FOUR LEADING ORGANIZATIONS HOLD MALGAMATION MEETING.

New Plan Works Well.

On Wednesday evening, February 27th, the first "Malgamation Meeting" was held. This was the initial experiment in the carrying out of a new plan whereby the regular meetings of Student Government, Service League, A. A., and Dramatic Club are all held on the same evening, thus reducing the necessity of having four separate meetings. The plan seemed to work most successfully.

The meeting opened with the business of Student Government. It was voted that in the future, the president of Student Government shall be automatically elected to attend Student Government Conferences. Council then submitted to the student body a recommendation that in all cases of suspension or expulsion the names of the suspended or expelled be posted, together with a short description of the offense. After this, in conclusion, in which it appeared that the opinion was that such a procedure would result in harmful publicity, it was unanimously voted not to accept the recommendation. It was also decided that the open forum meetings should be continued.

The business of Service League included the election of Anna Albee as vice-president, to fill the vacancy left by the resignation of Blanche Warner; and the reading of a request to the renewal of the Orange Scholarship for Music at Connecticut House.

A. A. voted to empower its secretary to make all necessary revisions in the Constitution, and to begin work on the Constitution which will be considered when funds are not yet sufficient to complete all the necessary work. The election of officers for the remainder of the year was also voted.

The Dramatic Club accepted the return of its former library, as vice-president, and elected Eugenia Walsh to fill that position. It was announced that a short play, "The Sequel," would be given Saturday evening, for the entertainment of the Alumnae.

The meeting closed with the singing of Alma Mater.

EXAMINATIONS PRO AND CON.

Discussion Continued.

In this issue, the discussion of the examinations plan will be continued. The first article is the conclusion of Dr. Crocker's statement, which involves a justification of the stand he has taken.

It may be objected that examinations and reviewing are not synonymous; that the mere statement of the material to be examined does not prove the reviewing is not to justify examinations. The answer to this is, I think, that an examination is, if not the only, at least the most practicable method of testing one's educational system as new organized, to insure the desirable kind of reviewing. A term paper, for example (sometimes pro-

Intercollegiate Conference Meets at Yale.

Delegates from Eastern Colleges to Consider Causes of Criticism of American Student.

Students from the Eastern Colleges met at Yale, February 28th-March 2nd, to exchange ideas concerning the criticism which is made of the present day American Student. He is accused of lack of interest in things worthwhile, of over emphasis of his extra-curricular activities and indifference toward human movements outside the campus. The Conference opened with a dinner in Dwight Hall, followed by an address by Mr. Roger N. Baldwin, director of the American Civil Liberties Union. His subject was "Social Thinking in Our College." After this came the President's Address by Mr. Lincoln Saxon, chosen for his theme President Marshall's phrase, "Do it here," which was the keynote of his initial speech when both he and the American Legion came into existence. After the dinner the Conference adopted a resolution to the effect that the Alderman, President Marshall added his welcome and assurance of safety in Connecticut students of the past and present, and some of his hopes for the future of the institution.

A Taboo on Thinking.

Mr. Baldwin addressed the college, both social and intellectual, and the faculty organized to labor in union to be affiliated with the American Civil Liberties Union.

He asserted that Emma Goldman had given him more information than he had received from his professors during his student days. He said he was concerned with the spirit of growth and progress which is the outcome of the enthusiasm for inquiry and the tolerance which the student is beginning to show through the liberal clubs.

College and Guests Enjoy Reception.

Faculty, Alumnae and Students Assemble for Social Evening.

On Saturday evening, March 3rd, a reception was held in the gymnasium for the faculty, alumnae and students. It was the first gathering of the sort to be held in connection with the evening's program was opened by Esther Butcherfield, chairman of the Alumnae Association Entertainments Committee, who introduced a series of her friends.

Winnon Young '23, first Student Government President, told the audience that the time he said, "I have Froken the law, If I am free I will do it again."

The Empire may be divided into three parts. First, the Crown Colonies, islands in the Pacific and West Indian Islands, having no self-government at all, are included in this division. They are under the direct control of the group co-operates with our Pacific possession, the Philippines.

Second come the self-governing dominions, Canada, New Zealand, the Commonwealth, these being the Empire of South Africa. They are practically independent, but a few people of them as the characteristic parts of the true British Empire. The lesson which was bitterly and thoroughly administered to Great Britain in 1776 was applied to Canada, with the result that-to-day the only symbol of the imperial government is the decorative figure of the Governor-General. Through the independence of Canada and the free development of her own life, the tie of union between her and the mother country has been strengthened. The only restriction placed upon the Dominion is that Canada shall have no foreign policy aggressive to England herself.

The third division, "the only Empire," is India. This country presents the most difficult and most complicated problems. The Indian race-problem is the greatest question facing the Empire, and has been the subject of a great deal of discussion. With the Indian, there has been no principle or formula discovered for solving his problem.

Since the Russo-Japanese War, when a European power was defeated by an Asiatic people, the spirit of nationalism has been steadily rising in India. One of the most interesting developments has been the rise to power of the Indian leader, Gandhi. While studying law in England, he came under the influence of the New Testament and Tolstoy. His philosophy expresses itself in a life of the utmost simplicity. During the war he was not opposed to England, for he thought that India would win her freedom by aiding the mother country. When, at the close of the war, India still remains under strict British control, Ghandi became an indispensable figure of the government.

Accepted, against his will, as the leader of the Indian people he urged a policy of non-resistance. His followers were encouraged to follow a course of non-co-operation. Two years ago the idealist leader, who talked of freedom, but not of independence, was arrested on charges of sedition. At the time he said, "I have proven the law. If I am free I will do it again."

Continued on page 2, volume 2.

Continued on page 5, volume 4.
With a "life so broad and comprehensive" I can well afford it's not expensive. To describe your apology extensively—Writ in flowery style most rite—The "first blush of graduation" Blooms your passionate career—So do you—Shamelessly I'll "lose" (near yours) my rut for Life. Ever Thine With EverEBBING Tears A More Hopeful Collegian.

A CONSPIRACV to see how many real mental battles they could start in the student to gain students actually volunteer.

Combat of Wit Suggested. I heard that counselor win in the classroom used to be popular. Somewhat like that might be a vital. We use our sense of humor outside the class but rarely inside—it seems that the dull obligation, ennui is too often. Of course with combat of wit, there would be a danger of much informality perhaps, but classes would be more enlivening. Possibly, it should be a few real battles with college professors before I graduate—and this is time for fighting.

Drive for Lively Classes Proposed. As a remedy for the dormancy in the classroom, I suggest a drive. We have had drives for good volunteer recitation, open discussions, and presenting the expression of our real ideas! Perhaps it would not be the worst thing to fly and we should all hang eagerly forward for the propositions of interest after our discussion after the bell had rung.

As a Utopia I began by saying that I was sorry for the college professor, but I felt with the same sentiment. After all, is this life working in Industries. Our point of view is warped if college furnishes a value; but such papers should, it seems to me, supplement, not supplant, examinations. It may also be objected (though the essentially negative character of this argument against examinations would be noted from the start) that a student would work more seriously if she knew that this daily work would determine her mark, that there would be no opportunity to get by "a" course by cramming at the end. Now we would have the impertinence of an earnest consistent sort and examine our examinations are both necessary, they resemble in many respects the well-chosen and sedate classes.

Mr. S. K. Ratcliffe Speaks at Convocation. Concluded from page 1, column 4. Gandhi has recently been released from prison. During his incorporations he has had his own convictions and his "Home Rule for India." It is not known how he will adjust himself to the changed position of his party. He has proved himself to be one of the great leaders of the day, and is considered a saint in India. As the case now stands, the constitution of India cannot be changed for ten years. Yet it is probable, if the Indians grow too restive, that the present Labor Government in England would have to make some way as to the Indians. The Jews have proceeded in other parts of the Empire, that is, along the road of responsibility.

Intercollegiate Conference Meets at Yale. Concluded from page 1, column 6. The purpose of education. It was suggested that we are educated to be of service to the community. We learn to be leaders, especially of thought, and that we gain a sense of beauty and truth and serve by giving this.

Question of Understanding Labor. Our session was devoted chiefly to the question of the student's understanding of labor. It was said that the desire to know the problems of the day should be encouraged and that the student should try to acquire the laborer's point of view. This can be gained by working in industries. Our point of view should be supplemented if we want to live by our own experience. We were reminded that we come to college with prejudices and preconceptions, which have not been thought through, and therefore we reconstruct.

Means to Awaken Student Mind. The closing session was a general discussion of what had been accomplished. Emphasis was laid upon those institutions which it was felt that the student mind could be awakened to the wider problems which are in danger of neglect in campus life. Liberal clubs and publicity were felt to be suitable means in obtaining this end.

Examinations Pro and Con. Continued from page 1, column 4. If the examination is, as is often said, to a great extent an impersonal act, it is apt to have the following disadvantages: it is open to the viewing of only those points of the semester's work that have to do with the topic of the paper; (b) therefore it causes some points to be neglected by the student and an undue and perhaps false emphasis to be placed on those items actually reviewed and used; (c) thus to defeat one of the main purposes of a review, i.e., the making of a total of all the field; (d) by making it possible for the student at any time to look up in a text anything she may have forgotten, to prevent that careful attention to details that a student will give who knows that examination time is when she is going to try "on her own." Term papers or essays certainly have a value, but such papers should, it seems to me, supplement, not supplant, examinations.

Victories to 27 and 24. The younger classes of the college met in their first game of the season on Thursday (February 28), when the Freshmen defeated the Sophomores, 23 to 21. The playing was so close as to resemble in many respects the well-known guessing games prevalent among the youth of America, though it probably seemed more nearly like the "Old Class." The older and more sedate classes indulged in a second team game which was a little more serious. The game finished with 71 to 18.

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CONNETICUT COLLEGE NEWS

ALUMNAE.

Day by Day
In ever way
The Annual
Grows—yes, it does, Alumnae, at last—better and better. We have now three columns, all told. But these are also promises (quite assuring ones, too) of more articles.

This morning's brought an ac-
ceptance from a prominent gradu-
ate. But the letter implied that she will not have contributed unless she had received a personal appeal.

Alumnae all! This is a PERSONAL APPEAL! Everyone of you, individ-
ually, through this column, is and has been, will be and will have been in-
vited, requested, nay urged to do her share. The circular letter was another and a bit more personal method of reaching you. None, we are also, it is true, still further urging with in-
dividual letters.

Must you, too, wait to be asked again? This is an Alumnae enterprise. It is 
YOUR undertaking. YOU are re-

sponsible for the results. You have been continually urged to do your share, haven't you done it?

Have you sent ONE WORD of orig-
inal contribution to, of suggestion for, 
in encouragement of the Annual to
Juline Warner.

Box 1226, Paterson, N. J.

Have you secured even a four dollar ($4.00) complimentary advertisement for
Blanche Plisnyslar.
333 Cape St., Hartford, Conn.

Have you even expressed your faith in and loyalty to the Alumnae Asso-
ciation to the extent of at least one
seventy-five cent (75c) subscription order sent to
Ruther Battery, 3669 Broadway, New York?

TIME LIMIT FOR ALL CONTRIBU-
TIONS, ETC., EXTENDED TO MARCH 
15—LATER IF NECESSARY.

"22 to the Rescue.

Just as our last items expired, there came a welcome contribution from Helen Merritt, of New Canada, Conn., who writes:

"Just a few notes for the Vers which will be of particular interest to '22. I have recently received a letter from Grace Berger, ex-'22. Grace received her A.B. degree in June, 1922, and will receive her degree of Doctor of Juris-
prudence in May, 1924. There are 350 students in the College of Jurispru-
dence of the University of California of whom twenty-five are girls. Grace 
writes, 'There is no feeling that we are pioneers, but rather, that we are doing an average thing.'

"Grace saw Charlotte Hall '21, for one afternoon while Charlotte was on her way to Los Angeles.'

REV. GEORGE WEBSTER TO BE AT VESPER.

The Reverend George S. Webster, secretary of the American Seamen's Friend Society of New York, will be the speaker at Vespers on Sunday, March 9th. His topic will be "Ships and Sailors," and the lecture will be illustrated with colored slides showing some of his experiences and the real life work among the seamen. Vespers will start at 6:45 instead of 7 o'clock.

THE BACK LOG IDEA—Part 2.

The Camp and How We Live in It

One hundred miles northeast from Saratoga, and thirty miles from the edge of the great Adirondack wilderness, stretching north and south the silver ribbon of Indian Lake. The six miles of its southern end has numerous shores of forest, and here on the western shore, almost hidden by the trees and underbrush, are scattered the fifty tents of Back Log Camp.

We really live outdoors in the great woods, but these tents are the alcoves whose roofs give us shelter from the rain and whose cur-
tains secure privacy. If the ropes are kept tight, the tents are thoroughly dry, with flies and board floors.

In front of each is a fireplace, where a back log fire will keep the campers on cool evenings and rainy days. There are single and double tents and the girls will take the same college will presumably be tented together and the whole group will be congenially placed, but there will be no distinctions be-
tween them and the rest of the camp, except perhaps some evening
customs as are usually found in girls' colleges and which will be regu-
lated by the girls themselves.

At the landing are boats and canoes, free for all. The shores and 
coves allure, and the water is sheltered and generally free from dis-
turbing winds.

Nestled among the hills, a mile or two back from the lake, are 
little ponds which are reached by pleasant trails, while steeper and more rugged paths ascend several of the mountains. Day excursions are continually being made to one of another of these ponds and moun-
tains. These trips always take one meal out, and often two, coming home in the dusk of the evening. Beautiful views are seen from all of the mountains, but the top of Snowy unrolls a wonderful panorama of the southern and eastern wildernesses. At one's feet lies the home camp, while beyond are the regions of our longer over-night trips. These will be the subject of Part III.


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RE-UNION DINNER HELD AT TEA HOUSE.

Eveversince the days in the cradle we have heard about "wise, women, and song," until they have become as firmly allied in our minds as "Hope, and Charity," and other great triumvirates. Substituting extra-ordinary food for music is in place of the old "wine," one may get a fair idea of the Alumnae Supper at the Tea House, on Saturday. The whole assembly, an atmosphere of collegiate perfection. Food, as we sat, women, about eighty of them—and innumerable songs—class, comedy, college, all lusty and spirited.

The women, our alumnae, ate the food, sang the songs and enjoyed the atmosphere. Esther Batchelder presented and Juliette Warner spoke about the duty of the alumnae to the undergraduates and about the Alumnae Alumnae which they hope to publish this spring.

COLLEGE EASILY DEFEATS ALUMNAE.

On "Alumnae Day," March first, the College defeated the Alumnae, 82-15. The College team was chosen from Freshman and Senior first team girls. The Alumnae team was made up of zips from "24 and "25. The College Alumnae, many out of practice and lacking their former speed, were no match for the College team which was in perfect trim. "Nell" and Janet Goodrich, with their usual accurate shots, made the college score mean.

The College guards intercepted nearly every ball which Alumnae forwards dared aim at the basket.

At the beginning of the second half, the College line up went in, and the Alumnae, much out of practice, were no match for the College team which was in perfect trim.

The line-up was:


EXAMINATIONS PRO AND CON.

Concluded from page 1, column 1, therefore, to increase the value of one good thing by doing away with another good thing is illogical. If "practically" it is said to be "pedantic" to give up two guides to insure the attaining of one, then, in this case, at any rate, college communities must admit to a shameful weakness and the scheme would not turn out to be practical. For if college students must be forced to take their examinations more seriously because they will get no other chance to pass, they may not in the right mental attitude towards college, and no scheme of any sort will induce any desirable.

The examination method may have bad points, but in my opinion it has, both quantitatively and qualitatively considered, more good points than bad. And by a dispensation, possibly owing to a student of Psychology, I should like to add this: that the examination method, like any other good thing, can be rendered more or less futile by a hostile or indifferent attitude on the part of those most concerned.

A Senior says: "More supervision and less direction in courses, in itself, would inevitably make interest the stimulus rather than competition or coercion. This attitude of interest, which is all-important in the educative process and certainly in college, might gradually be attained by means of much class discussion, frequent short quizzes, and a letter or paper on a subject of the student's choice. In this way every student would have an opportunity for expression in the manner in which she is interested, at the same time, however, not disregarding the other media."

Here is a Sophomore reaction: "There is no reason why a student should go through the terminal examination if she has a B average in a subject. In an examination one has to grasp what an instructor wants, not what one knows. If one fails to analyze correctly the professor's state of mind, the examination in most cases is not favorable to the student. Therefore, the examination is not a fair criterion of knowledge.

Moreover, most people cram for exams, and cram hard. The many facts jammed into one's head in a few, or a few days' hours are rarely retained for long. Thus the examination does not even accomplish its purpose of a good review. If this student were working for a B average she would do her lessons daily and not leave everything till the last minute. In the end she would have a more lasting knowledge of the subject than hours of cramming would ever give her."

Another Sophomore says: "I am not in favor of examinations at the end of a term, upon which everything depends. The student does not know if she knows that her daily work is going to count. I heartily believe in frequent short quizzes, and a long paper, on a subject of the student's choice."

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