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RUSSIA: TORCH OF HOPE AND ANGEL OF LIGHT

"The Russia of Today," her political conditions and her literature, was the theme of the two lectures delivered by Louis Umfreville Wilkinson at Convocation on Tuesday, February 25th.

"We have no business with the passion of the marketplace," declared Mr. Wilkinson. "We want to consider Russia's present history in the light of the historian one hundred years from now. We have to make what we can out of what we hear of Russia. Whether Bolshevism is good or not, we must wait to see. We have no right to say to any country that we do not like their government, and send an army to that country. As Mr. Lloyd George said the other day, if you intervene to overthrow the government you will rally the Russians to uphold it, in the name of patriotism. In the old days of Russian tyranny no one would have stepped in to overthrow Czarism."

But the attitude of the English toward Czarism, as the speaker illustrated, was so bitter that the Czar never dared set foot on English soil. His visits with the royalty of England were always held on shipboard.

"The Russians and Americans are alike in several respects," continued Mr. Wilkinson. "Both have a certain restless nervousness, expressed in the Russian yearning for truth—and both are young nations."

"I believe in Russia," concluded Mr. Wilkinson, "and in the future of Russia. If it is a bad government, she will outgrow it, because they follow the light. They are indeed a race that carries within itself the seed of immortality."

"The literature of Russia," declared Mr. Wilkinson in his second lecture, "is unlike that of any other country. It is an entirely new arena of emotion and feeling and thought. The literature of Russia sprang from the political history of Russia. It is the expression of the Russian soul. The Russian writes in relentless realism without any idea of pleasing those who are to read his book."

"Russian literature shines out as a torch of hope for us," concluded the speaker. "They have given us a pledge for the future of her country and her enduring freedom. If you would know her greatness, her nobility, her virtues and her vices, then turn to Russian literature. Though you will feel that she has a past that is black, she will in the end shine as an angel of light among the nations that have thought her dead."

SIX HUNDRED DOLLAR NUCLEUS FOR SYKES FUND

"Lives of great men all remind us
We can make our lives sublime,
And separate, leave behind us
Footprints on the sands of time."

Such footsteps the class of '19 hope to leave on C. C. campus, in theory at least, before they are alumni. The New London committee, organized to erect a memorial to Dr. Sykes, has a very hopeful beginning in the six hundred dollar nucleus of the Senior class.

"It has voted to contribute toward the Sykes Memorial the fund previously used for the Sykes Prizes."

With the co-operation of the New London committee, organized to erect a memorial to Dr. Sykes it is hoped that a very worthy permanent monument can be erected to the first president of Connecticut College. A building, probably a chapel, is the present goal.

The New London committee consists of Mr. W. W. Harris, chairman; Miss Louise Howe, Rev. W. S. Swisher, Ex. Gov. T. M. Waller, Mrs. A. C. Tyler, Mr. Graham Hislop, Mrs. R. O. Anderson, Mrs. Richard Manfield, Mrs. George P. Fenner, Miss Anna Hemphstead Branch.

The student committee, with Dorcas Gallup as chairman, has met with the New London committee to discuss co-operated action. As yet no very definite plans have been drawn up.

CULTURE COMEDIES

To have a culture taken, you must stretch the jaws to their fullest extent—and a little more—quint one eye, and wait patiently for the end. Suddenly the oesophagus feels a mighty stab. It jumps. You gurgle, you barble, you try to articulate. It is all over. The results of your agony, duly swathed in cotton, bottled and canned, are sent to the baking oven. Being a suspect, you are probably avoided by your friends, for it may be that you have diphtheria. You stagger in the daytime, and have nightmarisms in the evening. You pass before the mirror, adjust a search light, and scan the epiglottis. The sight is appalling. You wonder how it ought to look.

The cultures returned twenty-seven victims. The Sophomore dance postponed, the Junior supper collapsed—there was wailing and gnashing of teeth. Since loitering or trespassing on the premises were forbidden, hand- (Continued on page 7, column 2.)
College people, says the world, read so many books that experience is a closed book to them. 'Tis but the old distinction between theory and practice, but we cannot deny that we draw it rather sharply.

When the college first began there was a Social Science course, and in this course we investigated the mechanism of certain departments of city government as exemplified by New London. One learned the construction of the State road, and discovered how to go about laying a cement sidewalk from Aylton Place to the Car Station— if there had been one then. The original intention of the course was even more practical: it included visits to the New England Collapsible Tube Company, and to the Brainard & Armstrong mill. Time prevented, but the idea was good.

In the second year of the college there occurred a memorable hike to the Brill School for the Deaf in Mystic. Dr. Osborne chaperoned a party to New York to look into museums scientifically. Incidentally to do a little sightseeing.

Dr. Nye and Dr. Coe have made departmental trips to New York and New Haven in the interests of archaeology and music, and these trips have been highly appreciated by the potential archaeologists and musicologists of the college, as any contact with reality and the world outside must be. The Child Welfare and Civilian Relief work undertaken by the Service League has been a step in the right direction.

In the beginning of the year the anatomy class visited the Lawrence Memorial Hospital to see a skeleton. Dry bones, but reminiscent of life. And the Hygiene class had the best of intentions toward visiting the tuberculosis sanatorium in Norwich—had not the influenza intervened. And the catalogue offered most glowing prospects for the second semester of the course in Sociology: visiting institutions for the care of dependents and delinquents, and getting first hand knowledge of pathological problems. But fate seemed to conspire against the catalogue, so that the course was not well under way until half way through the first semester, and the fundamentals demanded the attention of the second semester. It was a disappointment, for such opportunities are few and far between.

And then at the psychological moment, when the time was ripe, came Mr. Beard with his suggestion about visiting the institutions of New York under expert supervision. He mentioned Ellis Island and Blackwell's Island and other interesting possibilities. Now as citizens-to-be of this democracy it would be very worth our while to actually know how the state provides for its criminals and paupers and invalids and feebleminded. Every one comes in contact with these problems sooner or later. And really one has to know about them in order to be an intelligent reader of the daily newspaper.

Mr. Beard's personally conducted tours were to be directed by the Conjugational Faculty, supplemented by the students. When they were established in New York, and knew a great deal about the organized charities and social institutions of the city. But surely among our faculty there are members who are well acquainted with New York, and would be willing to show as many of us as were interested in going to some of the most salient institutions of interest.

Of course New York is not the only place where institutions flourish, but it is a point of centralization where a great many are located, and where the management of them is more or less perfected. Would it be too late now to arrange such a trip for part of the Easter vacation?

That would be the biggest journey we could undertake, but there are many little journeys we might take to institutions near New London, like the State Farm at Niantic. The expenditure of time and money would not be great, and the value of such excursions would be of much greater.

What does every one think of it?

Among Our Poets
WHERE IS SPRING?

I've been waiting long for Spring to set me free.
The winter months have frozen up my heart.
Oh—yesterday I heard Spring laughing on the hills,
But silhouetted trees and cold, bare branches mocked her call.
I've been waiting long for Spring to set me free.

Flash of blue against the sky—
Flurrying card on the wing.
Oh bluebird, it is when you sing I know that Spring is in my heart.

K. H. '20.

AT PLAY.

A wavelet on a sandy shore pursued itself,
Curled and wallowed in the bubbling foam.
And many gleaming shells sought its company.
A maiden timid, all but drawing back,
Feeling an induction too severe,
Received the soothing wavelet's fond embrace.
And straightway dived into the sea of life.
The wavelet with the waves refused to roll,
But on that shore of pleasure skipped in play.

Alas, why did it stay?
Possessed with its frolic wrathful growth,
And sent the ebb and flow to call it back.
To do its duty in the ocean wide,
And bear ships to the haven they would be
But no, the sun put rainbows in its way,
To Ind the course of a wavelet's true career.

And free of cares, it christened pleasure host.
A little crevice gave it safe retreat.
But as the surf deserted, one rut made a wall,
That would not let it glide away.

Alas, why did it stay?

M. S. T. C. H. '20.

SPRING.

Ah me, ah me!
How sweet to see
The budding loofet on the tree,
The gambolling lambslet on the lea.
Ah me, ah me!

The pollywug,
The snapping turtle on the log,
In safe retreat from boy and dog.
Ah me, ah me!

The cabbage head, the onion green,
The sprouting corn, the limp bean,
Oh onion, oh succothash!
Ah me, ah me!

E. V. N. '20.

Army Psychology.

(Continued from page 2, column 3.)

Binet set up, not the original Binet, that is used almost entirely in the United States.

Army psychology attempted to do what it had itself announced at the meetings of the Psychology Association at Cambridge in the fall of 1917. It was there decided that the comparatively young but lusty younger of the scientific family, by experimental psychology, should do its bit in the world war. The Psychology Division of the War Department and the Psychological Companies, trained at Greenleaf, were the results or part of them. To Binet, Simon, Terman and others, psychological work in the army owes much; indeed without the work of these men as a starting-point, it probably would not have existed at all. Yet, as will be indicated below, several other tests than those of the Stanford Binet were needed for military purposes, and were actually built up and used.

Army psychology attempted to do two things: (1) To help weed out from the large number of drafted men that one or two per cent, unfit for mental duty in the army, and (2) to give quickly and with fair accuracy an intelligence rating on all soldiers. By an intelligence rating army psychology means a rating, expressed by the letters A, B, C, D, or E, which indicates the relative ability of a man to do certain things, carry out certain commands, with speed and with accuracy.

Taking up first the second of these two aims, we find as the chief means of obtaining intelligence ratings, the group examinations, Alpha and Beta. When a company of rookies from the recruit battalion was marched over to the "Pyeck" Building at Greenleaf for mental testing, the men were at once divided into two groups, the literates and the illiterates. Roughly the literate group consisted of men who could read, write, and understand English and who had finished at least the fourth grade in school. The illiterates, for army purposes including of course those men of foreign birth who might be well versed in their own tongue but who knew no English, comprised the remainder of the company.

The literate group was "hep-ed" into the Alpha room and given an examination consisting of eight parts, each part having from 12 to 48 sub-parts. In the language of the "Examiners' Guide," "you are not expected to finish all of these, but do as many as you can in the time allowed." In the matter of time, a company could be seated, given pencils, record cards, and examination blanks, examined, and turned over once more to the un-tender mercy of the serpents in charge in one hour. Into the details of the Alpha examination I cannot go now. It is meant to test a variety of factors: attention; memory, reasoning power, perception, general information, and even—common sense! It is an interesting test to take and to give; and it can be

The wavelet with the waves refused to roll,
But on that shore of pleasure skipped in play.

Alas, why did it stay?

M. S. T. C. H. '20.

SPRING.

Ah me, ah me!
How sweet to see
The budding loofet on the tree,
The gambolling lambslet on the lea.
Ah me, ah me!

The pollywug,
The snapping turtle on the log,
In safe retreat from boy and dog.
Ah me, ah me!

The cabbage head, the onion green,
The sprouting corn, the limp bean,
Oh onion, oh succothash!
Ah me, ah me!

E. V. N. '20.
given to eight men or to eight hundred. The following is an instance of the first test in Alpha:

"Attention." (Attention means pen-
cils up in the air away from the ex-
amination paper.) "Look at 12."
(12" is a part of Test One consisting
simply of the Arabic numerals from 1
to 9, inclusive.) "If 4 is more than 2
then (when I say 'or') cross out the
number 3 unless 3 is more than 5, in
which case draw a line under the
number 4—Go!"

In this part, the test not over 10
seconds is allowed to carry out the instructions.

For illiterates and for men who failed the Alpha examinations, the Beta tests were in store. Beta, con-
sisting at first of eight, later of seven parts, is specially designed to involve a minimum of language ability. Ges-
tures are relied on to "get across" the
instructions, gestures and "sample"
tests for each of the seven or eight
parts. The sample tests are given
in pantomime, by the examiner, as
stated, a blackboard having figures on
it similar to those on the examina-
tion paper, a pointer, and a piece of
chalk.

Test 1, for instance, is a test in
which the soldier has to trace with a
pencil his way through five mazes of
progressively difficult degrees of in-
telligence. In the examination paper
are printed the five mazes. On the black-
board, two sample mazes are found.

The examiner indicates by gestures
and the use of his pointer that he
wishes his assistant to begin at one
side of the maze and mark out a clear
path to the other side. No lines must
crossed. The assistant does this,
making on the second maze a stupid
blunder which the examiner with great
firmness would require the group ate.

The Stanford-Binet scale and the
Yerkes-Bridges Point-scale examination,
and (3) the Performance tests. The
Yerkes-Bridges Point-scale are used generally on low-
grade literatures; and ordinarily a low-
grade illiterate gets the perform-
ance. Those individually may be used
to get a rating on a man when it is not
advisable to give a group test, e. g.
when only one or two men come up for
examination; but their chief function
is to help determine the (usually low)
"mental age," or intellectual ability, of
men who fail the group tests. The
data obtained concerning a man on an
individual examination, is used to set-
up finally, as far as the psychologist is
concerned, whether a man is to be dis-
charged from the Service at once, sent
to a development battalion for in-
struction which make him of value to
the Army in some capacity, or sent
back to full duty.

To make it all clear the nature, uses,
limitations, etc., of the individual ex-
aminations would require much more
space than is at present at my dis-
posal. They are perhaps the most in-
teresting of mental tests, as well as
the army; and they require more
careful technique in giving them and
interpreting them than do the Group

Dr. Morris Back from Work with Shell Shocked Soldiers

Connecticut College is very glad to
welcome back Dr. Morris from his
work to more peaceful pursuits.
When he left here last Spring, he
went to Camp Greenleaf, Georgia,
where for several months he received
training in Military Psychology,
after which he was placed in charge
of the individual examination work at
Camp Greenleaf. At one time it was
expected that a number of the men in
the Personnel Department would
be sent to Washington to join the
Personnel Department, and Dr. Mor-
ris was chosen as one of the men.
This did not materialize, however, and
after the signing of the armistice he
was sent to General Hospital No. 30 at
Plattsburg, to aid in the work with
shell-shocked men. After a short
time he was transferred to Pittsburgh
to organize classes among the men in
Hospital No. 24, and to assist in the
educational department.

Dr. Morris says he is very glad to
be back again, and has already
started his work by taking the Ethics
class and one division of Psychology
1-2. He is certain that he will have
many new and interesting experiences
to tell his students about, and it
would seem that his classes would
prove very popular.

CULTURE COMEDIES
(Continued from page 1, column 5.)

The Living Flower, calm and unsuspecting,
planted in the Parlor of the Eastman
House, was turned to a comic masterpiece
by Miss Gage, who adopted it for her
play of Captain Henry Walsh. The piece
was a hit throughout the season.

Next in importance of the season
was Captain Henry Walsh. The piece
was a hit throughout the season.

Never has the story of the brave
sailor been told with more humor.

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THE ENGLISHMAN'S ATTITUDE TOWARD AMERICANIZATION

(Concluded from page 1, column 4.)

with furnishing an example and a working model of free and peaceful federation to the race. It demonstrates how by means of the Federal system men of all races and nationalities can weld themselves into a voluntary unity.

Mr. Bridges condemns very strongly the figure of the melting pot, so often applied to America, and immortalized by Israel Zangwill. For, he asserts, you cannot reverse the past of humanity—whether of a nation or of an individual person. To justify the comparison it would be necessary that the American type into which the immigrant is to be transformed should be finally fixed, definitely agreed upon and accepted. But there is no fixed final type in America, and never can be. And besides, the two indispensable conditions of human advancement are freedom and variety.

He quotes a common objection to his statement: "If the melting pot idea is unfeasible it must follow that the right course is to preserve unchanged the identity, to keep unmodified the racial and national memories and the inherited cultures of the various groups which have been added to the population."—But though every American, he believes, should be a regular reader of one or more foreign language papers, and every immigrant or child of an immigrant should be a reader of one or more newspapers in the English tongue as well as his own, the Foreign Press must consciously and unequivocally accept the Americanization of its readers as its constant major goal.

If all British immigrants are as enthusiastic about American ideals and institutions as Mr. Bridges, and they should be very helpful to us through their objective view of the ideals that are so familiar to us as to almost lose their significance. It is Mr. Bridges' firm belief that Americanism possesses a definite religious aspect. Most of the world religions, he claims, in defense of his conviction, have included among their objects such a unification of man. Both Christianity and American democracy insist on the sacredness and worth of the individual human being. Both insist that the individual is to seek his true self-fulfilment by abidation of his ego-centric individuality, and finding a larger and freer life in the service of the whole. Both insist that man needs a twofold emancipation from external and internal tyranny. And every religion is a moral ideal which has become the living dynamic of the will of a nation or nations devoted to its actualization. So Americanism possesses a religious aspect, America, a spiritual being, is animated by an ideal and charged by a gospel which it needs preach. The ethical and social ideal of America, and the nation itself as far as it is true to that ideal is one manifestation of God, one incarnation of the Transcendent, one epiphany in time of the Eternal.

Although Mr. Bridges seems a trifle inconsistent in parts of his book, it is a very inspiring and thorough treatment and illumination of many of the vital elements in the American tradition of democracy.

SOCIAL CALENDAR

April 4—Sophomore Hop.
April 5—Sophomore Varsity Ball.
April 11—Mandolin Club Concert.
April 17—Music Department Concert.
April 26—Belgium War Relief Dance.
May 1—May Day Exercises.
May 5—Musical Comedy—Service League.
May 9—Debating Club Entertainment.
May 16—Junior Prom.
May 17—Junior Prom.
May 21—Students' Recital.
May 24—Senior Play to Undergraduates.
May 30—Boilewood Day.
May 31—Athletic Association.

CULTURE COMEDIES

(Wanted from page 5, column 4.)

of the epidemic. One paper reported that 143 girls at Connecticut College lay on the brink of the grave. But—anti-climax! The whole affair proved to be a rip-roaring farce, a comedy, in three cultures. It seems that a minor point which had in the confusion been overlooked came to light: an interesting new development was revealed. In fact it was discovered that the porky little germ which had caused all the trouble was not diphtheria, but only a harmless habitant of every throat. Even the guinea pigs which were fed on them, though carefully tended, refused to die. The drama had collapsed!

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