

The College News

Vol. XI. No. 21

WAYNE AND BRYN MAWR, PA., WEDNESDAY, APRIL 8, 1925

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SINGLE-MAJOR SYSTEM ADOPTED BY FACULTY

Old-Group System Replaced by one Major with Allied Electives; Language Method Changed

LESS COMPOSITION REQUIRED

The Faculty has voted that hereafter a system of a single major with allied subjects is to be substituted for the group system.

Under this new plan at least 25-year hours of the student's course must be allotted to the major and allied subjects. At least ten of these hours must be in first and second-year work in the major subject. The remainder of the 25 will be divided between the major and allied subjects under the advice of the department in which the major work is taken. Students of distinct promise, in the opinion of the department, will be allowed to carry advanced work in the major subject beyond the first two years.

In many cases the working out of the new system will be similar to or even identical with that of the old group system. There will, however, be more concentration in this part of the curriculum, in that 25 instead of 20 hours of the student's course must be given to one field of work. There will also be greater flexibility, in that the distribution and arrangement of hours in the major and allied subject will be much freer than in the group system. The emphasis will be quite different. Instead of two subjects of equal importance, one subject will be chosen by the student as her chief interest. The allied subjects will be considered subordinate and supplementary to her work in this one main subject.

All students now in college will have the option of electing to work under the new system.

Two other changes in the curriculum have also been voted by the Faculty:

Required English has been reduced to eight hours so that no second-year English composition will be given.

Elementary Spanish and Italian will be abolished and a new minor course will be substituted in each of these languages for which a knowledge of French will be a prerequisite.

HEADQUARTERS OF STUDENTS' UNION TO BE AT GENEVA No Discrimination Made as to Color, Nationality or Religion.

Geneva is to have a Students' International Union, which it is hoped may become the club centre of all students who come to Geneva, attracted by the University and the other institutions of higher learning or by the League of Nations.

A beautiful ten-room apartment, overlooking the University Park, has been rented for three years to house the Union. It is now being furnished and provides a library, lounge, smoking room and information bureau. There will be special conferences by speakers of note.

Generous support of the enterprise has been promised by the officials of the University of Geneva of the League of Nations and the International Labor Office.

Absolute impartiality is to prevail, with no discrimination as to race, color, nationality or religion.

If the plan succeeds there is no reason why this project should not be the forerunner of a Student League of Nations, so that all international student organizations will have their headquarters located in Geneva.

Men and women, students and others interested in promoting international co-operation and world peace are eligible to membership in the Union.

PRESIDENT AND VICE PRESIDENT ELECTED TO BOARD OF CHRISTIAN ASSOCIATION FOR NEXT YEAR

Next year's president of the Christian Association will be Winifred Dodd, '26. Miss Dodd has been Junior Member on the Board of the Christian Association this year. She was also vice president of her class, freshman year, and president, sophomore year. She has been class captain of basketball and water polo.

Miss Hopkinson, the new vice president, has been chairman of the Religious Meetings Committee of the Christian Association this year. She was also vice president of the Liberal Club in 1923-24 and associate editor of the *Lantern* for two years.

STUDENTS ARE INVITED TO WORKERS' EDUCATION PARLEY

Movement Seeks Higher Standards of Intelligence for Workers.

The fourth national convention of the Workers' Education Bureau will be held at the Benjamin Franklin Hotel, Philadelphia, on April 17, 18 and 19, and will be composed of delegates, directors of workers' education, leaders and members of the rank and file of trade unions, and workers' education societies throughout the United States. Fraternal delegates will attend from Mexico, Canada, Great Britain, and Belgium.

Organized in 1921, the Workers' Education Bureau came as a culmination of the efforts of organized workers in several cities of this country, who recognized the necessity for greater intelligence on the part of the wage workers and for higher

CONTINUED ON PAGE 3

TOLERANCE SHOULD EMBODY RESPECT, SAYS H. HOPKINSON

Pseudo-Tolerance, Perilous Pitfall
Lurks Behind Harmless Traits

Tolerance, intolerance, and pseudo-tolerance were discussed and contrasted in chapel last Sunday evening by Harriot Hopkinson, '26, Vice-President of the Christian Association for next year.

Tolerance, she said, seems nowadays to be considered as something innate, the lack of which is a misfortune rather than a fault. It is not quite so insulting to tell people that they are intolerant as to tell them that they lack good taste or a sense of humor, but people are apt to take it in the same way.

It is probably because tolerance is in fashion that there is so much pseudo-tolerance. Tolerance is freedom from bigotry; the characteristics of an intolerant person are ignorance and prejudice. But more dangerous in many ways is pseudo-tolerance. It is not quite honest. It is harder to discover because it exists behind the masks of characteristics which are often in themselves quite harmless:

1. Lack of discrimination
2. Agreeableness
3. Indifference, which of the three, is perhaps the most easily confused with real tolerance.

There are many people who pass as tolerant who only have one or another of those characteristics developed to a large degree.

True tolerance embodies a quality of respect, respect for other people's opinions, habits, and beliefs. The condemnation of a tolerant person is always valuable.

In attempting to achieve real tolerance we must be careful not to fall into the comfortable trap of pseudo-tolerance.

STUDENT FORUM CAMP AND ITS PLANS ARE EXPLAINED

Allinson Sketches Program — Labor, Drama and War Are Items.

Speaking under the auspices of the Liberal Club in Denbigh last Sunday morning, Mr. Brent Allinson explained the National Student Forum, and the conferences it will hold this summer.

"The National Student Forum," he said, "grew from the Liberal Clubs of the men's colleges and dates from the time of the Washington conference. It has two main undertakings. There is the *New Student*, a weekly intercollegiate newspaper, whose purpose is to co-ordinate liberal feeling in colleges; and the camp at Woodstock, in the Catskill Mountains of New York, where ten-day summer conferences are held on topics directly confronting students, who, with their formal

CONTINUED ON PAGE 6

SUMMIT OF ROMANTICISM SEEN IN PRODUCTION OF "FANTASIO"

H. Grayson, '25, Scores Success As
Poetic Though Disillusioned Hero

True to the tradition of nineteenth century romanticism was the *Fantasio* of Alfred de Musset, played by the Cercle Francais, under the direction of Miss Eunice Morgan Schenck, for the benefit of the Bryn Mawr Endowment Fund, on the evenings of April 3 and 4 in Penygroes.

The performance was vibrant with romantic contempt for the timid and complacent bourgeoisie, romantic revolt against the littleness of living, romantic weariness with the achievable, romantic passion for the unattainable.

Young, vigorous, essentially French was the *Fantasio* of H. Grayson, '25. She realized with sympathy and beauty the moods of *Fantasio*, sweeping from weary disgust to poetic ecstasy.

Elsbeth, as played by J. Sullivan, '27, was graceful and delicate—a sweet, romantic child—lovely, obedient and practical.

E. Nelson, '27, made a gossipy and inefficient chaperone for Elsbeth, portraying an old woman, still young enough at heart to glory in titles and to weep at missing the Prince of Mantua. But it was as well for her illusions of royal grandeur that she did not see him, for, as represented by N. Perera, he was violent, jealous and vain, passing like a storm through the court, in marked contrast to the stately dignity of the King of Bavaria, played with smooth distinction by K. Morse, '26.

Cheery, beery old Spark was a vigorous characterization of B. Ling, '25. Loving *Fantasio* like a father, he failed utterly to understand his fine madness, and had no interest in moons not made of green cheese.

The setting was cleverly contrived within the limited space at the actors' disposal.

SELF-GOV. HOLDS FINAL MEETING WITH OLD BOARD

Legislature System Voted, And the Boards Achievement Reviewed by H. Hough, '25, Retiring

PEM. W. HEADS CAMPUS IN FINES

"The Self-Government Board has gone through a liberal year," said Helen Hough, '25, retiring President of the Self-Government Association, speaking in chapel last Wednesday night.

Miss Hough bore out her statement by citing the adoption of the Self-Government Legislature, which was a new experiment this year, and also by reviewing amendments made to the rules regarding student conduct.

The treasurer's report was read, showing a balance of two hundred and eleven dollars to the credit of the Self-Government Association. In receipts from fines Pembroke West led the campus.

Separation of Graduate and Undergraduate Self-Government was moved and voted. Miss Shields said that the ordinary business of Self-Government did not generally affect the Graduate members, and in serious matters the associations could combine.

At the motion of F. Jay, '26, it was voted that the constitution be amended to read that the legislative power of the association should rest with a legislature made up of the executive board, the advisory board, and the class presidents, and two members from each class from each hall. The experiment of the last two months is now an amendment, adding the class president is the one new feature. The business is to be posted a week in advance, and meetings, which will be open, may be called any time by the president, or by application. The Self-Government Association and the Undergraduate Association will call joint mass meetings. Some similar form of legislative government has been widely adopted in the last two years, Miss Hough said.

Following the meeting of the Self-Government Association on Wednesday evening, April 1, a meeting of the Undergraduate Association voted the permanent adoption of the legislature.

MUSIC SCHOLARSHIP OFFERED FOR TRAINING OF TEACHER Undergraduate or Graduate May Get Award of Boston "Music Fund."

"The Music Fund," of Boston, Massachusetts, Thomas Whitney Surette, chairman, offers a scholarship of from \$350 to \$500 to students training to become teachers of music in public or private schools or colleges.

The scholarship is given on the following terms:

1. The candidate shall have complied with the requirements for admission to Bryn Mawr College.

(For Undergraduates.)

- (a) Ear training.
- (b) Pianoforte playing.

(For Graduates.)

- (a) Sight-singing.
- (b) Musical dictation.
- (c) Pianoforte playing and sight reading.
- (d) Harmony.

(e) The equivalent of the two undergraduate courses offered in "History and Appreciation of Music."

The examiners shall be Thomas Whitney Surette, chairman of the Music Fund, and Horace Alwyne, director of the Department of Music.

The College News

[Founded in 1914.]

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"LORD, NOW LETTEST

THOU THY SERVANT—"

While the college broke into applause and haggard Seniors, born too soon, gazed wanly at the pulpit, the one-major arrived, and to the much disputed era of change was added an academic symptom. Salvation has come, according to campus conversation! More definitely interesting is this step in the history of the Undergraduate Curriculum Committee. Organized almost two years ago at President Park's suggestion, the committee prepared a comprehensive report on the curriculum, in which a single major with correlated electives was urged. Of course the adoption of the new system is not the outcome of this suggestion, but noteworthy is the fact that an important reform desired by an undergraduate committee was also championed by the Faculty.

"SAY WHAT YOU MEAN, AND MEAN WHAT YOU SAY"

Are we suffering from healthy dissatisfaction, or have we got a downright inferiority complex?

On all sides, and inside, we hear a great deal of conversation on one absorbing topic, namely, that American education is going to the dogs. Mr. John Jay Chapman finds the situation encouraging only because "it couldn't be worse." Last Sunday we were told here that learning in college now was comparable to eating in an automat—put in your nickel and get out your philosophy. Intellectual expansion is being cramped by system. The spirit of business is behind college life, as it is behind so many other kinds of life today.

A certain amount of system and form is accepted to make living easier; perhaps we have gone too far in our systematizing. But is the situation "so bad that it can't be worse?"

Those who came to college expecting to be able to learn and think, and those who set out to learn and think under the system established—have they failed? If so, let them speak out of their own experience, and give some proof and meaning to the accusations which have gone before.

PURSUING THE PRACTICAL

We observe that in a recent intercollegiate debate, in which the whys and wherefores of modern education were more or less thoroughly discussed, a member of the Yale team accused Princeton of devoting too much of her scholastic endeavors along subjects which belong exclusively to the business college. In fact, it was even intimated that the laurel of popularity had been torn from the brow of the Muses and cast at the feet of the great god Industry.

This reminds us of Cardinal Newman's theory that education is in itself its own reward, and anything verging on utilitarianism is a disgrace to the ambition of learning. Well, maybe—but why should it be impossible to occasionally combine the practical with the lofty? Not that we suggest that a five-hour course in book-

keeping should be substituted for Latin, or that stenography should walk hand in hand with Major History of Art. Far be it from us to wish to kow-tow to technicalities; but, perhaps if we did attempt some of this radical and sacrilegious study of the practical, our wild and thoughtless generation, which is doomed to ruin the world anyway, might step into the traces with a little more idea of what it is all about. But then who are we to judge between Princeton and Yale?

ARISTOCRACY IN CRIME

Romance is a vital issue with the editorial board of the COLLEGE NEWS. We find ourselves entirely unable to agree as to whether romance is dead or living. That we should still think anything worth the fighting for seems to some of us a clinching argument in favor of the live theory. But if more arguments are needed, we offer you Gerald the Gentleman, as a modern successor to the romantic glamor of the highwayman. No mere cop-killer, but a scholar and a gentleman, he has earned the respect and admiration of colleagues and captors alike, by his elegance, his courtesy, his perfect command of language, just as did the masked highwayman who kept the rules of the game. Thousands of people who read every day with equanimity of executions for murder will feel genuine regret when Gerald Chapman is hanged. And if he must die, he dies best by the noose; for even though it is, as he says, not a graceful death, it is the death that awaited his brothers who rode out, wrists ruffled, pistols gleaming, to dare fortune on the highroads of England.

£5 FOR AN EPITAPH

Epitaphs are the latest hobby of the London *Spectator*. You can get £5 for a good advance on Henry Ford, Jack Hobbs or Albert Einstein; but most interesting are the lines on the long dead. The Ape-man of Taungs, whose fossilized skull was found not long ago by Professor Raymond Dart, called forth enough philosophic souvenirs for all his family and fellows. For example one finds:

"Here lies, a prey to scientist and priest, Of apes the greatest, of mankind the least, Australopithecus, unmoved to find Himself a proper study of mankind."

A small boy of eleven enjoys writing these moribund ditties. Master McHardy sent the following:

"Upon this knoll, 'neath Afric skies,
Poor Australopithecus lies.
By Ape-men mourned, the Ape-man dies.
When Advent's blush gives glad surprise,
And Michael's trump its summons cries,
Will Australopithecus rise?"

In the opinion of the *Spectator* the best epitaph was this neat statement of progress:

"Speechless, with half-human leer,
Lies a hidden monster here:
Yet here, read backwards, beauty lies,
And here the wisdom of the wise."

Personally we are glad there are no modern Grays writing elegies on the "paths of glory leading to the grave" and the "short and simple annals" of the anthropoid.

(The editors do not hold themselves responsible for the opinions expressed in this column.)

In reference to a letter from three alumnae concerning the editorial entitled "Change," our object is not to defend that article in all respects, but rather to attempt to answer the criticisms made about the attitude of the present undergraduates. At least we are all agreed that change is inevitable. "Surely change—that is change from something—has been since the beginning and probably always will be, the goddess of all Bryn Mawrers." We cannot have change without a moving spirit. It is this spirit which the NEWS not necessarily considering it infallible, wishes to encourage as something creative. Therefore, we do not think the college as a whole is as self-satisfied as you must have gathered from this article.

In the first place, we do not claim that

our souls may be saved only through the expression of ourselves. Although we feel that there may be some wisdom in abolishing large association meetings, we do not defend our action in this affair on any other grounds than those of efficiency, since, for some time, people have been unwilling to attend these meetings. At least we have frankly faced a situation which has been winked at for some time. In this connection may be mentioned your reference to the chapel system. It is not necessarily because we claim that we are reaching "a high level of intellectual independence" that we are simply recognizing the fact that people do not go to chapel. If we have anything at all to be proud of, it is not the fact that we have left little "sacred or untouched" but that we have shown enough respect for our predecessors to lay aside those things which were "sacred" to them, but which time has made us lose interest in.

Nor can we agree that our changes are always due to a disregard for former undergraduate experiments. We do not claim any monopoly on originality. In fact, it is often the success or failure of these former attempts which urges us on to ours. *The Lantern*, prompted by the realization that it is not living up to standards held by former boards, has made definite attempts to re-organization. Varsity dramatics grew out of the feeling that, though they had failed in the past, the disappearance of class feeling and the intense interest in dramatic production for their own sake as artistic ventures, might warrant another attempt. In thus ignoring class factions, the community is becoming more one; and the chance "to acquire a sense of social value" is given wider range and greater prominence.

Perhaps we do go to extremes in the enthusiasm and excitement which is bound to accompany anything we are doing at the moment; yet we wonder whether there is any other way to discover the Golden Mean, which you recommend to us, than by giving our ideal a full fling at least once. And surely in college we are given the best chance to do this!

ELAINE LOMAS, '25.

JEAN GREGORY, '25.

BOOK REVIEW

Ferdinand Ossendowski, New York; Henry Holt and Sons, "Shadow of the Gloomy East."

Prejudiced against Russia, as the author of such a morbid and vitriolic book must be, Ossendowski still contrives to give us something of the mysterious heart of this Oriental land. His book is curiously formless, only a group of lurid and fragmentary glimpses at the most sinister aspects of Russian life and Russian nature—superstition, devil-worship, black magic, murderous violence, madness and fiendish degeneracy. Less terrifying by their actual statements than by their gloomy, horrible suggestions, these disjointed chapters reveal a powerful, observant and imaginative mind so wrought upon by Tzarist and Bolshevik ignorance and terror that it is completely blinded to any redeeming and wholesome elements in the incomprehensible Russian nature. His conviction of the fundamental hopelessness of the Russian situation is revealed in the final chapters, when he advises Europe to convert the Slavs as they might a tribe of savages from barbarism.

Ossendowski's style is vivid, imaginative and sincerely impassioned. But his lurid melodrama and his blindly one-sided view of the Slavic temperament prevent the book from being completely effective or permanently convincing.

NEWS IN BRIEF

1926 has elected G. Thomas to the Students' Building Committee, C. Denison as Tennis captain, E. Stubbs as ring manager, and V. Norris, K. Morse, and E. Nichols, to the Junior-Senior Supper Committee.

Engaged

Beatrice Talbot Constant, '24, to Montgomery Dorsey, Yale, '22.

BIRTHDAY OF THE RED SHOES AND THE BLUE GROTTO

Hans Christian Andersen's birthday, April 2, was last week celebrated by the New York Branch of the American Scandinavian Foundation. Gladly we remember the man who filled intense hours of childhood with the pleasure and sorrow of the adventures of the "Red Shoes" and the "Wild Swans" and the "Bundle of Matches." These stories and others have their own immortality from their reflection of "that which is most elementary in human nature." As George Brandes has said: "They depict that life which existed in the first period of the human soul, and thus reach that which lies deepest with all peoples and in all lands." (*Creative Spirits of the Nineteenth Century*.) And so the author is characteristic to a certain extent of the Romantic thought of his early nineteenth century (he was born in 1805); for he is the discoverer of the child in Denmark.

Norman Douglas, in *Siren Land*, has pointed out that "to Andersen belongs the merit of drawing the attention of Europe to the beauties" of the Blue Grotto, in his "Improvvisatore." "He sang the praises of the Blue Grotto of Sicily to a generation reeling with emotionalism." Working in Rome on this book of great import, Andersen became a kind of partner of Thackeray's by being (as Henry James put it) "incomparably benevolent to a languid little girl." This was Edith Story for whom Thackeray wrote *The Rose and the Ring*. How much one wishes that there were a picture of Andersen, in all his incomparable benevolence; to place beside Dickie Doyle's illustration for Locker's poem on Thackeray's kindness, where the great man reads to the little invalid and St. Peter's Cathedral looks through the window!

"COME AND SEE" TRIPS

(Specially contributed by Mary Rodney, '24, I. C. S. A. Fellow.)

"Come and see" trips during spring vacation are to be regular events from now on, booked by the I. C. S. A. Anyone fortunate enough to be in Boston, New York or Philadelphia, and perhaps other cities will be included by next year,—will have the opportunity to visit on intimate terms any of the family welfare, recreational, child health or psychiatric work in these communities. This year there will be special trips for people interested in particular institutions, in addition to a program of general interest. Whatever you may want most to see, is yours for the asking.

Those that went on "Come and See" trips this past week were most enthusiastic. It is always that way when we get dips into unknown and unexplored elements of a community.

The remainder of this year there will be some trips to Carson College and other particularly interesting places, perhaps another to Sleighton Farm. Watch for the announcement and do sign up for at least one interesting afternoon.

GENEROUS GIFTS CONTRIBUTED FOR UNDERGRADUATE QUOTA

May Day Profits	\$1288.53
From Previous Account	3,521.21
From Lecture by Mr. Norreys J. O'Conor, arranged by Mrs. S. D. Lefferts of Lawrence, Long Island	178.00
Gift of Mrs. Alfred F. Hess....	1,000.00
Gift of Mr. Lamont du Pont....	1,000.00
Gift of Mr. and Mrs. Charles B. Rogers	5,000.00
Gift of Mr. Courtenay Barber....	100.00
	<hr/>
	\$12,087.74

ERRATUM

The NEWS begs to announce that in the last issue the authorship of the article on Varsity Dramatics was assigned to J. Gregory, '25. This article was written by E. Follansbee, '26.

OPPORTUNITIES FOR WOMEN IN TEACHING ARE EXPLAINED

College Teaching Is Creative Art, Says Miss Shearer.

Miss Edna Shearer, professor of Philosophy at Smith, spoke in chapel Monday morning on opportunities for women in teaching.

"If you are interested in a certain subject," said Miss Shearer, "college teaching, with the exception of being an independent student, provides the best opportunity to pursue this interest."

Colleges, according to Miss Shearer, afford greater freedom to the teacher than schools. This is partly due to the fact that colleges are free from many of the rules and regulations which are necessary to schools and to the fact that the college teacher has a much greater opportunity for research. Miss Shearer classed teaching in colleges next to the creative arts in opportunity for freedom.

"Freedom in teaching," added Miss Shearer, "is only to be earned, for it entails risks. The classroom platform must not become partisan or eccentric."

To give a definite idea of the chances of

good positions for women teaching in colleges, Miss Shearer read statistics which were compiled after 145 colleges had been consulted. In 1921 there were no women teachers in 29 men's colleges; now there are only two and neither of these are professors of the first rank. In 14 colleges for women, there were more women teachers than men. There were 163 women professors of the first rank as against 131 men; 133 women professors of the second rank and 34 men; 119 women professors of the third rank and 33 men; while there were 323 women instructors and only 53 men. In 104 co-educational colleges, women hold about three per cent. of the positions, while 31 per cent. of the students were women.

Miss Shearer saw a tendency in these statistics towards change. She also pointed out that when women had objected to a failure to promote, their objections were usually answered. She cited an instance where a ruling had been made that the salaries of the women should be \$1000 and that the men's salaries should be \$3000. After an objection had been raised, the ruling was changed to \$3000 for both.

In concluding, Miss Shearer said there were enough posts, but that women must demand chances equal to those given to men. Not until women continue to work after marriage will there be any real assurances of their demands being granted. Full equipment is however even more important.

MODERN EXHIBITION

Etchings and lithographs and wood-blocks by Matisse, Derain, Manet, and Gauguin, are shown at the Print Club, 1614 Latimer street, from April 6 to 18. The exhibition is an excellent opportunity to see the work in the graphic arts of these famous Frenchmen. It includes the remarkable "Noa-Noa" series of woodcuts by Paul Gauguin.

WORKER'S EDUCATION BUREAU

CONTINUED FROM PAGE 1

intellectual and cultural standards, as well as the necessity for developing an intelligent co-operative technique for conflict in behalf of organized workers.

With but four years' work to its credit, the Workers' Education Bureau, with its

affiliated labor college and workers' education committees, has so impressed the American labor movement with the necessity of adult education and the development of its youth toward greater social vision, that at the last American Federation of Labor convention in El Paso, the workers' education movement was endorsed for the third time and the national and international unions, together with their sub-divisions, requested that they support the workers' education movement on a per capita basis out of trade union dues, the same as all their other activities.

Organizations representing more than 1,500,000 workers are now actively affiliated with the Bureau on that basis while many others are preparing to do so. Such widespread desire for adult education on the part of wage-earners has never been manifest in the history of the American labor movement. Wage-earners, be they ever so lowly, and leaders, be they ever so famous, one and all, are expressing their opinions that the turning point in the social progress of American labor has been reached, and that from now on progress must be made with education in the social sciences as a foundation. It is generally conceded that education, as evidenced in the public school system, works toward individualism and is mostly responsible for the lack of social progress in this country.

All teachers and students, business men and workers, are invited to attend the convention during all of its sessions. The officers and members of the Bureau feel certain that many teachers and students especially will be interested in this march toward the newer education of the masses.

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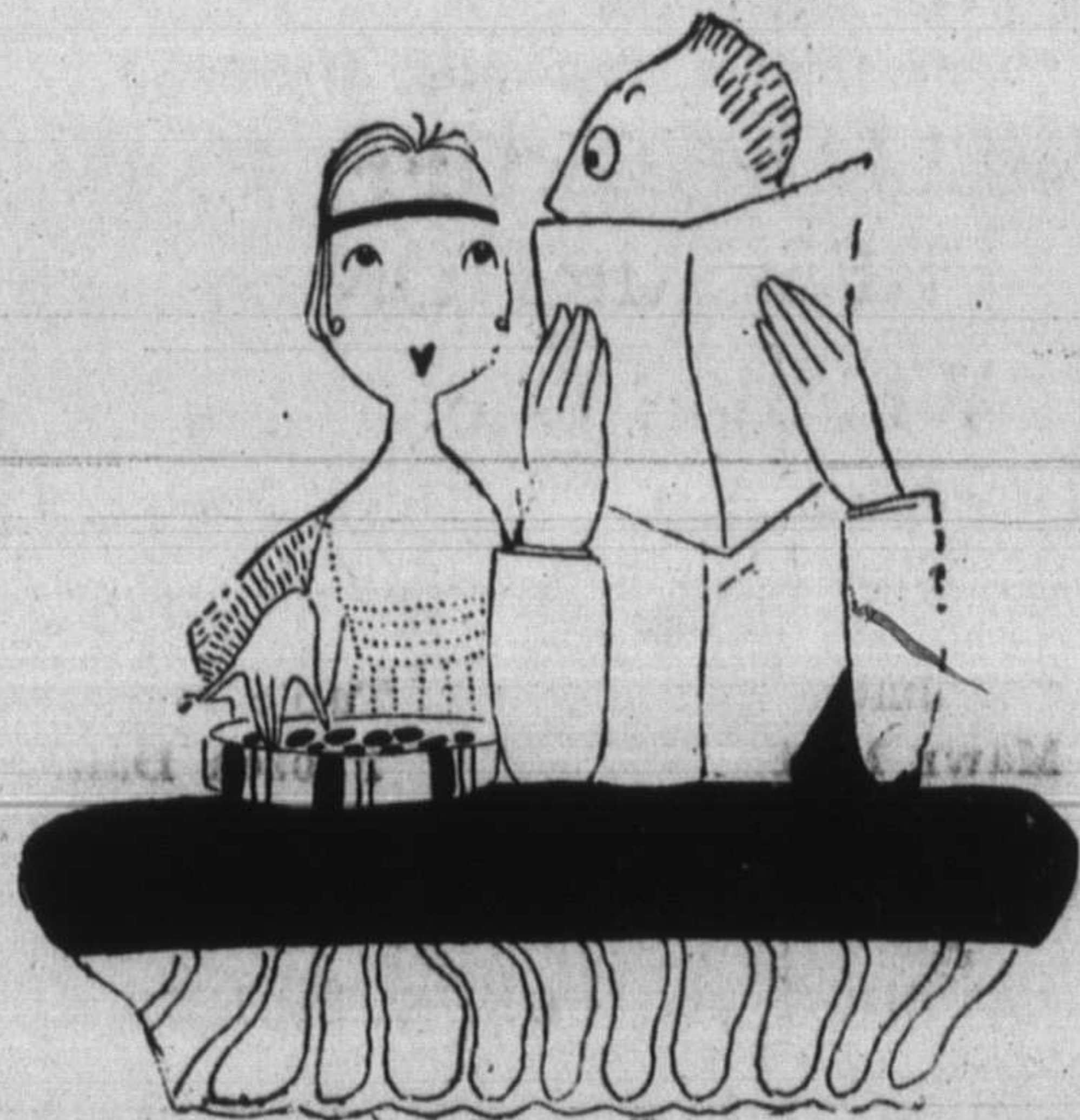
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DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW DO IT NOW

Joe Gish learns about women from



BEVERLY
the sweet
Southern
Girl

Every fall our Sanitariums are filled with wrecked aunts who have been chaperoning vacation parties of "sweet Southern girls." They are the original clinging vines, and Beverly was one of them. She was always losing something. Or her shoe hurt. Or something was in her eye. She was sure there were snakes in that grass. Was that a spider? Her greatest mental exertion was to call for a coca-cola.

I took her to the opera, when she came to New York. I whispered: "There's Jeritza!"

She: I d'clare! Which, the man or the girl?

I: The girl, of course.

She: What show is this?

I: Tosca. It's an opera.

She: I d'clare! My foot sure does hurt.

I: Sh! They're going to sing *Strange Harmonies*.

She: Uh-huh. Do you suppose it would matter if I took my shoe off?

I: Er... I don't know. That's Bodansky conducting.

She: I wish he had a few saxaphones.

At supper I tried new conversational stances. Paul Manship. Marie Laurencin. Mah Jong. The theatre. Books. Sports. She topped every ball. The knockout was when she asked if the waiter had an aspirin tablet.

That very night I filled out a Vanity Fair subscription coupon for Beverly. I was from Vanity Fair that I had obtained my own start as a man of the world. It will change her, too. I shall come back in a few months. She will no longer be a dumb Dora. I might propose. Only a few months.

But, six weeks later, I read of her engagement to Basil van Sieten, the most eligible bachelor in New York, patron of the modern arts, whose million dollar mansion had long awaited a mistress whose social graces were equal to his own.

Why don't you subscribe for some sweet Southern girl?

Joe Gish

10 issues for \$2

VANITY FAIR

TEAR IT OUT TEAR IT OUT TEAR IT OUT TEAR IT OUT FILL IT IN FILL IT IN FILL IT IN FILL IT IN

Vanity Fair, Greenwich, Conn.

Name, etc.

Dear Vanity Fair:

I am glad to learn the secret of Beverly van Sieten's success. But I happen to know that Basil himself isn't really such a bright bird. For six years he has taken Vanity Fair. Which reminds me, enclosed find TWO DOLLARS to cover the cost of TEN ISSUES.

Illustration copyright by Vanity Fair

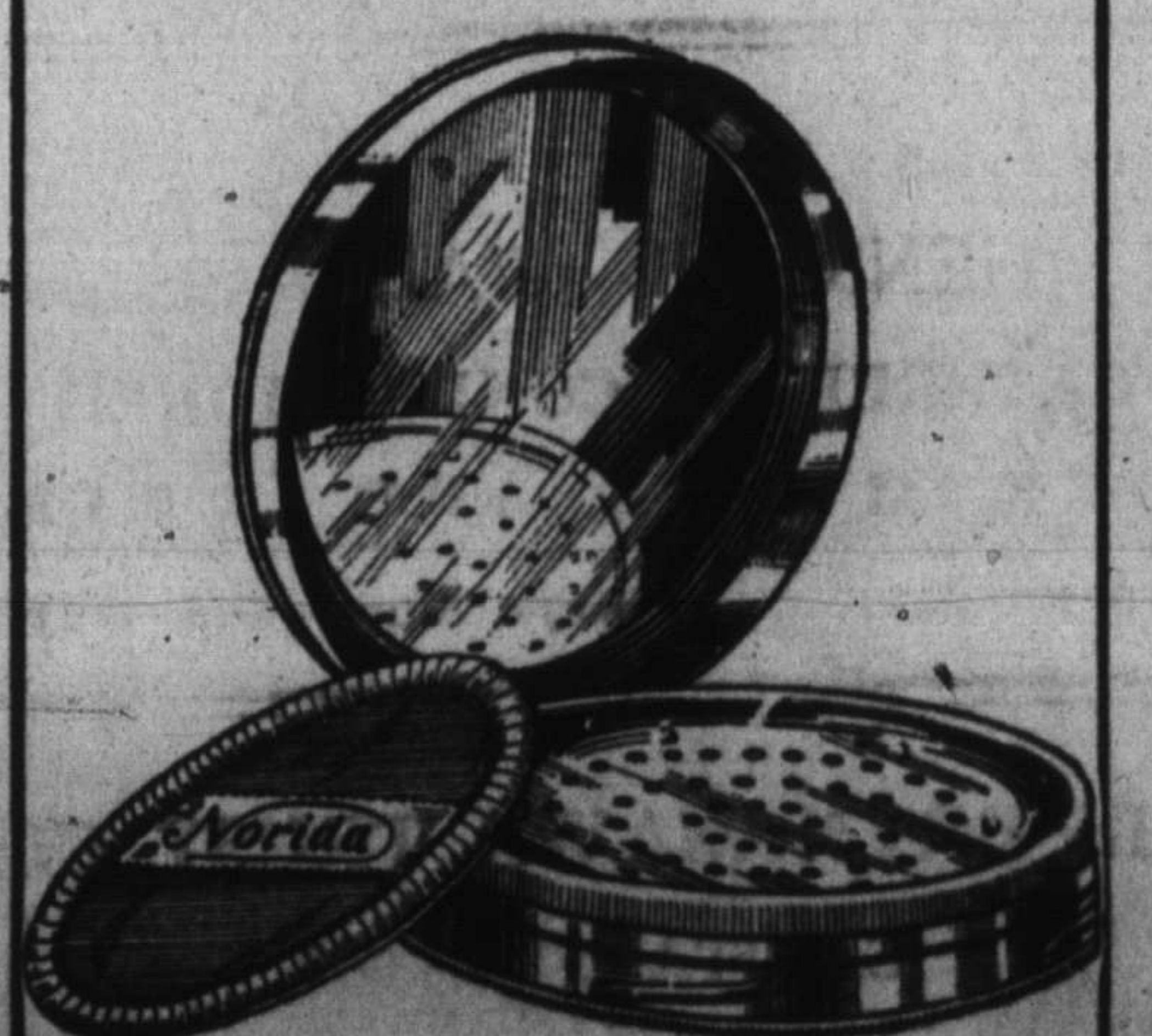
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Although it is far from my task or intention to tell a fairy tale, allow me to begin with a "There was once." Indeed, there was once a care-free, joyous, overjoyous student life in Germany. Days and nights and whole semesters of the first academic years of a German student passed as an endless celebration of freedom, academic freedom, and youth. The streets of the small old university towns, like Tübingen, Marburg, Heidelberg and so many others echoed and re-echoed the songs about students' glory. The little windows of the small houses reflected the flames of torch-light processions in honor of a learned scholar's jubilee or of the newly-elected *rector magnificus*. Songs of the wandering students greeted castles and ruins on the hills and streams. The German student could, or believed he could, afford those splendid years of *dolce far niente*. It was not necessary for him to follow a strict program, outlined for him by the faculty, and attend lectures and seminars, at least not in the first ones of his eight to ten semesters of study. For to those who became members of student corporations, by their own free will or by their father's will, who in his university days had been a member of the same corporation, it seemed of far greater importance to attend

all the strictly codified activities of his corporation, which pretty well filled up his days and part of his nights too.

These corporations are essentially pre-war institutions. Their history goes in many cases back to pre-Napoleonic times, and their rules, often to a stranger of a ridiculous strictness and pedantry, are everything else than modern, before all their code of behavior towards their fellow-students and towns-people and their elaborate drinking rules. Most conspicuous among them are the "combating and color-wearing" corporations, the so-called "Corps," "Lansmannschaften," "Burschenschaften," "Turnerschaften," etc., which enumeration, by the way, indicates roughly what silly people in more than one country call social standing. Their members wear many-colored caps and ribbons of the same colors around their breasts.

Bloody Duels Fought.

Though public opinion and the police have tried for a long time to suppress dueling, they still have their "mensuren," generally harmless, but by no means bloodless affairs. This fighting usually takes place between selected members of corporations of the same category. There is practically no danger for the life of the combatants. They are protected by leather armors, bandages and strong spectacles and expose only cheeks and forehead to the long straight sword of the opponent. The wounds inflicted are mere slight cuts of the more or less pink skin, and the whole procedure reminds the anthropologist more than anything else of the initiation rites of the South Sea aborigines,

where similar cuttings occur. The object of this fighting is to teach the young man mastership of his nervous system and is regarded as of no small educational value. Not very much of athletic skill is shown in these affairs. Far more serious than these pre-arranged "mensuren" are duels with curved swords, fought out to wash off some offense of mostly imaginary character, for the "color-student" feels easily offended, at least when intoxicated.

These "color-students" claimed to be the very core of German studenthood and liked to look a bit condescendingly to the other corporations which existed besides their own and whose members and varieties were, up to 1914, and now again, as innumerable as the States within the Holy Roman Empire. Among them are Christian fraternities, singing societies, scientific and athletic organizations, groups of the youth movement as the "Wandervogel" (migrating birds) and the big mass of the non-corporated students, all of them much more in contact with real life of the day and less tended to exercise that fine but dangerous art in which so many Germans are masters, i. e., of denying reality somehow and speaking about "Realpolitik" at the same time. Most of these corporations have survived the war-time or have been refounded since. Their number and variety has even increased since the war. Politics have entered the halls of every "alma mater" where they were forbidden before, and every party of some importance has its student groups.

After three or four semesters of this gay corporation life, which the non-corporated student mostly used for a general study, for wandering and climbing in the mountains, the student went as a rule over to another university. Here he sat down to real work in seminars, laboratories, infirmaries, and his more or less modestly furnished room. As an "elder semester" he had to specialize his work and now became a real pupil of his professor before whom he intended to pass his examinations, which, though far

less in number than in American universities, were by no means easy. The curve of midnight oil consumption rose tremendously. Sometimes, mostly among the law students, the aid of a coach was needed in order to help the candidate through.

War Ends Gaiety.

The war and its revolutionary sequel put an end to this rather care-free existence. The larger part of the students returning to the universities after the war service, in order to finish or begin their studies, had soon to learn that their parents could no longer send the monthly allowance on which to live. Fortunes and incomes were wiped out by the depreciation of the mark. Need and even hunger showed their hideous faces and forced many a gifted young man to give up his academic plans. Those who stayed had to work their own way through and had to do it mostly by the work of their hands, for there was a large over-supply of brain-workers and in post-war Germany mental work was badly paid. These hard necessities brought forth the working student, a type long familiar in the Anglo-Saxon countries but unheard of in Germany, as in most of the other Continental countries.

Rapidly founded organizations, often helped by foreign funds, furnished employment for students on the farms during the harvest season, in factories and coal and potash mines. Finally in the summer semester of 1922, 42 per cent. of the university students, 62 per cent. of those studying at technical colleges and 88 per cent. of the future mining engineers had become working students. Self-help organizations in nearly all university towns, with the *Wirtschaftshilfe* (Students' Co-operative Economic Association) as their centre, opened dining-rooms, workshops, sale-rooms, loan banks and tried their best to bring the working student through these years of hardship. It is only too obvious that very often their help must fall short in face of all the prevailing distress.

As the gloomy picture of these times has

CONTINUED ON PAGE 6

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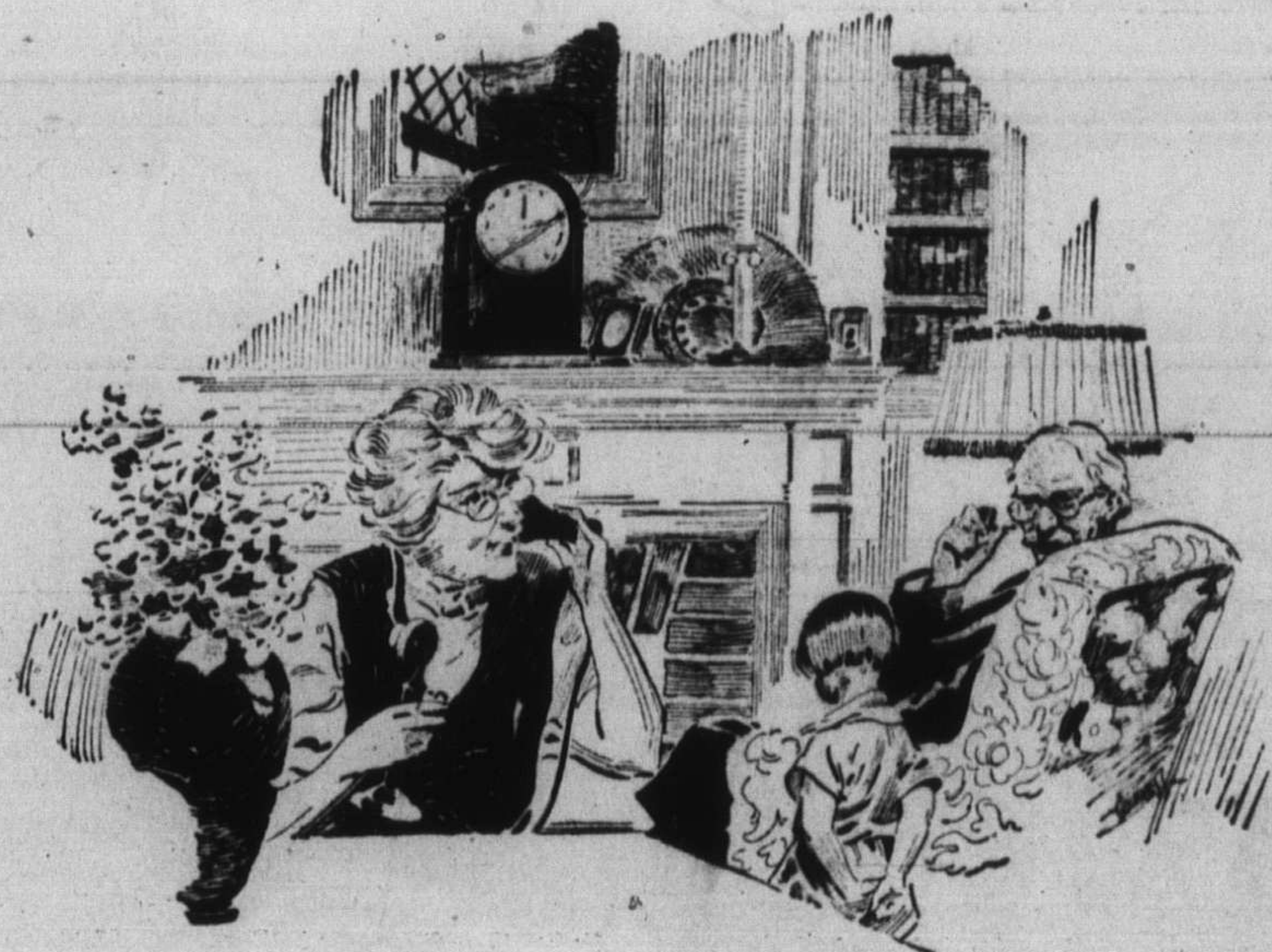
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CONTINUED FROM PAGE 5

been painted often enough by foreign observers, I may better be allowed to point out what the German student gained, and I venture to hope, permanently gained, from his experience during this time. Though perhaps the standard of learning of the average student may have gone down somewhat beneath pre-war standards, he has had a new experience which may be judged as outweighing this loss, an experience that has positively become part of his education. He has been brought into contact with the life of the workmen in the factory and the mine and on the field. He knows now something tangible about the workman's existence that had once been so far from the pre-war student's almost Gilbertian gaiety. He has received a schooling of inestimable value for the future official and judge, who so often distinguish themselves by their aloofness from actual life. The working side by side of laborer and student has brought about a new understanding between formerly largely hostile classes that will work for social place in a country where class differences were always so marked. The student's own co-operative enterprises taught him the great lesson of co-operation, which is so highly necessary under the circumstances of the intricate life of today, which do not allow our human co-existence to be all strug-

gle and fight in spite of all the proclaiming of ruthless competition.

Signs of Reaction.

It is far too early to say that this awakening of the German student to social consciousness is to become permanent. There are indications enough of a relapse into leading a sort of dream-existence from the far from pleasant realities of today. There are those, and many of them wear the colored caps, who long for the times of 1871-1914 the time of an exuberant materialism, material wealth and external power; let us call them the reactionaries for the shortness of the term. There are, furthermore, those who do not want reaction but conscious reversion to the life and social order on a purer plan as, they imagine, it existed in the Middle Ages, when, as the German romantic mystic, Novalis, declared in his famous fragment, *Christianity and Europe*, written in 1799, and often cited in these days, "spiritual forces governed the European world, when belief and love as the more beautiful blossoms of her youth hung over Europe which have since, alas, given room to the less finer fruits which are knowledge and possession."

A sociology of the German student life would have to recognize that the cohesive impulses within these two categories are much stronger than in that big body in which the general German student body is organized today, the *Deutsche Studentenschaft*, founded in 1919, a fact that cannot astonish anybody who has some knowledge of the pluralistic structure of our modern world in which the old forces show all the powers of the strangling grip of a doomed man. The *Deutsche Studentenschaft* is an attempt of bringing together all students into one big powerful body involving a declaration of the autonomy and self-government of the "academic citizens," so far as their own sphere goes, and under their own constitution. It is well worth reminding the foreign reader that the German universities always, even under the old regime, enjoyed a certain autonomy and that there existed some sort of special jurisdiction over students.

This new national body comprises the local committees at the several universities. These are recognized as corporations by the state laws. The membership is compulsory for every regular German stu-

dent, who has to pay a small fee for it each semester. Foreign students share neither in the privileges nor the duties. The main functions of the local committees are: representation of the whole student body; charge of the academic self-governing powers; participation in the administration of those university affairs directly concerning the student body; academic discipline and jurisdiction; advancement of athletics; administration of self-help organizations. For part of these activities special offices (*Amt*) have been created, as for example law offices that give judicial advice, offices that help the newcomer to find a room, athletic and employment offices, offices that buy and sell books at moderate prices, etc.

Athletics Growing

Athletic activities have as yet never played a large role in the German student's life. At its last year's national meeting, however, the *Studentenschaft* has resolved that every able-bodied student, foreign students again exempted, has to take part in athletics of some kind. A little while ago the ministry of education of one of the federal states, following a resolution of the faculty and the *Studentenschaft* of the University of Jena, published a decree that after October 1, 1925, nobody will be allowed to enter university examinations in this state unless he can prove that he has actually taken part in these activities. The purpose of resolutions and decrees like these may be duly deemed just as laudable as the means to this end seem to us dubious; this the more because they endanger one of the sacred and not altogether wrong traditions of German university life, that of absolute freedom for the student of selecting his own courses and occupation and shaping his own mode of life. One cannot but express the apprehension that this big enthusiasm for sports which characterizes American university life and which the visitor of this country for the greater part admires, cannot be created by means of coercion, but all decisions like these are far from final and are expressions of a good will for new forms and activities.

Science Emphasized

These changes within the student body accompany an even more important change of the whole structure of the German university as an institute of learning. Already this structure has become less rigid and less formal than it was. What does it matter, if for these reasons the periwigs fear for its very existence and high standards and achievements? Slowly

another ideal of humanity is coming up as well as a new conception of the sciences. There is a certain conflict between the different standpoints as to life of the physical, actual and technical sciences on the one side and the mental sciences (philosophy, history, linguistics, law, etc.) on the other. Modern natural science is by its very nature more closely connected with practical life. The mental sciences, however, have retained their "un-utilitarian" view of the classical conception of studies and this tendency is still preponderant in the faculties of philosophy, which include besides philosophy, history of all kinds, psychology, languages, etc., so much that in spite of their splendid discoveries and achievements the technical colleges (*Technische Hochschulen*) have gained equal rank with the universities only very slowly. Against this traditional conception the younger ones of every age in the faculties raise the wider conception of science as necessarily connected with life. They want a phenomenological manner of observing and approaching present life with all its conditionalities historical and sociological; furthermore a systematic summing up of the endless mass of specialized knowledge instead of the incessant raising of isolated problems which threatens to lead to an overgrowing of specialist work. Together with this summing up of results, of a seeing-together of facts and currents, a more intimate union of the artistic form and the results of investigation is hoped for, a synthesis which has made its appearance in the works of scholars like Wilhelm Dilthey, Frederick Gundolf, Ernst Bertram, and Oswald Spengler.

So in many ways the time, when it was possible to substitute learning for education, is brought nearer to its end. Besides the mere intellectual training, religion, art, social ethics, a new consciousness of the human body have become factors of educating the German student in order to make him a personality in the community.

FORUM CAMP PLANS

CONTINUED FROM PAGE 1

education ended, have to act and use their acquired knowledge."

They plan first to cover the ground of labor history, and the problems of labor, and to find out what branches of labor are advisable for college students. Students will have a chance to meet representatives of labor and to hear about the new and little known experiments of the workers. Among these Mr. Allinson mentioned the bank established by the Amalgamated Woolen Workers, *Labor*, the newspaper published by the American Federation, and the co-operative home for workers, made by them here in Pennsylvania out of a bankrupt hotel.

The second conference subject is journalism and college journalism. "The college newspaper is a gum-drop," said an

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editor of the *New York World*, consulted by a Forum representative, "and not worth the paper it is printed on." The value of collegiate and intercollegiate newspapers will be discussed.

"The unrest in colleges today is a revolt against boredom," declared Mr. Allinson. "It is a terrible state of affairs when people spend time and money on college, and then tell you that they have no serious extra-curriculum interests. In the middle of July, several Dartmouth men will report on a survey they have made of American education, and Mr. Harold Cowley and Mr. George Pratt will preside over a discussion of education and student government.

The causes of war and the attempts to avoid it, and the question of civil rights in America will also be treated in the course of the summer.

"Has the theatre taken the place of the church in New York?" will be one slant given during the week devoted to the theatre, under the direction of Professor Peterson, of Columbia.

The charge for any conference week is two dollars and a half per day, and in case of excessive application at any time, the committee must reserve the right of selection. Further information may be obtained from the Forum Representatives, D. Smith, '26, and M. Rodney, '24. A tentative list of conference dates runs as follows:

June 15	June 21	"Students of Labor Movement"	Muste
June 22	June 28	"College Journalism"	Haskell
July 1	July 11	"Is Youth Immoral?"	Ayres
July 13	July 23	"International Relations"	Mussey
July 25	July 31	"Education"	G. D. Pratt
Aug. 3	Aug. 12	"What Is an American?"	H. Callan

Aug. 15, Aug. 25—"Morality and Custom," Buchanan
 Aug. 27, Sept. 6—"Importance of Freedom," Baldwin
 Sept. 8, Sept. 15—"Drama," Peterson
 The following proposed conferences have not been decided upon:
 Politics of Tomorrow.
 The Student Theatre.
 Racial Relations.
 American Life in Terms of Human Fulfillment.
 The Individual and the Nation.
 The Functional Group.
 Education.

GENEVA, OR "THE TOUR OF THE WORLD"

"At Geneva," writes a French author, "one can, in less than two hours and at relatively slight expense, accomplish the tour of the world. For this it is only necessary to be present at a session of the Assembly of Nations." Prior to 1920 Geneva and vicinity were favorite haunts of American travelers. The beautiful lake, the clear, crisp air, the surrounding hills, Mont Blanc in the pink glow of sunset, and certain historical connections—all these conspired to bring pilgrims to Geneva in the past. All these attributes are still there. But something has been added. The League of Nations has taken up its abode in this famous city.

We cannot stop to consider all the consequences of this momentous fact, to examine the average increase in income of the Geneva tradesmen since the League came to town, or to note in what proportions the tourist trade

at nearby Chamonix has swelled. What we do know is that Geneva, for at least one month in the year, presumably September, has become the most important spot in the world, or at any rate important enough to warrant the strict attention of all civilized mankind, including both supporters and opponents of the League. To this ancient town every fall flock from all parts of the globe statesmen, politicians who are not statesmen, journalists, authors, students and sightseers. As a spectacle alone this varied gathering is well worth looking at. But for anyone who is something more than a gaping tourist Geneva in September is far more than just another great sight. It offers a broad and fascinating experience to all who possess any interest in international affairs, be their special field politics, economics, medicine, education, manners and customs, or what-not. And no group which comes to Geneva has as fine a chance for development along these many different lines as that composing the students of college age from near and far.

First of all, there is the League itself. The Assembly, in which our French friend makes the tour of the world within twice 60 minutes (in comparison with the famous 60 days of Jules Verne), is exceptionally interesting, but after all it is only a small part of the League. Heavier work is done in the Council meetings, and the heaviest work of all in the sessions of the special committees. In addition the student of the League will find much to keep him occupied in investigating the activities of the Secretariat, in nosing about its immense library, on international affairs, and in acquainting himself with the world-wide exertions of the International Labor Bureau.

Some of the most absorbing experiences of that month at Geneva, however, come through channels which bear no official relation to the League whatsoever, by means, for instance, of the International Universities' Federation for the League of Nations. This Federation was founded a year or so ago to marshal together in one international body the student League organizations in every part of the world and to win over, through education, to the League. This

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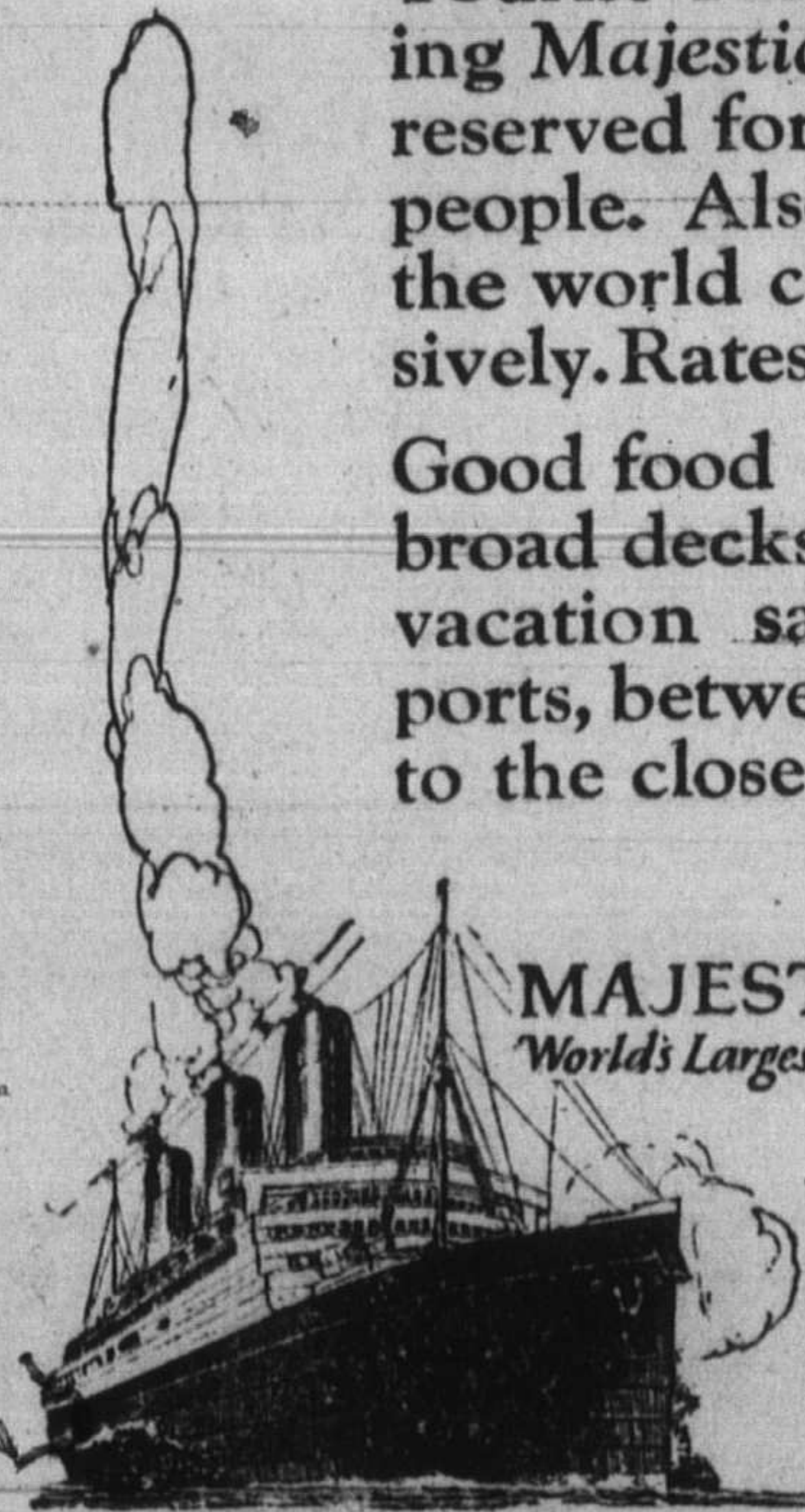
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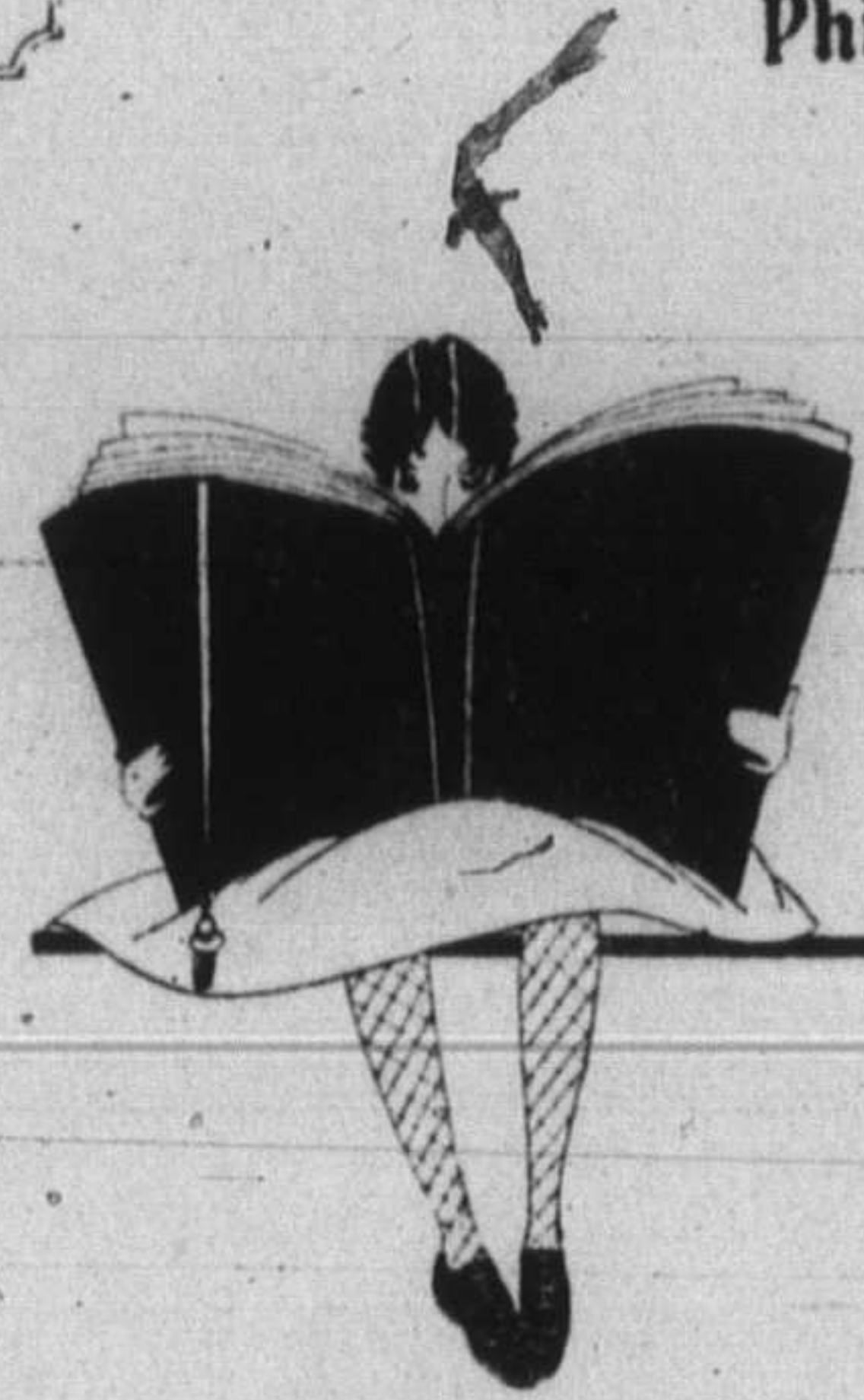
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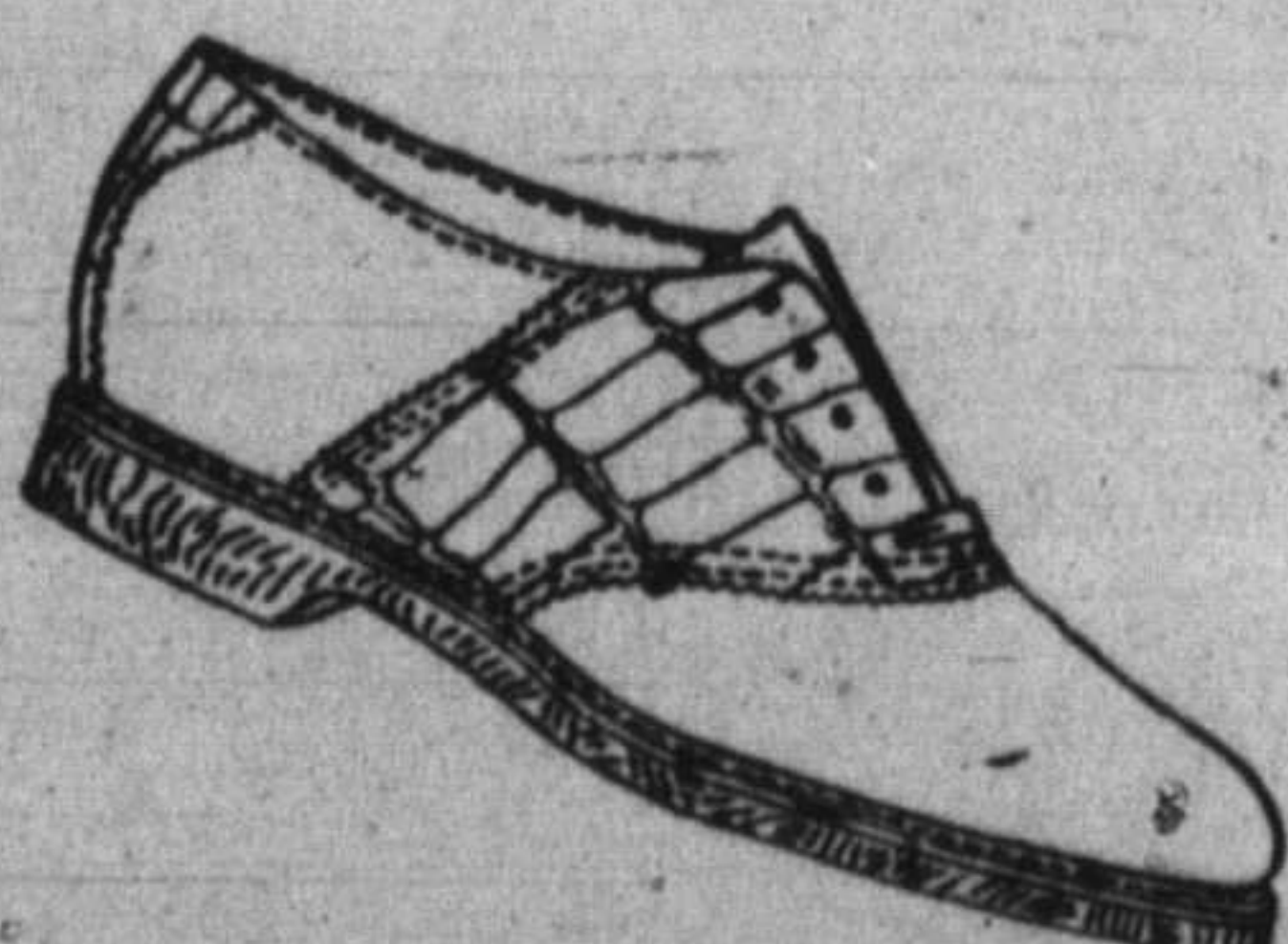


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Stanley—Earnest Joy in "A Dressmaker from Paris."
Aldine—"The Lost World."
Stanton—"The Thundering Herd."
Arcadia—Marion Davies in "Yolanda."

ORCHESTRA PROGRAM

There will be no concert on Good Friday. On Saturday and Easter Monday, April 11 and 13, the Philadelphia Orchestra will play the following program:

Balakirew—Islamey.
Rachmaninoff—Die Toteninsel.
Rimsky-Korsakow—"La Grande Paque Russe"
Schubert—"Unfinished" Symphony, in B minor.
Bach—Passacaglia in C minor.

GENEVA

CONTINUED FROM PAGE 7

coming September it will hold its second annual Congress at Geneva, from the 1st until the 21st of the month. As during last September, it will arrange for a series of talks by many of the most prominent delegates to the Assembly, by permanent experts connected with the Secretariat and the Labor Bureau, and by visitors of note. Most valuable of all, in the writer's opinion, will be the 9 A. M. lectures every morning by Prof. Alfred E. Zimmern, well known by many Americans and all educated Europeans, who will outline from day to day the work of the Assembly and its committees. Last year the talks were attended not only by students proper, but by crowds of the older generation who had come to Geneva for the Assembly. It might be added, too, that members of the Universities' Federation are given the opportunity of meeting many of these men. Last fall even Premiers Herriot and MacDonald found time to receive personally representatives of every country in the Federation.

It remains now to tell of the relation of the students who come to Geneva among themselves, of how young men and women from many lands meet and mingle in friendship and mutual understanding. Surely the value of such contacts both in broadening the outlook of the students themselves and in establishing the foundations of future international peace, need not be argued here. There are many places where such meetings be-

tween the students of different nationalities have taken place in the past; Oxford, Cambridge, Paris, Berlin, Rome and other celebrated University centres in Europe. But it is to be doubted if ever before such opportunities have offered themselves for gatherings of this sort as in Geneva during the vacation months and particularly in September. The activities of the Universities' Federation in this respect are notable. Besides the numerous social functions and arrangements for, such as teas, evening parties and trips on the lake, is the miniature Assembly which takes place during the first week of the Congress. Here the same procedure is followed as in the League Assembly. Committees examine special questions and report back to the Assembly, which debates them, but which usually passes them. Last fall America was officially represented in this Assembly by 10 college students.

Closely connected in spirit, but not a quality, with the Federation, is the International Students' Union, a most promising organization founded last September by a New York woman, to provide a meeting place and headquarters for the hundreds of students who flock to Geneva throughout the year. The Federation, together with all other student bodies of an international

character, has the use of this Union. The European Student Relief, which also makes its headquarters at Geneva, has already utilized the Union; and it is hoped that such organizations as the C. I. E. (Confederation Internationale des Etudiants) will find opportunity to do so in the future. The Union is situated in a fine apartment overlooking the University of Geneva.

But the typical American student will probably not have journeyed to Europe to spend the summer in serious study in one spot. The significance of all I have said is that he can, if he so wishes, top off his wandering and enjoyment by visiting Geneva during this month of the League Assembly. He can remain there even for the whole of the first two weeks and still get back to the United States in time for college. If he is stout-hearted, he can run over to Chamonix and climb Mont Blanc over Saturday and Sunday; or if his doctors have convinced him that his heart is weak, he can sail quietly down the Lake of Rousseau and Byron to Chillon, Lausanne, and other tempting sites. At the same time, in Geneva itself, he will be going through a fascinating experience and gaining the background for future contributions on his own part to the life of man.

NEWS FROM OTHER COLLEGES

Honors Course.

Fifty colleges from various middle western colleges, from the University of Michigan in the north to Centre College in the south, attended a two-day conference on the honors course at Iowa City, Iowa, March 20 and 21. Although no resolutions were passed at the closing session, officials expressed satisfaction at the favorable reception of the idea by the delegates. It was generally contended that the idea would work better in the small colleges than in the large universities.

"We did not meet actually to settle this question but to get a consensus of opinion from different colleges," commented Dr. Frank Aydelotte, president of Swarthmore, in an interview. "The general opinion is favorable to the adoption of some form of the honors course, and without doubt it could be applied to any college or university."

The honors course, in operation at Swarthmore for three years, was described in *The New Student*, March 14. The course is given to college students of exceptional ability during the junior and senior years.



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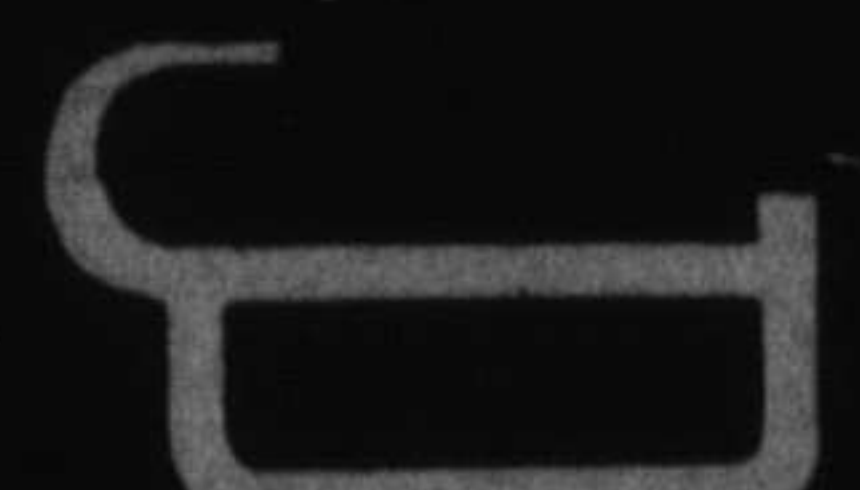
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