off in such a manner that it might be restored to them?

After four months of searching, we did get settled comfortably, with a garden so fascinating to work in that I knew I had found a permanent hobby. Now we grow everything from Edelweiss to American yellow Bantam corn.

After we grew acquainted with the town we discovered that behind those practical, modern, streets were delightful market squares. They are today as much as they were in the 17th century: cobblestoned, with fountains in the middle, and a back-drop of arcades for the vegetable and flower stands which appear in the squares three times a week.

The servant question wasn't easy. Most of the young women available prefer working in the watch factories. It irks them to be told what to do about a house, and especially, how to do it. There was that trouble with Hedwig about the soup. One day, I ventured to tell Hedwig that her soup didn't please me. I even volunteered to show her how to make consommé as I knew it.

Hedwig looked at me darkly. "Madame," she said, "there is no other way to make soup than the way I make it. If you want consommé, you buy a cube."

I didn't want to lose Hedwig. She was more satisfactory than any of her six predecessors had been. I retired. Hedwig has been with us almost two years now. She yodels happily while she prepares Swiss dishes and others cautiously proposed to her as American specialties, but we never have consommé!

Humility is almost an unknown quantity here. So is the easy familiarity which often occurs in countries where no class differences are admitted. There is a touch of ceremony maintained among a completely democratic group which saves it from being commonplace and dull. A sense of mutual respect generally prevails in everyday relationships.

One rarely sees evidence of extreme poverty, or of great wealth. Living costs are high. Cinemas and radios are beyond the easy means of many substantial citizens. On Sunday the Swiss go for outings. The old people go to a spot where there is a view, and there they will be certain to find a bench. The roads and woods are full of people. If there is snow, they have skis or sleds. If not, they go bicycling or walking, or mountain climbing. After spending a day climbing mountains, a cinema, or even a radio, is far from essential when night-time comes.

During the week, noon is the social highpoint

of the day. Two hours is the rule in most places of business. In summer, crowds flock to the lake to have a swim, and bask in the sun with a picnic lunch, before going back to the office. The head of the family may take a nap, or after his lunch drops into a café and spend an hour playing "Jass," the popular Swiss card game, with his friends.

The traditional fine weather of Switzerland is greatly exaggerated. Of course, high in the mountains there is much sunshine, but one does not live and work in the altitude of St. Moritz. The summers are short, often fine; the winters long and gray, but, usually, not very cold. For days and days in the autumn we are wrapped in a blanket of fog. Sometimes we can escape by taking a funicular up to three thousand feet in the Juras, just behind Bienne. There we can stand in the sunshine and look down at our blanket.

Then there are days when the fog will miraculously disappear, and the air is brilliantly clear. The Jungfrau and whole range of the Alps come into view. The local people are as delighted as the stranger. Someone goes to the window, and suddenly shouts, "The Alps are out! Have you seen the Alps?" Then everybody comes and marvels at the beauty of that great white pile. If the sun is low, the shadows will form a great cross over the face of the Jungfrau, and if there is no Swiss among us to say it, you or I will say, with a little possessive glow, "and there is the Swiss Cross!"

This is the second in a series of articles by alumnae abroad.

Annual Award

The committee in charge of the fellowship established by the Women's Organization for National Prohibition Reform announces that the fifth annual award will be made not later than May 1, 1937. The fellowship is open to women who have graduated during the past five years and who show promise of usefulness in public service. It offers a sum of \$1,400 for a year of graduate study at an approved college or univer-

sity in one or more of the related fields of economics, government, history and sociology.

Since applications and recommendations must reach the committee before March 1, 1939, all alumnae interested are urged to communicate at once with some member of the committee. Professor Jane Perry Clark is chairman, and on the committee are Professors Huttman and Waller, and Dean Gildersleeve, *ex-officio*.

Remember the Thrift Shop



ALUMNAE

Florence Cheesman Remer, Florence Beeckman, Elizabeth Reynard, Helen Stevens, Elizabeth Roberts Compton, Evelyn Orne Young, and Helen Erskine herself.

FEBRUARY 13TH is Alumnae Day this year. There will be a luncheon in Hewitt at one o'clock; an afternoon program, details of which have yet to be completed; and the Dean's tea in the College Parlor at four. Detailed announcements will be sent to all alumnae, and a complete description of the day's events will appear in the February *Monthly*. Save the date!

Premiere

AT the Alumnae Tuesday Night on December 13th, there occurred the gala premiere of the long-awaited motion picture of Barnard College, and at the risk of being called partial, your reviewer ranks it among the Ten Best of the year. Filmed under the tender direction of Helen Erskine, in the best Kodachrome, the picture unrolls smoothly and yet excitingly, the gratifying result of a year's work. It has vigor, color, gaiety, and beauty, at once capturing the unique atmosphere of Barnard and the more familiar atmosphere of New York City. The highlights of college life as we remember it are all there: Greek Games, Baby Zoo, Camp, the Jungle in Spring, the After-Class Descent from Milbank, and the leading personalities, including Culag Beg. And the young actresses are gratifyingly un-selfconscious ninety-nine per cent of the time. They really seem to be enjoying themselves (who wouldn't find some pleasure at the thought of celluloid immortality!).

The house (College Parlor) was packed with an enthusiastic audience of alumnae, faculty, and an occasional undergraduate. Following the worthy example of another New York cinema, the management served coffee after the performance. Prominent among the First-Nighters were Gertrude Braun Rich (who poured us our Sanka), Professor Braun, Miss Sturtevant, Miss Howard, Dr. Holzwasser, Dr. Hubbard, Priscilla Lockwood Loomis,

Presenting Professor Moore

Two of the most frequent comments we hear about the Barnard curriculum are, "Music 1-2 is one of the grandest courses I ever took" and "Gosh, I wish I had taken Music 1-2. They say Professor Moore's grand." And so he is. The Alumnae Tuesday Nights Committee is going to make it up to the unfortunates who didn't cross the street to Journalism twice a week. On January 10th, at eight-thirty in the College Parlor, they will re-create, in small part, this wonderful course. Professor Douglas Moore has given as the title of his program, "Music and the Listener," and has described it as being a discussion of the active participation of the listener to music of all kinds, his emotional and intellectual responses. The topic is a fascinating one, and Professor Moore is best suited of all the teachers we know to deliver it. He is well known for his gift of lifting music out of the field of academics, making this gracious art a personal and tangible thing. This will be no ordinary talk delivered from the floor; this "musical lecture" will have accompanying and illustrative renditions. You will hear about this music and you will hear the music itself. And you will enjoy them both.

Fund News

LUCY MORGENTHAU HEINEMAN, Alumnae Fund chairman, arose from her sick bed and entertained at two delightful teas on December 19th and 20th, for class presidents and representatives of the reunion classes. The program of Commencement reunion, Fund activities for the year, and special efforts by reunion classes, were discussed.

Contributions continue to arrive at the desk of the Alumnae Fund secretary—no torrential downpour, but a steady and heartwarming trickle.

These nice checks are in the nature of the overture before a stirring opera. They are intriguing

Remember the Thrift Shop

PROJECTS

hints of greater glories to come, when the curtain goes up and the February Fund appeal goes out, and this office begins to hear the stirring strains of thousands upon thousands of dollars rolling in to Barnard. There should be more thousands this year than ever before, for we are all thinking affectionately of our alma mater in this, her fiftieth year, and every one of us is only awaiting the word to send in the biggest gift she can possibly manage, to say "Happy Birthday."

Plan ahead for it now; when that annual appeal reaches you next month, be prepared to show your proudly aging college how very much you think of her.

Return Engagement

OUR more recent graduates probably don't know that Mabel Parsons, who is chairman of our opera benefit to be held on February 24th (see page 2), was also chairman twenty-five years ago when Barnard sponsored a benefit performance of "Madame Butterfly."

We Need Rummage

THE Thrift Shop, like the Alumnae Fund, can prove to be a constant source of aid to the College, turning over each month a substantial sum to swell the scholarship fund. All the energies put into the shop would be more than repaid if they would result in sending more girls to Barnard. And with the co-operation of all the alumnae, this can become an accomplished fact.

Perhaps you are one of those loyal alumnae who heeds each request, and

who simply hasn't another thing for the shop. But what about your non-Barnard friends? If you are planning to give a tea, why not make it a rummage tea? Many alumnae have already hit on this as a painless way of helping the shop immeasurably while paying back a few social obligations. Class teas and meetings of Barnard clubs are, of course, obvious opportunities for collecting rummage.

There's still another way to help. Charlotte Verlage Hamlin, Thrift Shop chairman, has made a beautiful hooked rug, very nautical, on which chances for fifteen cents each, two for a quarter, are being sold in the Alumnae Office. The drawing will take place on Alumnae Day.

The shop is at 1137 Third Avenue, near 67th Street. Please put your name and address on all parcels so that your donation may be acknowledged.

Give to the College by giving to the Thrift Shop!

"Monthly" Comment

TWO new editors have joined the board of the *Alumnae Monthly*: Elizabeth Reynard '22, a member of the English department and author of "The Narrow Land," a book about Cape Cod; and Carol Gluck '38, of the staff of *Bookmarks*, a magazine containing only book reviews.



MABEL PARSONS
Chairman of the Opera Benefit

Chidnoff

Remember the Thrift Shop

An Interview with Miss Sturtevant

"I ALWAYS like my students to do things for themselves. What one works for, one remembers." Miss Sturtevant was silent for a moment, hospitably intent on refilling my coffee cup.

We sat in the pleasant intimacy of her living room, the lamp light shining on row upon row of books set with New England orderliness upon their shelves, and upon Miss Sturtevant's hair, touching it to a brighter silver. We talked of many things: of changes at College, of the old days of English 11-12, and the freshmen of now and then. We had talked of dogs and old books and of Jane Austen and Mrs. Gaskell and the Brontës. We had talked of Connecticut, where Miss Sturtevant lives in the summer on the family homestead and whither she goes every long holiday; and talked of country inconveniences such as wood-burning stoves. We spoke, too, of the tragic toll of the hurricane, and of Connecticut's lost trees. And then we came back to the English department and the students.

Miss Sturtevant took up the thread of her thought again. "Dean Gildersleeve and several of the faculty have been talking this past year of an interdepartmental course which we should like to have here at Barnard," she said. "At present it is still very much in the wishful-thinking stage. It would be a tutorial course and would provide an integrated study of the mediaeval period in all its aspects. We would open it to students recommended by the English, Fine Arts, French, German, Italian, Philosophy, and History departments. The student would choose a tutor from one of the departments, preferably that of her major, with whom she would have conferences, and the tutor would advise and direct her to regular lecture courses and work them into the pattern of the general scheme. For instance, an English student might be sent to Professor Montague's lectures on Mediaeval Philosophy, or she might join Professor Lawrence's classes on their trips to the Cloisters or the Metropolitan Museum."



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"In that type of course," she went on, "the students wouldn't be registered for regular classes. Nor, if I were doing it, would there be final examinations of the regular sort either. The student would hand in a thesis at the end of the year on a selected subject. She would be freed from the pressure of class attendance, yet come under the direct personal training of members of the staff, and gain an accurate, organized knowledge in a large field."

"It seems to me," I ventured, "that I heard something about an English-Italian interdepartmental course?"

"Yes," said Miss Sturtevant, "an excellent one. Professor Bigongiari is giving a course this spring on the scholastic and humanistic culture of the thirteenth and fourteenth centuries. But this interdepartmental idea is not unique. Professor Latham has already arranged two such courses. One was given last year, with Professor Bigongiari and Professor Prezzolini, on the drama of the Renaissance. Next year Professor Mespoulet will give a course for English and French majors on the influence of French and English literature during the last half of the nineteenth century. But an integrated tutorial course would really be something quite new for us and mark a great advance in our teaching plan." Miss Sturtevant smiled, that entirely winning smile that has sent so many of us out of her office assured that it would be no trouble at all to come in the next week with a manuscript worthy of an A plus.

"You see, I'm very anxious to have it," she said. How the whole academic picture has changed since we were young things, I thought as I arose to go. Then suddenly a bit nostalgic, "Tell me," I asked, "Are the students today as nice as we were—really?"

Miss Sturtevant smiled again, her eyes crinkling at the corners.

"Well," she said in her soft, restrained voice, "Almost."

Julia Treacy Wintjen

Barnard Publishes

LITERATURE AS EXPLORATION by Louise M. Rosenblatt, 1925. D. Appleton-Century Company, 1938. \$2.25.

THIS is an important book; so important that Professor Howard Mumford Jones has made it required reading for his instructors at Harvard University. Though it concerns the problem of education it has none of the clichés of pedagogy. Written by one who, as a Doctor from the University of Paris, never had to conform to courses in the theory of education, it brings a fresh and acutely honest mind to the affair of handing on the torch.

Just when the teaching of English literature is exposed to the attacks of utilitarians, when science seems to have won a victory over the humanities, this book proposes a new way of making literature contribute to successful living.

First, it probes the weakness of literature as taught in schools and colleges; how books fail to arouse in most students any sense of relationship to life as they know it. Then, it gently asks if most teachers realize how lightly they assume a knowledge of heaven and earth, in commenting upon literature. An English teacher, in order to increase literary understanding and appreciation, must deal in human relations; but does he always become aware of his own assumptions concerning society, or understand even the basic concepts of the present-day social sciences?

"However satisfactory may be the system of values the teacher has worked out for himself," says the author of "Literature as Exploration," "there is no proof that he is justified in 'teaching' it to his students, as one might 'teach' a method of solving a problem in calculus. For even if such an approach had been successful in the past . . . there is no proof that the conditions of life this generation of students will face, or the highly diverse personal problems they will have to solve, will be commensurable with any arbitrary measuring-rod provided by the teacher."

Tolerance of other points of view, the first essential, does not imply, on the other hand, a nihilistic approach to life.

"Reluctance to impose a dogmatic philosophy may lead to an equally dangerous attitude of non-committal relativism that refuses to admit any standards and tends to produce a paralysis of judgment on the part of the student," our author goes on to say. "Such pseudo-liberalism can give him only the feeling that there is nothing to believe, that there are no values to be sought in this confused world. In the long run, in times of crises or when the inevitable choices must be made, this would lead youth to fall back on the stereotyped attitudes, or to follow chance, irrational appeals."

The student must, rather, acquire a curiosity concerning the causes of human actions and social conditions, and be ready to revise accepted hypotheses in the light of new information. He needs, in short, to develop a dynamic sense of life, a feeling that an understanding of the causes may make possible a revision of resulting conditions.

To achieve this social understanding in the student, the teacher of literature must himself be aware that such knowledge exists or that at any rate the foundation for such knowledge has already been laid by the social sciences.

The training of English teachers, Professor Rosenblatt believes, and has declared to the Commission on Human Relations, (of which she is a member, appointed by the Progressive Education Association), should include much more study of the social sciences than it now does, and the practising teacher should recognize his responsibility for constantly adding to his knowledge in these fields as well as in the fields of literature itself.

The latter part of "Literature as Exploration" shows how the student may, through the experience of literature, come to understand his own personality and how to manage it better. In the chapter, "Emotion and Reason," echoes the conviction of Professor John Dewey that the emotions should not be eliminated in behalf of a bloodless reason, but that rationality should be "the attainment of a working harmony among diverse desires." This is where literature comes in. The emotional character of the student's response to literature offers an opportunity "to think rationally within the context of an emotionally colored situation."

More than ever before, in the world of today, Professor Rosenblatt points out, "we need to develop individuals sufficiently mature to assume the responsibility for working out their own solutions and making their own judgments. . . . Lack of emotional maturity explains many of the weaknesses in the functioning of our democratic state of government."

A short review cannot give an idea of the suggestive power of this little book. It is one which causes a sinking in the heart of an English teacher, an awful realization of the responsibilities his work involves, but in the end, it raises his spirits. With this new illumination the importance of his subject is assured; that of developing "critically-minded, emotionally-liberated individuals who possess the energy and the will to create a happier way of life for themselves and for others."

The specific illustrations of these theories are wide, fresh, and humane, giving the book an immediacy such as Jane Addams used to convey in her social essays.

Clare Howard

Remember the Thrift Shop

The Alumnae Committee of Seven Colleges

By Maude White Stewart

Publicity Representative of the Committee

HOW does the Alumnae Committee of Seven Colleges function and how did it come into being?

The Alumnae Committee officially began its work in May 1928, after the members had been appointed by the Presidents of the Colleges in November 1927 to keep the achievements and the needs of women's colleges before the public. The underlying purpose was increase in endowment but the Committee is not a fund-raising committee. The belief of the Presidents, after consultation with many experts, was that the need of the colleges was constant publicity to create the interest from which gifts and bequests would come.

It was the first purpose of the Committee to achieve magazine publicity, and in time we were able to report that every important magazine in the country had carried articles or editorials proposed by us. Several have carried series of articles, and some more than one series. Under the stimulus of questions raised by the Committee, the number of educational articles which editors and writers have themselves initiated, has markedly increased. For much of the material and data for these articles they have come to us. This we consider one of our major achievements. As part of our magazine program we have given three luncheons to writers and editors in New York.

The Committee has been proud to present the seven heads of the colleges at six dinners given in their honor in Philadelphia, Chicago, New York, Boston, St. Louis and Cincinnati. In addition to the Presidents, speakers at the dinners have been, in Philadelphia, Mr. Thomas W. Lamont; in Chicago, Dr. George E. Vincent; in New York, Chief Justice Hughes; in Boston, the late Dwight Morrow; in St. Louis, Mr. Walter Lippman.

Smaller events, but to our minds very important ones, have been sixteen luncheons for lawyers and trust company officers in Cleveland, Chicago, New York (two), Kansas City, St. Louis, Cincinnati, Pittsburg, Buffalo, New Haven, Brooklyn, Indianapolis, Detroit, Toledo, and Hartford. Two

others are planned for this winter. These, like the dinners for the Presidents, were possible because of the help and cooperation of local Seven-college committees which we appointed after consultation with our Presidents and alumnae officers. In each case luncheons have been sponsored by three hosts—leading bankers, lawyers or industrialists of the city. One of the Presidents has always attended to present the case of the colleges before these men whose advice is frequently asked on the disposition of estates. Kansas City has already voluntarily repeated its bankers' luncheon on the occasion of Miss Comstock's passing through the city; and Tulsa, Oklahoma, entirely on its own, appointed a Seven-college group which has been most able and active in presenting any of our Presidents who came there, to the leading citizens of Tulsa. Recently we learn that a similarly self-appointed group in Wichita, Kansas, is doing very good work.

We found that it was imperative for each college to present its specific needs in as graphic a form as possible. This was a big undertaking but each has done it splendidly and has made new presentations as time went on. These books are used for reference in various banks and law offices in the cities where luncheons have been held, and they are also used by the colleges individually for their own special purposes.

The radio and motion pictures are two avenues of reaching the public which have become extremely important since the inception of the Committee. We have had four series of seven numbers each over the two national networks and we initiated the first meeting of college women via the radio when Mrs. Dwight Morrow broadcast in 1934, on the subject "College Women and the New Leisure." For this occasion meetings of our alumnae were held from coast to coast, with local speakers presenting the need for endowment either just before or just after Mrs. Morrow's broadcast.

The importance of the documentary film is increasing so rapidly that many requests for a Seven-

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college film brought the Committee to explore the possibilities. We are encouraged to hope that we may have a film within the year, one which will show life as it is on college campuses and in college classrooms.

Six staunch friends of the colleges, Bernard M. Baruch, James Byrne, Thomas W. Lamont, The Right Reverend William Lawrence, Owen D. Young and the late Newton D. Baker evidenced their friendship by making a survey of the contribution women's colleges have made to American life. They then made public a statement of what they deemed the value of this to be, and also of the specific needs in the colleges if they were to keep pace with their own history. This achieved national newspaper publicity as well as a page in the *Literary Digest*. Twenty thousand copies of the Council's statement have been used, not in general distribution but with specific groups and special letters, many of them personal.

A seven-year study of the gifts men and women make separately to education and to all divisions of philanthropy has been made by the Committee, first in a five-year analysis, recently completed by adding the last two years. No other group has done this and it has caused great interest in every quarter. On the conclusion of the first five-year study the Sunday Magazine of the *New York Times* published a discussion of our findings by Mrs. Eunice Fuller Barnard, a great deal of which we reprinted in a pamphlet. The *Saturday Evening Post* later gave us an editorial on the survey.

Three separate issues of a "Sustaining Program" leaflet have been published by the Committee for the purpose of sending current data to the 1700 lawyers and trust-company officers on our lists. These men had made many requests that their interest in the colleges be followed up. The Sustaining Program pamphlets, containing skeleton lists of the needs of each institution and other practical information, have been sent the men with personal letters. Their response to these mailings has been most gratifying.

At the suggestion of two of the Presidents a questionnaire was organized which would give an equivalent picture of the alumnae from the various colleges. The analysis of the results of the questionnaires sent to four of the seven is now almost completed. The other three had similar

OUR OWN AGONY COLUMN

Notices which alumnae wish to appear in this column must be mailed before the fifteenth of each month to the Editor of the Agony Column, Alumnae Monthly, Barnard College, New York.

STILL LOOKING FOR BETTY ODELL. LAST TRACED as far as Willoughby, Ohio, under name of Blazey.—*Asey Mayo*.

AS A MATTER OF COLD FACT IS THERE SUCH A thing as painless dentistry? Need work done in New York on wisdom teeth, cannot bear prospect.—*No Spartan*.

MINERS' SETTLEMENT SNOWED IN HALF OF EVERY year, 100 inhabitants read everything on hand until tattered, and are now in need of more printed words. "Magazines," says ex-member of '31 who is raising family there, "are devoured; women's, intellectual, radical, literary." Will alumnae look down cellar and make up package (which will be delivered by sled at other end) for Katherine Collins George (Mrs. C. A.), Cecilville, California?

DOES ANYONE KNOW WHERE I CAN BUY SILK stockings with the certainty that the silk did not come from Japan?—*Anti-Nylon*.

WOULD GIVE GOOD HOME AND LOVING CARE TO young dog, either sex, any breed except the very largest; housebroken but need not be trained otherwise. Will send details of dog's future environment gladly.—*de Eff*.

HAVE BEEN GIVEN GARDENIA PLANT, WISH advice from someone who has had success keeping and growing them. Buds show tendency to dry up and fall off.—*Sunparlor*.

WILL EXCHANGE BROWN RIDING BREECHES, nearly new, 28 inches at waist, for French dictionary or Sheppard's Historical Atlas.—*Sedentary*.

WANTED: ROOSTER HACKLE FEATHERS; ANY color (*i.e.*, long fluffy feathers from either side of tail) or brightly marked feathers of any kind.—*Fly Tying*.

WHAT AM I OFFERED FOR SECOND-HAND COPIES (but about as good as new) of Woodworth's "Psychology" (1921), Spence and Watson's "Sketches" (1927), or Michels' "Cartels, Combines and Trusts in Post-War Germany" (1928). Need not be cash.—*Weekend Gardener*.

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material recently collected. The Committee has plans for important interpretation of these statistics.

Five of the original seven members selected by the Presidents remain with the Committee. They are Mrs. George Endicott for Barnard, Mrs. Learned Hand for Bryn Mawr, Mrs. Walter Hodges Gilpatric for Mount Holyoke, Mrs. Rudolph Zinsser for Smith, and Mrs. Walter Wood Parsons for Vassar. The Radcliffe member, Mrs. William Franklin Eastman, died in 1937, and Mrs. Clarence Day now represents Radcliffe. Mrs. Christopher Dyer Potter of Wellesley, who was first chairman, was made head of Pine Manor Junior College. Mrs. William Hugh Coverdale was chosen to succeed her.

BARNARD CLUBS

Baltimore

About fifty people gathered at the home of Olivia Cauldwell Holt '18 to hear the National Barnard Day broadcast on November 19th. Senta Herrmann Bernhard '06 came all the way from Annapolis. Among others were Helene Wallace Cockey '19, Betty Kalisher Hamburger '26 and Marie Winkler-Snibbe '24.

Indiana

The Barnard Club of Indiana celebrated National Barnard Day at the home of the president, Marjorie Brown Sherwood '06. School heads, prospective Barnard students, and mothers of Indiana girls now attending Barnard were guests of the club.

Mrs. Sherwood read letters from Agnes Brown and Barbara Brown, Indiana students now at Barnard. Their enthusiasm over the advantages at Barnard and their comments on campus and dormitory life were greatly enjoyed.

Mrs. Sherwood and the secretary, Gertrude Bergstrom Thompson, poured tea, and then the group listened to the broadcast.

It has been definitely announced that Barnard-in-Indiana, although a small group, will have another \$500.00 residence scholarship available for next year.

Long Island

Barnard-on-Long Island will celebrate its fourth birthday on January 16th with a party at the home of Dorothy Marx Byrns '28 in Jamaica. Before the party, election for officers to serve for two years will be held. The nominating committee appointed by the president consists of Katherine Hand, Maybelle Sheriff and Elsa Vocasek.

New York

The Monday afternoon teas, a popular feature at the Barbizon, offer a varied program for the month of January. On the 9th, members and guests are urged to bring their Christmas cards, which are being collected for the children in the New York Hospital. Marion Travis '20 will be hostess at the tea, assisted by Anne Wilson '12. On the 16th, the Barnard movie will be shown in the clubroom. Vora Jaques '10 will be hostess.

Philip Kappel will be guest of honor at the club on January 23rd. Mr. Kappel, whose maritime etchings hang in the Brooklyn Museum and the Congressional Library, will tell us something of his art. Helen Goodhart Altschul '07 will be hostess.

By popular request, the tea on January 30th will be devoted to the science of palmistry. Dorothy Putney '25 and Eva Hutchison Dirkes '22 will tell you all about yourself—past, present and future.

On February 7th, there will be a spelling bee at the tea. Further details will appear later.

A rollicking evening party on January 27th will feature Beer and Bingo with a Bang. Guests are cordially invited. The chairman in charge of the party is Charlotte Haverly '36.

Save the week-end of January 28th-29th, for the club is taking over the Barnard camp. For details, call Helen Yard '25 at the clubrooms. Winifred Rundlitt '35 is in charge of arrangements.

Syracuse

The Barnard Club of Syracuse met on November 19th at the home of Lois Wood Clark '20. A discussion of the possibility of having a joint meeting with alumnae in other central New York cities was followed by a review of Annie Nathan Meyer's book, "Barnard Beginnings." Members present were: the president, Beatrice Goble Brick '30, Eleanor Mason Courtney '26, Helen Cummins La Montagne '25, Euterpe Martin '32, Carol Watz Mossner '36, Sophie Hansen Polah '25 and Dr. Georgetta Aller Potter '02.

Winter Vacation Cues

Owls Head Inn, at Keene, New York, is easily accessible from the metropolitan area. Keene, surrounded by the Adirondacks, is renowned for its scenic beauty. Besides the usual winter sports (there is a ski jump, toboggan slide, ice skating, snow shoeing), there is ice fishing. Write to Owls Head Inn for rates, or telephone in New York to Vanderbilt 3-5928.

The Kaksakee Inn, in the Catskills overlooking the Hudson River at Cossackie, New York, has a background of Colonial charm. The Inn is modern and has excellent food. Winter sports are available. 3½ hours drive from New York. Centrally located for overnight stops when enroute to Canada or Adirondack points.

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The Lincoln Hotel, Lincoln, New Hampshire, is in the White Mountains. There are ski trails for both novice and expert—a glide trail—fast toboggan slide—open slopes—ski tow. The Cannon Mountain aerial tramway, 15 minutes away, offers a delightful mode of transportation to the top of the mountain. The Lincoln has modern steam heated rooms with private bath.

The Homestead, in the Adirondacks at Lake Placid, overlooks the lake. For the skier there is a wide choice of open slopes, with ski tows, slalon courses, downhill runs, and miles of forest trails. The skater may choose between the comfort of indoor skating in the Olympic Arena or the bracing outdoor variety on Mirror Lake rink. Hockey, dogsledding, skijoring, and ice carnivals are all part of the Lake Placid winter picture.

The Gramatan, Bronxville, New York, is well known to Barnard in Westchester. Join your friends there for dancing and bridge. Riding and golf are handily available.

The Lord Jeffery, a Treadway Inn, at Amherst, Mass., is open the rear round. It is a nice place to stop when you are touring New England, and still nicer for a prolonged period of rest and recreation.

The New Hotel Miller, in the Southern Berkshires at Great Barrington, Mass., is only 126 miles from New York City. The locale abounds in points of historical interest dating from Indian and Revolutionary times. We suggest you write for a folder—it is full of fascinating information. The New Hotel Miller is a good place to make your headquarters while you are enjoying winter sports.

The Penigewasset, at Plymouth, New Hampshire, is at the entrance of the White Mountains, in the heart of the Lakes region. There is skiing on 10 nearby slopes, and facilities for snowshoeing, skating, and tobogganning. A special train runs every week-end, leaving New York at 9 o'clock Friday night and leaving Plymouth 7 o'clock Sunday night. Train rates are about \$17 round trip, including lower berth—\$9 in the ski lounge. Special hotel rates for groups.

"Green Shadows," a New England farmhouse at Hamburg, Conn., 6 miles from the well known Artist Colony at Old Lyme, Conn., takes a limited number of guests. There is skating, sliding, excellent food, including fresh fruits and vegetables, comfortable rooms with modern conveniences. A good place to take the whole family, children and all, for some winter's fun.

Class Notes

1901 (Class Editor—PAULINE DEDERER, 510 Montauk Avenue, New London, Connecticut.)

LEND A HANKS has retired from teaching in Brooklyn, and has gone to live in the peace and quiet of her New England home in Middleboro, Massachusetts. All she has to do now is to take care of a large garden, specializing in herbs; serve as president of the Garden Club and vice-president of the Woman's Club and the Community Club; be on the Girl Scout Council and teach Nature Study to the Girl Scouts;



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be an active member of the Historic Society and both the literary and art departments of the Woman's Club, and finally make hand-made pottery, bedspreads and tablecloths.

1904 CAROLINE LEXOW BABCOCK has returned to Washington as campaign secretary of the National Woman's Party.

1906 JOSEPHINE PADDOCK exhibited ten new portrait sketches early in December at the Fifteen Gallery, New York.

1909 (Class Editor—ETHEL GOODWIN, 438 West 116th Street, New York, N. Y.)

At a luncheon on December 3rd, the class discussed plans for the thirtieth anniversary reunion next spring. The following members attended: Alice C. Grant, Blanche Samek Gutlohn, Eva vom Baur Hansl, Elinor Hastings, Hannah Falk Hofheimer, Alice G. Jaggard, Myra McLean, Hortense Murch Owen, Mary Swenson Palmer, Herlinda Smithers Seris, Edith Talpey, Lucy I. Thompson, Dorothy Calman Wallerstein, Helene Boas Yampolsky, Ethel L. Goodwin.

MAY STARK HILDESLEY is a member of the Air Raid Precaution Reserve in England and holds a "First Aid Certificate" from the Red Cross Society.

EDITH TALPEY has left the Edwin Gould Foundation and is now studying at the New York School of Social Work.

1913 Married—SALLIE PERO MEAD to Chester Ellis Grant on November 25th.

1915 (Class Editor—SOPHIE BULOW, 2444 Lorillard Avenue, New York, N. Y.)

On National Barnard Day, November 19th last, ELEANORE LOURIA BLUM, class representative, entertained the members of 1915 who live in the metropolitan area at a tea at her home at 885 Park Avenue, New York City. Among those present were: Rosalie Appelt Stern, Fredericka Belknap, Helen Blumental Valentine, Marion Borden, Elsie Chesley Porterfield, Mary Coates Hubbard, Ruth Evans, Thora Fernstrom, Alma Herzfeld Oppenheimer, Grace Hubbard, Lillian Jackson Sullebarger, Dorothy Krier Thelander, Henrietta Krinsky Buchman, Dorothy Kubie Erpf, Emily Lambert, Lucy Morgenthau Heineman, Regina Murnane, Fannie Rees Kuh, Dorothy Skinker Hooker, and Isabel Totten. Before the broadcast, there was an informal discussion of plans for the approaching twenty-fifth anniversary.

On Saturday afternoon, January 21st, HELEN BLUMENTHAL VALENTINE will give a tea at her home, 180 East 79th Street, New York City. The Barnard College moving picture will be shown at 3:30 o'clock. All members of 1915 are cordially invited to attend.

1918 (Class Editor—MRS HAROLD BENEDICT, 110 Riverside Drive, New York, N. Y.)

MARY WELLECK GARRETSON, who has been giving occasional lectures in Westchester, has recently discovered a new mutant or hybrid of the red clover, on which the Boyce Thompson Institute is now working.

SOPHIA AMSON OLMSTED, formerly on the staff of the New

York City Department of Investigation, has opened her own law office and will specialize in administrative law.

1919 (Class Editor—MRS. DAVID S. MUZZEY, Barnard College, New York, N. Y.)

ELSIE F. DOCHTERMAN is an assistant in epidemiology at the De Lamar Institute of Public Health, College of Physicians and Surgeons.

1924 There will be a social reunion of the Class of 1924, at tea on Sunday afternoon, January 15th, 1939, from 3:30 to 6:30 o'clock, at the home of Mrs. G. C. DARLINGTON, 33 West 12th Street, New York. All members of 1924 from afar and near are most cordially invited to be there.

The class executive board would be grateful to have the correct addresses of the following people:

Mrs. G. N. Scott (Edith D. Allen), Marion Carlile, Mrs. R. Van Vliet (Bertha L. Brown), Lottie Graves, Eleanor Kenmore, Muriel C. Potter, Jennie Sanderson, Eleanor Taft, Mrs. Overton Harirs (Marguerite Tjader).

1925 (Class Editor—HELEN YARD, Barnard College Club, 140 East 63rd Street, New York, N. Y.)

EVELYN EASTMAN BECK is to be director of Christadora House Camp at Bound Brook, New Jersey.

1927 (Class Editor—BESSIE BURGEMEISTER, Barnard College, New York, N. Y.)

Born—to Mr. and Mrs. Conant Manning (BETTY HAY), a son, Roger Conant, November 26th.

Born—to Mr. and Mrs. L. A. Salomon (ROSLYN SCHLESINGER), a second daughter, Nancy, on June 28th.

1928 (Class Editor—MRS. JOHN B. GRIFFIN, 601 West 113th Street, New York, N. Y.)

GERTRUDE R. THOMPSON is now Mrs. Dodd.

Lippincott has recently published "Tell My Horse" by ZORA NEALE HURSTON.

Born—to Dr. and Mrs. T. Campbell Goodwin (DR. MARY HOOKE), a daughter, Jane Stewart, on December 16th.

Born—to Mr. and Mrs. William M. Deisroth (HILDA MUGGLI), a daughter, Susan Mary, on October 22nd.

1929 (Class Editor—JEAN MACALISTER, 601 West 113th Street, New York, N. Y.)

Born—to Mr. and Mrs. Oliver Hall (MARY GARDNER), a third child and second daughter, Margaret Louise, in November.

1930 Class Editors—JEAN CRAWFORD, 155 East 47th Street, New York, N. Y., and MRS. HOWARD S. ORTGIES, 2622 Grand Avenue, New York, N. Y.)

The executive committee announces the new fund representatives: Fredericka Gaines Fels and Sylvia Gettinger Lilienfeld. Jean Crawford and Jean Mathewson Ortgies who have worked together so successfully as fund representatives for the past two years have been persuaded to continue their cooperative efforts as co-editors of class notes. Please help them by sending in interesting news about 1930-ites.

Engaged—MARION COUGHLIN RHODES to Robert John Bur-

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rough, both of New York City. Miss Rhodes studied at Harvard and received her M.A. from Columbia. Mr. Burrough, a graduate of Fordham University, also received a degree from Columbia. He is the brother of Marion Burrough '26. The wedding will take place in July.

EDITH KIRKPATRICK PETERS is with the Bell and Beltz Laboratories in Philadelphia. She is living at 259 Bickley Road, Glenside, Pennsylvania.

Born—to Mr. and Mrs. Harvey Dean (JEAN HASBROUCK), a son, George Walter, in July. The Deans live in Oneonta, New York.

1931 For the "Virginia C. Gildersleeve Reading Room in English" Fund toward which the Class of 1931 gave \$800.00 upon graduation, the following members of the class have contributed \$2,450.00 to be given to the College upon the tenth anniversary of their graduation, 1941:

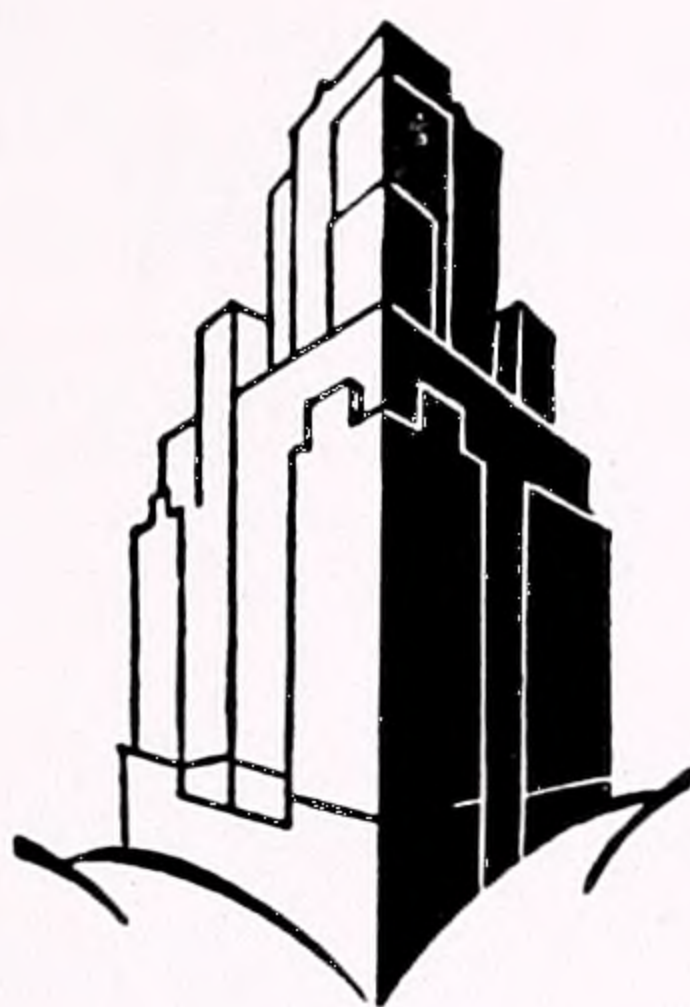
Ruth Abelson Seder, Carol Koehler Pforzheimer, Evelyn Anderson, Harriet Lehman Marks, Lillian Auerbach Gluckman, Dorothy Leib Webb, Virginia Badgeley Hall, Alvina Looram vonHelms, Helene Blanchard Weintraub, Elizabeth Lopez, Helen F. Bosch, Barbara Lough, Elizabeth Boyle, Frances Markey Dwyer, Harriet E. Brown, Helen McQueen, Betty Calhoun Marlay, Alice McTammany, Catherine Campbell, Edna Meyer, Betty Chambers, Lucretia Moeller Wilson, Ethel W. Couch, Edith Mosbacher, Marjorie Danz, Alice Niederer, Betty Despard Carter, Desmond O'Donoghue, Alvina Dietrich Bailey, Bettina Peterson, Margaret Erickson Dill, Caroline Ratajack Rogozinski, Harriet Ferris, Elisabeth Raymond Heiss, Freda Foerster, Margaret Rice Rich, Helen Foote Kellogg, Ingeborg C. Richter, Anne Gary Pannell, Sally Schaff, Frieda Ginsberg Kopell, Viva Schatia Kanzer, Esther Grabelsky, Junia Schonwald Cassell, Josephine Grohe Rose, Winifred Scott Dorschug, Edith Gutman Socolow, Marguerite Shepard, Dorothy Harrison West, Irene Staubach Roth, Helen Heuser Goodloe, Roslyn Stone Wolman, Eleanor H. Holleran, Suzanne Swain Brown, Erika Horwitz, Ruth Swedling Schmocker, Edith Hunsdon Lichtenstein, Anne Tusten Graham, Ruth Jacobus Frey, Marjorie Van Tassell, Josephine Pacquin Penn, Sally Vredenburgh, Waldo Jewell Lapan, Margaret Wadds, Marion Kahn Handler, Sarah Welcher, Beatrice Kassell, Orpha Willson, Catherine Kennedy Scott, Theodora Wright, Jeannette Krotinger Fisher, Gertrude Wylie Diederich, Else Zorn Taylor.

LOUISE Moss is assistant computer at the Aeronautical Laboratory, Langley Field, Virginia.

ISA R. McILWRAITH and her husband are teaching in the music department at the University of Chattanooga. She recently conducted a composition on the program of the Chattanooga Symphony Orchestra which he conducts.

Born—to Professor and Mrs. William A. Rose (JOSEPHINE GROHE), a son, William Allen Jr., on November 26th. Professor Rose is an assistant professor of structural engineering in New York University.

Born—to Mr. and Mrs. Diederich (GERTRUDE WYLIE) of Chicago, Illinois, a daughter, Ann Marie, on Hallowe'en. Mrs. Diederich was one of the ten members of the Science Committee which wrote "Science in General Education," published last June by the Progressive Education Association's Commission on Secondary School Curriculum.



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1933 Born—to Mr. and Mrs. Harry Posner (ROSALIND DEUTCHMAN), a son, Stuart Paul Posner, October 15, 1938.

GRACE HOWER is now in the geologic department of the Aero Exploration Company, Tulsa, Oklahoma.

ANNA D'AVELLA is completing her last year of interning at the Philadelphia General Hospital.

Married—IRMA WEINSTEIN to Joseph Goldfein, last summer.

Born—to Mr. and Mrs. William Bangs Platt, Jr. (EDITH GULDI), a daughter, Emalie Maureen Grace, on November 26th, at Southampton, New York. The Platts have another daughter, Meredith Joan.

1934 ELIZABETH BRUDERLE RYAN is working with the methods and standards unit of the Division of Placement and Unemployment Insurance, New York State Department of Labor.

HELEN FEENEY is assistant director in charge of program and publicity at the Carroll Club, and continues to play the violin in the New York Women's Symphony Orchestra.

LENORE OPPENHEIM is a social investigator in the Home Relief Division of the New York City Department of Welfare.

1935 THERESA HAINES is secretary to the director of education and publicity of the Young Men's Hebrew Association, New York.

VIVIAN TENNEY, who is in her last year at Cornell Medical School, will intern for two years at the Philadelphia General Hospital.

Married—ELIZABETH DALY to Irvine Phillips Gould, September 3rd.

Born—to Mr. and Mrs. Emir Nezam Ghaffary (ANNA FRIEDLIEB, ex-'35), of Teheran, Iran, a daughter, Firouze, October 6th.

Married—EDNA EDELMAN to Irving Friedman, in November.

Engaged—GERTRUDE LOBER of Hoboken, New Jersey, to Saul Sperling of New York. Mr. Sperling, a graduate of Fordham Law School, specializes in admiralty law.

Engaged—ARMINE DIKIJIAN to Edward D. Paul, of Boston. Miss Dikijian is the music cataloguer of Brooklyn Public Library.

1936 (Class Editor—ELEANOR BRINKMAN, 495 Clinton Avenue, Newark, N. J.)

Married—BARBARA H. POINTER to Dr. Michael Kovaleff, on November 16th at the Riverside Church Chapel. Helen Hardy '37 and Ruth Inscho Buchanan '38 were bridesmaids.

Born—to Dr. and Mrs. Paul Lang (ANNE PECHEUX), a daughter, Stephanie, on July 10, 1938, in New York.

Married—MARION LOUISE WRIGHT to Charles Harrison Knapp. Mrs. Knapp has left Macy's and is now assistant manager of the foreign office of Carson Pirie Scott and Company, Chicago, Illinois.

MAUREEN DONOVAN O'BRIEN is a secretary with the Barnard College Fiftieth Anniversary Opera Benefit.

Married—RUTH WOLIN to Seymour Taisch, on November 24th. Mrs. Taisch is the youngest assistant buyer at Macy's.

Lucy Porter Sutton

When Lucy Porton Sutton '16 died on December 23rd at the age of 46, the career of one of Barnard's most distinguished graduates was cut short—much notable work accomplished, much still incomplete. Chief of the children's cardiac clinic of Bellevue Hospital since 1933, assistant professor of pediatrics at New York University College of Medicine, frequent contributor to medical journals, a member of important professional organizations, Dr. Sutton was best known for her pioneering in the handling of rheumatic fever in children. In collaboration with her associate, Dr. Katherine Dodge, Dr. Sutton was one of the first pediatricians to apply the relatively new techniques of induced fever to this problem, the first to demonstrate its effectiveness in the treatment of chorea.

At the time of her death she was secretary of the section of pediatrics of the New York Academy of Medicine. She was a fellow of the New York Academy of Medicine, a fellow of the American Academy of Pediatrics, and a member of the Cosmopolitan Club.

A graduate of Abbott Academy, Andover, Mass., Lucy Porter came to Barnard as a transfer from Mt. Holyoke. She took her medical degree from Cornell in 1919. One of her fellow internes at Bellevue Hospital was the young

surgeon, John E. Sutton, Jr., whom she married. They had two children, Mary Chilton, now a student at the Brearley School, and John E. Sutton, III, who is a pupil at Lawrence Smith.

In her efficient organization of her complex responsibilities, Lucy Sutton seemed to prove all feminist arguments that a woman can swing simultaneously at least two full-time jobs. She was mistress of a gracious and hospitable home; a mother always intelligently on the job. She took care of a large practice; carried on original research; took part in the meetings and the between-meetings activities of professional bodies; carried a heavy teaching load. But those who watched with admiration Lucy Sutton's management of a crowded life knew only part of the story. To have her as ally in a hard fight was to glimpse her real genius. In dark and frightening hours, she seemed able to put aside everything except the immediate need, to marshal professional wisdom and experience, the vast reserves of strength that underlay her quietness, all the resources of her gallant and steadfast spirit. Perhaps she was a great physician because she was so great a human being.

Beulah Amidon

ALUMNAE CALENDAR

JANUARY

4th—Wednesday

End of Christmas holidays.

10th—Tuesday

OPEN HOUSE, Alumnae Tuesday Night. Professor Douglas Moore will give a musical lecture with piano renditions—refreshments served—all alumnae cordially invited—8:30 p.m.—College Parlor.

11th—Wednesday

Meeting of Board of Directors of Associate Alumnae—4 p.m.—Little Parlor.

17th—Tuesday

Board of Editors, Alumnae Monthly—8 p.m.—Little Parlor.

23rd—Monday

Mid-year examinations begin.

FEBRUARY

13th—Monday

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