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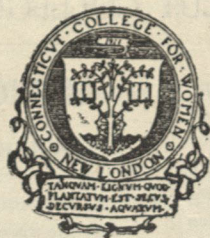
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RUSSIA: TORCH OF HOPE AND ANGEL OF LIGHT

"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 Americans and Russians 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 springs 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, departing, 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 alumnae. The long discussed memorial to Dr. Sykes has a very hopeful beginning in the six hundred dollar nucleus of the Senior class.

'19 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 Mansfield, Mrs. George P. Fenner, Miss Anna Hempstead 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—squint 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 politely avoided by your friends, for it may be that you have diphtheria. You stagger in the daytime, and have nightmares in the evening. You pose 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 3, column 3.)

VARSIITY MAKES FIRST APPEARANCE

The 'Varsity team made a very creditable first appearance Friday night, in the 'Varsity - Sophomore contest. Their playing was exceptional, but in spite of this the Sophomores made them fight for their victory, and played so well that at the close of the first half the score was practically tied. In the second half 'Varsity spurted ahead and made a final score of 27 against the Sophomore's 15. Laura Batchelder vied with the 'Varsity forwards in making pretty shots at some distance from the basket.

The playing of every member of both teams reflect favorably upon themselves, their class, and their training. Captain Ansley certainly had every reason to be proud of the showing made by her team in her absence.

'Varsity.

Forwards—Madeline Rowe '19
Justine McGowan '20
Marjorie Doyle '20
Center—Mary Hester '20
Guards—Helen Coops '22
Grace Fisher '22

Sophomores.

Forwards—Laura Batchelder
Marion Rohan
Dorothy Wulf
Center—Marion Keene
Guards—Doris Patterson
Helen Taylor, Capt.
Manager—Mildred Provost '19

ARMY PSYCHOLOGY

"Oh, we'll sing of Simon Bennett,
And his tests from old Paree;
How he scents the ments and
the aments
By his grand psychology."

Thus, in simple but immortal words, as the poet, in half truth, might say, was the Psychology Company—the "Nut-Pickers"—at the School of Military Psychology, Camp Greenleaf, Georgia, went to hymn the praise of the originators of mental tests. Simon and Binet, two Frenchmen, set up the now fairly well-known Binet scale for use in grading the intelligence of school children, picking out defectives or backward pupils, etc. In this country the Stanford revision of the Binet scale, a revision worked out chiefly by Terman during the years 1908-1911, and specially adapted to American needs, is widely known under the name, the Stanford-Binet scale. It is the revised scale, the Stanford-

(Continued on page 2, column 4.)

THE ENGLISH ATTITUDE TOWARD AMERICANIZATION

One must either be a very exceptional person or stand in a very uncommon position, says Mr. Horace J. Bridges, to be justified in publishing an autobiography such as those of Mary Antin, Mr. Riis, and Dr. Steiner. Instead he presents a sort of informal soliloquy on the meaning of Americanism, as regarded from the standpoint of one newly initiated into it. The title of his new book is *On Becoming an American*. Mr. Bridges has addressed the college more than once, and he has spoken at convocation this year on March 11. His book, therefore, is of special interest to us.

Four privileges, he asserts, are conferred on the immigrant by naturalization: a direct participation in the election of all officials who are to conduct the affairs of city and state and the internal and external course of the nation as a whole; immediate eligibility to every office in city, state or nation, except the presidency; moral and civic equality with one's fellow citizens; and a challenge to aid in correcting what is amiss in America's present organization. In the Old World you are shown beautiful or stately products of a wondrous past. In the New World you are paid the greater compliment of being asked to contribute to the inspiration of the future.

It is the duty of every immigrant to apply for naturalization, he states, because it is only loyalty that makes a nation great, and if he refuses it he is rather shabbily sponging on America.

He says that the value of immigration into democracy lies in the fact that each group of different national or racial origin may contribute something which the others cannot give. Thus the immigrant of British origin contributes his conception of labor, his life in case of war against a foreign power, his faith in the institutions of America, and the distinctive civilization of his own country, distinguished as it is by the historic memories afforded by British birth and education, and by a dissatisfaction with the actual.

And in return America gives emancipation from the burden of a past, intimate association with representatives of all the races and nationalities of Europe, and the unusual doctrine that a life of idleness is disgraceful.

America, he says, contents itself

(Continued on page 4, column 2.)

Connecticut College News

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EDITORIALS

"LITTLE JOURNEYS."

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 one 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 Allyn 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. Osburne chaperoned a party to New York to look into museums scientific, and incidentally to do a little sightseeing.

Dr. Nye and Dr. Coerne 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 musicians 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 feeble-minded. 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 Congregational Society, simply because 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 for Women 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 marshes mocked her call.
 I've been waiting long for Spring to set me free.

Flash of blue against the sky—
 Fluttering carol 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.
 It curled and wallowed in the bubbling foam,
 And many gleaming shells sought its caress.
 A maiden timid, all but drawing back,
 Feeling an indecision 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?

Poseidon with its frolic wrathful grew,
 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 hair,
 And free of cares, it christened pleasure host.
 A little crevice gave it safe retreat.
 But as the surf departed, one rut made
 A wall, that would not let it glide away.

Alas, why did it stay?
 M. St. C. H. '20.

SPRING.

Ah me, ah me!
 How sweet to see
 The budding leaflet on the tree,
 The gambolling lamblet on the lea,
 Ah me, ah me!

The pollywog,
 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 lima bean,
 Oh onion, oh succotash!
 Ah me, ah me!

E. V. N. '20.

ARMY PSYCHOLOGY.

(Continued from page 1, column 3.)

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

Army psychology attempted to do had its inception at a meeting of the Psychology Association at Cambridge in the fall of 1917. It was there decided that the comparatively young but lusty youngster of the scientific family, 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 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. unfitted mentally for 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 "Psych." 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 all men in the company 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 40 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 sergeant in charge in one hour. Into the details of the Alpha examination I cannot now go. 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

given to eight men or to eight hundred. The following is an instance of the first test in Alpha:

"Attention." (Attention means pencils up in the air away from the examination 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 'Go') 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 of 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, consisting at first of eight, later of seven parts, is specially designed to involve a minimum of language ability. Gestures 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, his assistant, a blackboard having figures on it similar to those on the examination 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 intricacy. In the examination paper are printed the five mazes. On the blackboard, 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 be crossed. The assistant does this, making on the second maze a stupid blunder which the examiner with great scorn ostentatiously corrects, which to the amusement usually of the men. It is needless to say that the giving of Beta offers many opportunities for men clever at acting; in almost every Beta examination some amusing incident occurs. Beta furnishes letter ratings as does Alpha; and if a man passes either Alpha or Beta, if he gets D or

better,—the psychologists are through with him.

For the unlucky individual who fails both group tests, Army Psychology has the Individual Examination. For the most part it is only the low-grade man who has to take an "Individual," as we call it; and it is this sort of test therefore, that enables us finally to determine whether a man is sufficiently low in the scale of intelligence to warrant discharge. The individual examination, hence, is one instrument for carrying out the first of the two aims of Army psychology mentioned before. As the name indicated, it is a test such as Binet used on school children, given to one man by one examiner. The time required for one examination is, for the full test, about one hour. There are three Individual Examinations which an examiner may use as his "case" requires: (1) the Stanford-Binet examination; (2) the Yerkes-Bridges Point-scale examination, and (3) the Performance tests. The Stanford-Binet scale and the Point-Scale are used generally on low-grade literatures; and ordinarily a low-grade illiterate gets the performance. 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 examining; 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 settle finally, so far as the psychologist is concerned, whether a man is to be discharged from the Service at once, sent to a development battalion for instruction 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 examinations would require much more space than is at present at my disposal. They are perhaps the most interesting of mental tests, as used in the army; and they require more careful technique in giving them and interpreting them than do the Group

tests. As has been indicated before, the individual examination, such as the Stanford-Binet, is being used more and more widely in educational work,—in the public schools, in the institutions for the feeble-minded, even in the prison and the reformatory. I hope that later we at C. C. may go more into detail regarding mental testing in general and individual examining in particular.

FRANK E. MORRIS.

DR. MORRIS BACK FROM WORK WITH SHELL SHOCKED SOLDIERS

Connecticut College is very glad to welcome back Dr. Morris from his war 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 Psychological Department would be sent to Washington to join the Personnel Department, and Dr. Morris 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 Pittsburg 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 3.)

some gallants were turned away, and weeping maids retired early.

Plant House, calm and unsuspecting, was doomed. Out came pillows, books,

beds, and people. In rushed the suspects. The gym received the outcasts in its cold arms, and squeaked to them like a screech owl all night. The wind, happy for company, spun and whirled the paper flowers intended for the dance, round and round the room, and strewed them on the beds as on biers.

On Sunday all the heads which were projecting from Plant House burst into laughter, for a second delegation of suspects was arriving with its toothbrushes. During the revels Miss Ernst wandered about the court yard disconsolate; Mr. Barja felt in his bones that he would be pronounced "positive"—and then what?

For the next two days both classes and nerves were suspended in mid air. Anxious parents kept the telephones continually rattling. Groups of girls held consultations in the tea pantries. One or two indulged in history outlines, the rest in fudge. Monday morning a visitor arrived followed by a patient student carrying pail and rags. He placed a fumigating tank in Blackstone corridor, and allowed it to squirt on the surrounding scenery. Meanwhile a general housecleaning having been ordered, carpets dangled from all the parapets, black fumigating liquid crept along the floors emitting strange odors, and both girls and rooms suffered.

Suddenly the rumor spread that the results of the third culture had returned. Blackstone corridor was crowded. The door opened. In came the trained nurse silent and austere. She passed the gaping crowd without a word but sternly bent on her horrible mission. She reached the second floor and first floor occupants gasped with relief. The second floor trembled, but she passed on and upward to the third. One and only one victim was captured.

Meanwhile Boston, New York, and Washington were thrilling at the news

(Continued on page 4, column 3.)

WOMAN'S MEDICAL COLLEGE OF PENNSYLVANIA

Sixty-ninth year begins September 18, 1918. Entrance requirements: Two years of college work, including Chemistry, Physics, Biology, and two languages other than English (one of which must be French or German).

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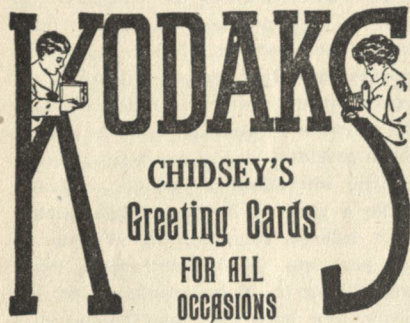
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**THE ENGLISHMAN'S ATTITUDE
TOWARD AMERICANIZATION***(Concluded from page 1, column 4.)*

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 and 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 declares, 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 states 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 in-

dividual human being. Both insist that the individual is to seek his true self-fulfillment by abdication of his egocentric 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 must 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 Vaudeville.
- April 11—Mandolin Club Concert.
- April 17—Music Department Concert.
- April 26—Belgium War Relief Dance.
- May 1—May Day Exercises.
- May 3—Musical Comedy — Service League.
- May 9—Debating Club Entertainment.
- May 16—Junior Prom.
- May 17—Junior Prom.
- May 22—Students' Recital.
- May 24—Senior Play to Undergraduates.
- May 30—Bolleswood Day.
- May 31—Athletic Association.

CULTURE COMEDIES

(Concluded from page 3, column 4.)
of the epidemic. One paper reported that 143 girls at Connecticut College lay on the brink of the grave. But—anticlimax! 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 perky 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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