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Connecticut College

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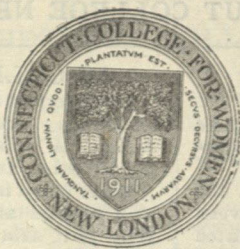
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The views expressed in this paper are solely those of the author.





## Current Events

### Germany

"French, American, British and German authorities have proclaimed as a lie that paragraph in the Treaty of Versailles which holds Germany alone responsible for the war." Thus opened the preamble to a document signed last week by 1,000,000 Germans. It is a petition requesting Foreign Minister Gustav Stresemann to bend every effort toward securing the establishment of an international tribunal to adjudicate war guilt."

### England

"Many a peer of England brews . . . —A. E. Housman.

Thirteen peers, grave dukes and sad-eyed earls, have brewed and tasted this twelve-month an idea snugly within the law.

*The Idea:* A limited company (corporation) is a 'fictitious person' who can never die. Therefore, on turning one's estate into a limited company, it passes beyond the reach of the death duties (inheritance tax).

Not until the great Dukes of Marlborough and Portland incorporated their estates recently, did the peerage consider this practise purged of all ignoble taint. Since then estate incorporations have become decorously numerous.

Finally, last week, the Earl of Rosebery, Baron Primrose, 79, one time Prime Minister (1894-'95) valetudined by reactionaries as 'the last Victorian' paused on the brink of the grave to incorporate. His thousands of acres (reputedly he is one of the richest landowners in the United Kingdom) were dubbed the Rosebery Estates, Ltd. Capital stock was issued at a pound a share to a total value of \$1,762,000, half common, half preferred."

(Continued on page 5, column 3)

## A. A. BANQUET COMES NEXT MONDAY NIGHT

The fall banquet of A. A. will be held Monday, November 22nd, at Thames Hall. All members of the Senior class are invited to attend this banquet. There will also be present, all members of the squad of the fall sports and all the faculty who participate in the annual gridiron classic of this age, the Faculty-Senior Soccer game, which will be held Saturday afternoon, November 20th.

At the banquet there will be speeches from the rival captains of the Soccer teams, who will expound on the merits and demerits of the opposing team!

At this time, Dr. Bates, who is well-known to everyone in college for his interest in the game of tennis, will present the Bates tennis cup to the winner of the Fall Tennis Tournament.

Another matter of great interest and anticipation will be disclosed at this banquet, the announcing of the varsity teams in all the fall sports.

## HAVE YOU BOUGHT YOUR SYKES FUND LECTURE TICKET?

Professor Tinker will speak on "Hopes For Our Literature"

## FRESHMAN CLASS OFFICERS



HELEN OAKLEY, Treasurer  
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## AMERICAN EDITOR TO SPEAK AT CONVOCATION

Miss Ida M. Tarbell, an American author and editor, is to be the next speaker at Convocation on November twenty-third. Her subject, "Women's Possible Contributions to a Finer Public Life," is one which students, looking forward to a career on leaving college, will find of great interest. Miss Tarbell has gained, through education and experience, a background which qualifies her to speak with authority on this subject. She studied at colleges here and in France; she has been editor of various magazines, among them McClure's and the American Magazine; she is a member of the American Historical Association and of the English Society of Women Journalists.

Her books are chiefly historical. Among them are "A Short Life of Napoleon Bonaparte," "Madame Roland," and "Life of Abraham Lincoln." That she is interested in the business world may be seen from the fact that she has written on "The Tariff in Our Times," and "New Ideals in Business." Her writings are said to be direct, vigorous, and notably informative.

## FALL PLAY TO BE GIVEN AT BULKELEY THIS YEAR

The fall play, "The Romantic Age," by A. A. Milne, will be presented in Bulkeley Auditorium instead of in the college gymnasium this year. It is hoped that the auditorium, being larger, will accommodate more people, and thus townspeople may be able to attend. The play will be presented Friday night, November twenty-sixth, at eight o'clock. Miss Isabel Wilder, a pupil at Professor Baker's school at Yale, is acting as coach. The casting committee is composed of Elizabeth Gallup, Margaret Battles, Dorothy Bayley, Marjory Halstead, Anna Heilpern, and Eleanor Wood. Other members of the general committee include Elizabeth Ross, in charge of make-up; Sarah Emily Brown, scenery; Jeanette Bradley, properties; and Eleanor Lowman, lighting. Rehearsals are being held three times a week, except for the last week, when they will be held every day.

## LUCREZIA BORI GIVES FIRST CONCERT OF THE SEASON

The College Concert Series for 1926-1927 opened on Tuesday night, November 16th, with a song recital by Lucrezia Bori, prima donna soprano of the Metropolitan Opera Company.

The program was predominantly modern:

- I
- a. My Mother Bids Me Bind My Hair . . . . . Haydn
- b. Le Violette . . . . . Scarlatt
- c. Mio Ben Ricordati . . . . . Schubert
- d. Un Moto Di Gioia (Marriage of Figaro) . . . . . Mozart
- e. Non So Più (Marriage of Figaro) . . . . . Mozart

- II
- a. La Pavane . . . . . Bruneau
- b. La Flute Enchantée . . . . . Ravel
- c. Villanelle Des Petits Canards . . . . . Chabrier
- d. Depuis Le Jour (Louise) . . . . . Charpentier

- III
- a. Marinella . . . . . Serrano
- b. Seguidilla—Spanish Folksong . . . . . arranged by Reimann
- c. La Scillitana—Calabrian Folksong . . . . . arranged by Teschner
- d. Ninna-Nanna Toscana—Tuscan Folksong, arranged by Geni Sadere
- e. La Cicerenella—Neapolitan Folksong . . . . . arranged by Reimann

- IV
- a. Polly Willis . . . . . Dr. Arne
- b. Moon Marketing . . . . . Weaver
- c. The Little Damozel . . . . . Ivor Novello

- V
  - a. La Prima Vera D'Or . . . . . Glazounow
- The numbers which seemed to be most generally pleasing were Mio Ben Ricordati by Schubert, Depuis Le Jour (Continued on page 4, column 3)

## ELSHUCO TRIO TO-NIGHT

The Elshuco Trio of New York will play to-night in the gymnasium at 8.15. The trio is composed of William Kroll, violin; Willem Willeke, violin-cello; and Aurelio Giorni, piano. The presence of this noted trio is due to the courtesy of Mrs. E. S. Coolidge, well-known music lover, who is their sponsor.

## President Angell Speaks on Education in Democracy

On Monday evening, the college was afforded the rare opportunity of hearing President James R. Angell of Yale University, as the speaker obtained by the Joseph H. Seldon Memorial Lectureship. His subject being Educational Ideals in a Democracy, President Angell first called to our attention the fact that in this period of extraordinary interests, democracy is exposed to many different perils, and is still looked upon as an experiment. Whether or not it shall be a successful one depends upon the intelligence, wisdom, and devotion of the people behind it.

Democracy is more than a mere form of government. It represents a state of mind, a social philosophy. In order to see the relation of society and democracy, we must notice the present state of education which influences them both.

Education at the present day shows evidence of successes and failures. The most outstanding success in this country is the elaborately worked-out free public school system which has never been equalled by any other country in the world. Bearing out the principle that democracy should afford opportunity, this system has attempted to offer equal opportunities to all children. Protection of the country rests upon the educational training of the voter.

On the other hand, while we have been producing a higher level of general (Continued on page 6, column 2)

## SCIENCE FACULTY ENTERTAIN NUTRITION LECTURER

Dr. Arthur H. Smith, of Yale University, was the guest of the science group of the college faculty at a meeting in the faculty room of the library, Friday, November 12th, at four in the afternoon. Professor Smith is connected with the department of Physiological Chemistry at Yale. He has been working on nutrition problems, studying the effect of the kind and quantity of ingested protein foodstuffs on the body structure and physical and mental vigor of experimental animals. Particularly interesting was his mention of Physiological Psychology, a new ramification of science. Experiments have proved that stunted rats, those which have had insufficient food supply, show a marked acceleration over well-fed animals in learning a path through a maze, but that when the stunted rats are brought up to normal body condition, the increase in learning power is dropped. Just what this means in terms of human behavior is difficult to say, as it would seem to contradict the belief in the correlation of strong mind and strong body. The point is that there is a definite relationship between food—an organism takes its quality and its amount—and the life processes of that organism.

Tea was served during Dr. Smith's lecture, and after he had finished speaking, the meeting turned from a scientific to a social occasion.



## Connecticut College News

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## THE WEEK-END QUESTION

It was unfortunate that the whole student body was not in chapel a week ago Thursday morning when President Marshall mentioned the question of week-end absences. Most of the discontent of the past weeks about the administrative action concerning week-ends, was cleared away.

The President spoke of the fact that there is no cut system. The responsibility for absence rests upon the student. She must make the decision of which is of the greatest importance. There is no "excuse" for absences. A pupil must not expect a teacher to spend extra hours working in the laboratory or preparing extra quizzes because of her absence.

This the student body knew, and had always tried to live up to. President Marshall continued by saying that the problem of making up lost work was, however, an individual one to be settled between the teacher and pupil. The much discussed notice, ordering zero for all class quizzes cut, with no chance to make up even the important ones, had not been brought to President Marshall's attention. It has been taken down, and does not have any weight.

The President condemned the system of lowering grades a certain per cent. with each cut. No teacher can tell until the end of the semester how much those cuts have harmed the student's work. They must be taken into account but in the case of an industrious, serious, student, one or two cuts probably could not be enough to cause any great lowering of a grade.

We are very pleased, and relieved at the President's attitude on the matter. It puts the system of absences back on the old basis which seemed most successful to both, faculty and students.

## THE SENIOR'S LAMENT

"O woe is me," the Senior cried,  
"My hockey days are dead!  
No more to undercut and hit  
The goal guard in the head.  
Never to slash my neighbor's shin  
Or whack her on the knee!  
What form of self expression  
Is there left for me?"

—Vassar Miscellany News.

## FREE SPEECH

[The Editors of the News do not hold themselves responsible for the opinions expressed in this column.]

Dear Editor: I consider that the article printed in this column last week about hockey was very unfairly stated by the "Would-be-enthusiast." Her attitude seems to me just the cause for getting so little out of hockey. I am sure if she really entered with the spirit she says she has had, she would have gained the pleasure and the exercise she was wanting. In the first place, I believe our Physical Education department has one aim above all others—that is, to have everyone play as much as possible. The whole idea is not to center the attention and the coaching on the few good people, as is too often the case in many schools, but to encourage each one to raise her own standard of playing as high as she can. In carrying out this aim, each one is allowed to play, and in large classes, frequent changes are made. The Freshman hockey classes are extremely large but I doubt if any Freshman can ever say that she wasn't given a fair chance and a good opportunity to play in her hockey class. I can't see how any Senior who really wanted to play could not have had the opportunity for I know the Senior classes are extremely small. If such an accident happened, it could have been corrected if the girl brought it to the attention of the instructor. When the physical education instructors play, it is to make the teams full, thus to make the game more interesting. It is certainly harder to play and coach and referee all at once. Often, too, a physical education instructor who has been out all day goes out when she doesn't have to, to play with the Seniors to swell their numbers. I saw one give up her place to someone who came out for extra hours and she herself sat in the cold instead. I had gone out to that class, too, just for extra practice, and although I was disappointed not to have been able to play, it wasn't my regular class and there were several others out for extra practice too. This helps to illustrate, however, that those who belonged in the regular class were given the preference to those who were only volunteers and also that the physical education instructors do not play in classes when there are those members of the classes who should be and want to be playing.

I should like to bring up another point. Almost as much can be gained in watching a game of hockey as in playing. In following the play, one can discern good and bad plays and analyze the best methods of playing. If the "would-be-enthusiast" did have to stand on the side-lines, I wonder what her thoughts were as she stood there. No doubt, she grumbled and criticised without any benefit to her mind or hockey ability. If her attitude was right, she would have improved her own hockey playing and gained even enjoyment from watching. Just "the clear autumn afternoon" and "exhilarating air" would have given her physical benefit and so another aim of physical education would have been reached.

I wonder if she felt better after expressing her opinion as she did. I know I feel better after expressing mine, and think that if she would change her attitude she might find that the physical education department's aims are different, and that she would get more of the pleasure she is looking for.

—An Enthusiast Who Found  
What She Looked For in  
Hockey.

## AS COLLEGE PEOPLE

An observer at the Discussion Group on Sunday evening came away wondering. A cross section of the meeting revealed an interesting situation.

What place has religion in the American college and C. C. in particular? Why is it said that American colleges are turning out throngs of hungry young people: what has college failed to supply? Is our ideal of education for all, as plausible as education for the few who will actually do creative work? Why has America produced so little in the fields of literature and art? Is progress only a vain delusion?

These are some of the things that are being thought about. They are questions which cannot be dismissed with a word—they are really vital and hence hard to decide. Every girl who enters the discussion brings to bear a different point of view.

This coming Sunday evening, we are planning to focus our attentions especially on the problem of young graduates going out into life, feeling that college has failed to give them what they need. Is it something intellectual, something spiritual? Try to formulate your own opinion, and come ready to join in the discussion.

C. L.

## WISCONSIN INTRODUCES TEACHING BY RESEARCH

"At the University of Wisconsin we are developing leaders for the Labor Movement of Wisconsin." This was stated by Mr. John R. Commons in an address given before the Wisconsin Federation of Labor, in April, 1926, and was used as an illustration of the new method of teaching by research which has been introduced into the University.

There are two methods of teaching which are at issue in our universities and our educational system. "One is the method which came down from the intellectual element, to teach the people existing knowledge. . . . But that isn't the way to get knowledge. We might call that method the "retail-store" method, the "hand-me-down" method, of passing out to children the existing store of knowledge in already prepared packages, properly labelled. And each student takes that education home, and—well, what does he do with it?

"The research method is just the opposite. It is the discovery method. We do not acquire knowledge; we discover knowledge. How do we do it? Instead of the "hand-me-down" method we use the "dig-it-up" method. We have to get everybody to dig up his own learning.

This method has at least two advantages. It is co-operative and it is constructive. The teacher comes in as a leader of co-operative research. He doesn't settle things, "but if a fellow has found a rock in his field and he has never been told how to handle such a rock, the teacher comes in, just like the old man on the farm, and gives the boy a few ideas as to the method in digging up that rock. And the research is done by the students themselves." It is constructive in that everybody, "after he has gone into this co-operative research, figures out in some way whether it is done as well as it might be done. He finds, for example, the terrible evil of unemployment. Obviously his research will be of value only as it points to ways of avoiding the evils."

In the University of Wisconsin, men have come from Yale and Brown, and Wisconsin itself to learn by this co-operative, constructive research. They have worked in the Pennsylvania open-shop system and on the Baltimore and Ohio efficiency plan. They have

(Continued on page 3, column 3)

## THE BOOK SHELF

### "LABELS"

By the Author of "Soundings"

Recommended for light reading only! "Labels" is a post war story, by the author of the extremely popular novel—"Soundings,"—which came out last year—Arthur Hamilton Gibbs, youngest brother of Sir Philip Gibbs and Cosmo Hamilton, both novelists and playwrights. Gibbs was educated in France, rowed on the Oxford crew, was in the World War, and commissioned major, and now resides in New York. He is among the popular English novelists, with a deep understanding of the "younger generation."

Major Gibbs knows all phases of this theme—the disillusionment, the bitterness of family conflict, and slow readjustment to life and things as they were following the war of 1914. He seems to write with this understanding as a background for his story, and with an underlying faith and idealism in mankind. The problems presented in his latest story are undoubtedly representative of the problems of thousands of war-dillusioned young men and women, who, eventually, "found themselves," in spite of adverse opinions of the older generation. Major Gibbs uses the same style and characterization in "Labels" that he skillfully did in "Soundings," and he possesses a keen perception of psychology of this "Younger Generation."

The story is of three young people, English by birth, who have gone through the war and return to settle down in London. Dick Wickens, the brother, has won his D. S. O. and is labeled a patriot and hero, while his sister, Madge, has an enviable hospital record for service in France. Their father cleverly handled finances to the government's profits and his own—and he was knighted! But because their brother, Tom, had the courage of his convictions in refusing to fight, he won the title of a coward, and was cast off by his family. Yet after the war, when Dick and Madge returned to the "jazzing world," they are in accord with Tom, and leave the family to find themselves again, in America.

### "THE VAGABOND DUCHESS"

You will not find a biography more enthralling than "The Vagabond Duchess," by Cyril Hughes Hartmann, the account of Hortense Mancini, favorite niece of Cardinal Mazarin.

Hortense, who was admittedly the loveliest of the five beautiful nieces of the illustrious Cardinal, likewise a more adventurous and amazing life than her sisters, eventful as the career of such beauties in the France of the 17th Century was bound to be.

Brought to France in 1653 when she was still a mere child, she became at once a figure of some importance in the marriage-market, and the number of her suitors was considerable. Although her marriage with Marquis de la Meilleraye was a brilliant one, still it was the cause of the Duchess' vagabondage. Her husband's extraordinary eccentricities and prodigious jealousy became unendurable; the unfortunate Hortense, after several years of rebellious submission, took flight and embarked on the frivolous and famous career of indiscretion and intrigue which consummated in her sojourn in England.

Here, her beauty at the zenith of its perfection, it was inevitable that she should supplant the Duchess of Portsmouth in his Majesty, Charles the

(Continued on page 3, column 3)



## FOREIGN UNIVERSITIES OF MANY TYPES

All over the civilized world, young people are seeking an education, and everywhere colleges and universities are opening to them the gates of learning.

The average American student is likely to forget that his own country is not the only one in which emphasis is placed upon higher education. The study of such institutions in foreign lands may therefore prove rather surprising.

Among the most unusual of universities is that of El-Azhar at Cairo in Egypt. It is first and last Mohammedan, the building is a mosque, the teachers are priests, and the text-book is the Koran. Instruction begins with the Arabic grammar, after which the religious teachings of the book are learned. Regular praying represents a social, personal and religious duty. The method of instruction embodies the sheer lift of memory. Thousands and tens of thousands of Mohammedan youth can repeat all the Koran.

At Cairo, the students from Morocco, from Turkey and from other places have their separate apartments in the great mosque. In one large room live all the students of each of the different nations. On the floor they sleep, and on the floor they sit at their simple meals. On the walls are piled up the boxes containing the few clothes that a Mohammedan school-boy needs. It must be confessed that the hygienic and moral conditions resulting from such close and constant relationships are not wholesome. But wholesomeness is a matter of relativity. It may be added that this unwholesomeness is not confined to the great building and its connected courts. It extends to the narrow streets and alleys of the whole neighborhood. Oriental filth and noise beat against the walls of the institution of higher education and help to make it other than educative.

The education of El-Azhar is freer than the American public school or the state university system. The Mohammedan university offers free bed and board, nor is any charge made for tuition. The cost is met by endowments. Such freedom of instruction helps to explain the large number of older men among the seven thousand students. Although three years represents the normal term, not a few lengthen out this period of residence.

The immediate and direct result of the training is to make the student into a teacher, or into a leader of the people of his native village. He may become a lecturer like the turbaned, black-gowned, man to whom he daily listens, and whom he filially reveres. Returning to the village whence he has come, he will find opportunity for helping hundreds of his people.

A highly interesting university is that at Calcutta. It was founded as a result of the efforts of Macaulay, in the year 1857. It was modelled upon the University of London. It was made an examining institution, with the right of conferring degrees in art, law, medicine and civil engineering. In its constitution it is composed of a chancellor, vice-chancellor and senate.

The amount of tuition, however, given directly by the University of Calcutta, is still small. The larger share of the students who come up for either of the matriculation or the degree examination have received their education in affiliated colleges. These colleges are in part missionary, and in part personal foundations. In any one examination of the University may be found students from Hindu, Mohammedan, Christian and non-Christian colleges. The examination room, in the senate house of the University on an examination day, is a microcosm of the

## SERVICE LEAGUE HOLDS FIRST MONTHLY DANCE

On Saturday evening, November 13th, Service League gave a dance at Knowlton House. A five-piece orchestra from New London furnished the music for the dancing. A large majority of the students took advantage of this opportunity and every one had a fine time. Dean Benedict was the chaperone.

The student body have shown by its attendance that these dances are looked forward to and it is hoped that they will be carried on in the future. Many students have expressed the wish that these dances be held every other week. Such a plan is a bit too big for the Service League's purse, however, and surely monthly dances with an orchestra are better than unsuccessful bi-weekly affairs with a piano.

racers, the religious beliefs, the castes and the diverse cultures of India.

The breadth of the service rendered to the people of India by the University of Calcutta is intimated in the number and variety of subjects in which it examines candidates for its degrees. Among them are English, Bengali, Hindu, Uriya, Asamese, Burmese, Urdu, Modern Armenian, Arabic, Persian, Sanskrit, Hebrew, Classical Armenian, Greek, Latin, French, German, History, Political Economy and Political Philosophy, Mental and Moral Philosophy, Mathematics, Physics, Chemistry, Physiology, Botany and Zoology.

The difficulty in the administration of the University of Calcutta does not lie in the lack of the proper subjects of learning, but in the nature of the intellectual habits of the students themselves. The Indian student is not a student of the type in which the college officer and teacher rejoices. He lacks those virtues which are summed up in the good old word thoroughness. The Hindu is slight in body. He seems feeble as well as small. He is precocious, premature. He may enter the university at fourteen, and become a bachelor of arts at eighteen. He may also be married before the age of eighteen. The support of a family does not promote thoroughness or length of university careers.

The world of work and service to which the Indian student is introduced is smaller than that awaiting the American or English graduate, but it is sufficiently large and needy to require his richest knowledge, his clearest judgment, his keenest conscientiousness and his largest and most constant efficiency.

As a third type of foreign university, may be cited the University of St. Petersburg. Though this has doubtless changed in many respects, includ-

(Continued on page 6, column 2)

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## WISCONSIN INTRODUCES TEACH- ING BY RESEARCH

(Concluded from page 2, column 3)  
worked in union shops and taught labor college classes.

Co-operative and constructive research means that we should have classes in every city of this state. It must be supported by the organizations themselves. It cannot be supported by the people generally, nor by the ordinary financial system. It must be independent of the University of Wisconsin. Young men must have the chance to work with labor people in every place in the state. That is the way of advance for the workers—co-operation in constructive research."  
—Smith Weekly.

## "THE VAGABOND DUCHESS"

(Concluded from page 2, column 4)  
Second's affections—so long, at least, as Hortense Mancini could remain interested in and loyal to any one suitor, royal or otherwise.

Some of the interesting figures in her story are the sprightly Nell Gwyn, the notorious Lady Harvey, the beautiful Jane Middleton, the chivalrous St. Evremond and the rascally St. Real.  
—E. P. Dutton & Co.

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# The Sporting Page

## HOCKEY GAMES

### SOPHOMORES TRIUMPH BY CLOSE MARGIN

A spirited game took place between the Sophomores and the Juniors last Thursday afternoon, when the Juniors were beaten 6-5. At the beginning of the first half of the game the score was 3-1 in favor of the Sophomores, and the ball was kept constantly down at the Sophomore end of the field, so that there was really no excuse for the reverse in favor of the Juniors in the second half. In that half the Juniors brought the score up to a tie, and succeeded in giving the Sophomores rather a bad quarter of an hour. The last goal was made in the excitement of the remaining five minutes to play, and the Sophomores were left in victorious possession of the field.

Safford starred for the Sophomore. Several times she tore straight down the whole length of the field, and evaded the rush of the defenders. Service also did very nicely in the game as goal tender for the Sophomores. Kelsey for the Juniors played exceedingly well, considering that she was put to the disadvantage of playing a position which she ordinarily did not play. Kelley also played a fine game as usual on the Junior side.

The goals for the Sophomores were made by Safford and Steinwedell, and those for the Juniors, by Kelsey and Kelley. Early in the game the Sophomores were rather handicapped by the loss of one of their regular full-backs, Francis Wells, who had received an injury during the opening half.

The line-up for the game was as follows:

Juniors—5	Sophomores—6
Kelsey ..... c. f. .... Safford	
Penny ..... l. i. .... Bone	
Pasnik ..... r. i. .... Boomer	
Kilbourne ..... r. w. .... Speirs	
G. Cornelius ..... l. w. .... Steinwedell	
Kelley ..... c. h. .... Clark	
Crofoot ..... l. h. .... Link	
Owens ..... r. h. .... Rau	
K. Booth ..... r. f. .... Wells	
Lowman ..... l. f. .... Slayter	
Huling ..... goal ..... Service	
Substitutes—Bayley for Lowman.	
Gallup for Owens. Lowman for Bayley.	
Substitutes—Green for Wells. Rothwell for Slayter.	

### JUNIORS DEFEAT FRESHMEN

Saturday afternoon in a game whose score resembled that of a baseball game rather than field hockey, the Juniors defeated the Freshmen by the score of 9-2. The Freshmen with the first bulley moved down the field in a line that passed the ball from one wing to the other and finally lodged it safely in the cage. It looked like a winning day for the Freshmen, but something happened after that first goal that never will be explained. Both teams went completely to pieces. Players were out of position, there was bunching wherever the ball happened to be in play, dribbles were lacking and in their stead were long hits that were only blocked and returned. blocked and returned. Toward the last of the half the Juniors succeeded in caging two goals and the half closed with the score in their advantage 2-1.

The Freshmen returned to the field for the second half with practically an entirely new line-up, determined to really win the game. The Juniors were determined too, that is determined to play something that more rightly could be called hockey. Time

after time they broke through the Freshmen's crumbling defense until the scorer on the side-line was in need of mechanical means for keeping accurate account of the score. The whistle did blow finally for the end of the half and the Juniors left the field bearing the heavy victory of 9-2.

Outstanding in the play of the Juniors were K. Booth who played steadily at right full-back, E. Gallup effectively dribbling in the alley, and Kelley stopping everything and managing to make goals too. Kidder at center half played a very pretty game and Ferguson carried the ball beautifully down the right alley.

Goals made—First half: Webster 1, Penny 1, Cornelius 1. Second half: Capron 1, Webb 2, Pasnik 1, Kelley 2, Kelsey 1, Prugh 1.

Lineup:	
<b>Juniors—9</b>	<b>Freshmen—2</b>
Kelsey ..... c. f. .... Ward	
Penny ..... l. i. .... Hicks	
Pasnik ..... r. i. .... Booth	
Cornelius ..... l. w. .... Webster	
Kilbourne ..... r. w. .... Ferguson	
Kelley ..... c. h. .... Linsley	
Gallup ..... l. h. .... Thomen	
Crofoot ..... r. h. .... Barry	
Lowman ..... l. f. .... Weil	
Booth ..... r. f. .... Clariss	
Huling ..... c. .... Kelley	
Substitutes—Webb, Prugh, Kilbourne, Kelsey, Green, Perkins, Goodale, Hick, Capron, Kidder, Horton, Green, Bland, Barrett, Gilbert.	
Referees—Miss Brett, Marion Lamson.	

### '27 WINS CHAMPIONSHIP

Wednesday afternoon the Seniors played the Sophomores in the game that had to be postponed from last Saturday. The game was by far the best that has been played this season and the Seniors may be justly proud of their victory. The score was 4-1.

The play was fast throughout both halves and both teams were kept running from one end of the field to the other. The ball seemed concentrated either in front of the Senior goal or the Sophomore one. There it was hit back and forth much in the manner of net play in tennis. The opening goal was made by Alice Safford with a fast dribble from the fifty yard line and it was followed by a hard shot from within the striking circle. No goals were made for the remainder of the half. However, there was no slack in the speed of play.

Early in the second half the Seniors tied the score and to those on the side lines it looked as if the fight would be a game similar to last year. The supposition was wrong, for suddenly there was a snap in the defense as well as the attack of the Sophomores and the Seniors made three goals in succession. There was no recovery and the game ended in victory and championship for the Seniors.

The Sophomores had a very effective defense and Safford and Steinwedell carried the ball again and again through the Senior back line. Battey and Carslake made a pretty combination in the Senior back field and Fisher, Hunt and Trappan aided effectively in making a fast forward line. These girls with the help of their team-mates played a game that was really good hockey.

Goals made: Hunt 2, Fisher 1, Trappan 1, Safford 1.

Line-up:	
<b>Seniors—4</b>	<b>Sophomores—1</b>
Battles ..... r. w. .... Speirs	
Trappan ..... r. i. .... Boomer	
Hunt ..... c. .... Safford	

Fisher ..... l. i. .... Scattergood	
Crofoot ..... l. w. .... Steinwedell	
Flopper ..... r. h. .... Rau	
McKee ..... c. h. .... Clarke	
Jerman ..... l. h. .... Linke	
Battey ..... r. f. .... Slayter	
Carslake ..... l. f. .... Green	
Lamson ..... c. .... Service	
Referees—Miss Lincks, Miss Brett.	

### RIFLERY AND RIDING SQUADS ARE PICKED

Beardslee '27	Jones, F. '27
Brandes '28	Richmond, E. '27
Bridge L. '27	Schupner '27
Briggs, M. '28	Sembrada '27
Clarke, E. '27	Seward '29
Davenport '28	Snyder '27
Douglass '28	Taylor, H. '27
Harris D. '27	Thayer '29
Henrich '28	Wheeler, M. '28

Class of 1927, 10.  
Class of 1928, 6.  
Class of 1929, 2.

This squad was picked after the averaging of individual scores made in class. Competition for teams is being carried on now. Scores from three out of four classes are recorded for each contestant. Scores in prone, kneeling, sitting and standing positions are counted. Those with highest scores will be chosen for Varsity.

#### Riding Squads

**Seniors**—Chatfield, Fletcher, Wilcox, Dauby, Storer.  
**Juniors**—Blinn.  
**Sophomores**—Dance, Sondheimer.  
**Freshmen**—Burhans, Hankey, Lawrence, Morris, Freud, Harper, Leibling, Thompson.

Squads chosen for—  
1. At least B posture.  
2. Academic standing of 2.  
3. Keeping training rules.  
4. Skill in riding.

#### Junior First Team

Kelsey, Pasnik, Penny, Booth, Cornelius, Kelley, Crofoot, Gallup, Webb, Lowman, Kilbourne, Huling, Booth.  
Squad—Prugh, Owens, Bayley, Gordon.

#### Sophomore First Team

Boomer, Safford, Scattergood, Speirs, Steinwedell, Rau, Rothwell, Clark, Slayter, Wells, Service, Bond, Stephenson, Link, Green.  
Squad—Reaske, Kendrick, Howlett.

### LUCREZIA BORI GIVES FIRST CONCERT OF THE SEASON

(Concluded from page 1, column 3)

by Charpentier, the group of Folk-songs, and Moon Marketing by Weaver.

The quality of her voice was quite unique and entirely pleasing, and her interpretations showed marked dramatic ability, both in her manner and in the use of her voice. She was extremely gracious and favored her audience with seven encores.

Mr. Frederick Bristol accompanied her very satisfactorily, and contributed much to the pleasure of the performance.

### ROLLINS ABOLISHES LECTURES

The New Student reports that students at Rollins College, Florida, will no longer attend lectures. Instead, there will be two hour study periods, under faculty guidance and with constant consultation with the professor, "the purpose being to place academic life on a more practical basis by placing class attendance on a par with the hours and duties of a business office."

—Smith College Weekly.

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## RADICALISM TAUGHT AT NEWS CONFERENCE

On Friday afternoon, November 12, about forty delegates from twelve eastern women's colleges arrived at Vassar college for the annual conference of the Intercollegiate News Association of Eastern Colleges. The colleges represented were: Smith, Mt. Holyoke, Wellesley, Wheaton, Hood, Wilson, Hunter, Barnard, Brown, Goucher, Simmons, Vassar, Connecticut. The members of the conference were met at the station by Vassar girls and escorted to Main Hall where all of the delegations were housed.

The opening business meeting was held in the very lovely Alumnae Hall. Nancy Haughton, editor-in-chief of the Vassar Miscellany News, was presiding officer, Charlotte Kempner, business manager, was secretary-treasurer.

President McCracken of Vassar College welcomed the conference, speaking of the relation of the college paper to the college president. He showed the many outside influences which the president must consider for the success of the college—educational and financial—telling in a frank manner how the paper can help or hinder the president's work. President MacCracken urged the policy of courage in a college paper, rather than fear. Let the paper follow any radical scheme so long as it injures no one but itself.

After the meeting, tea was served. On Friday evening, Mr. William McFee, the noted author spoke on "Literature: Its Cause and Cure." The lecture was open to the college and the hall was full. Mr. McFee delivered a most delightful lecture, breaking down the audience's ideas of what literature is. Literature does not contain merely the long, serious or involved pieces of writing—surely those things which amuse are often greater art. Mr. McFee's speech showed all the qualities of a great writer, and was exceptionally well received.

On Saturday morning, the conference was addressed by Mr. S. M. Williams of the Executive Staff of the New York World. He gave them many helpful suggestions about advertising problems.

At luncheon, in Josselyn Hall, Mr. Edward Davison, a young English poet from Cambridge University, who is teaching contemporary poetry and writing at Vassar. Such a fluent, individual, lecture has perhaps never been given before. The audience listened intently to his rapid series of criticism and praise of American College Papers.

Other periods in the conference were spent in discussion groups, the editorial and business boards, meeting separately. On Saturday morning, both groups met for discussion with Mr. Douglas Haskell, editor of the "New Student." Many questions were discussed, such as the place of editorial comment in news write-ups, and the problem of "making news newsy." If Mr. Haskell's ideas were all completely carried out, the papers would be topsy turvy with radicalism, but, no doubt, many of his ideas will appear in some measure.

The visitors had the chance of seeing Vassar Varsity Hockey team play the "Buccaneers" from Bryn Mawr, Pennsylvania. The game was a brilliant one from point of view of the stick work bulleying and lunging Vassar defeated the Buccaneers in whose number were four English hockey coaches.

The conference ended Saturday evening, when a ice-cream—and—cake—supplied social hour followed the last discussion group.

Connecticut delegates were Barbara Tracy, Mary Crofoot, Helen McKee.

## ALUMNAE NOTES

A number of girls who had graduated from Connecticut College within the past two years have taken up social work in various forms.

Marion Barnett '25, is doing social case work for the Associated Charities in Cleveland.

Catherine Calhoun '25, is doing social work with the state bureau of child welfare at Norwich, Connecticut.

Charlotte Frisch '25, is doing social work for the Federated Jewish Charities, West End Community Center, in Boston.

Jessie Joselowitz '25, is with the Jewish Social Service Association, in New York City.

Alice Taylor (Mrs. A. G. Dugan, Jr.) '25, is doing mental social work with the Hartford Red Cross.

Emily Warner '25, is attending the New York School of Social Work, and is doing some case work.

Inez Hess '26, is doing social case work in Bridgeport.

Elizabeth Linsley '26, is doing social service work with the Bridgeport Red Cross.

Edith Lowe '26, is at the Simmons School of Social Work, doing psychiatric social work.

Alice Moran '26, is at the National School of Social Work in Washington.

Grace Parker (Mrs. Robert Schumpert) '26, is doing mental testing in New Haven.

Harriet Stone '26, is doing recreation work at the Nursery School, Community House, in Torrington.

Pauline Warner is with the State Bureau of Child Welfare in Middletown.

A son, Franklin, was born on September 10, to Mary Chipman '19 (Mrs. Frank E. Morris).

Marie Barker '25 (Mrs. Frederick Eastman), has a son, Berkley Ashley Eastman.

Sussanne Stolzenberg '25 (Mrs. Irving Baker), has a son.

Parkie McCombs '25, is studying medicine for the second year at Cornell Medical in New York City.

Elsa Deckleman '25, is studying at the Prince School of Salesmanship in Boston.

Alice Barrett '25, is studying Library Science at Simmons.

Dotha White '24, is studying Library Science at Columbia.

## CURRENT EVENTS

(Concluded from page 1, column 1)

### Italy

"This kind of thing must end! As I have abolished strikes, I intend absolutely to stop periodical attempts upon my life. . . . You know that I do not utter these words in vain . . ."

Thus spoke Premier Mussolini six weeks ago when the anarchist Gino Lucetti flung a bomb at him in Rome and missed him. Last week *Il Duce* visited Bologna. Amid a great throng he opened the new Athletic Stadium Littoriale. As he rode away, a youth darted from the crowd and fired point blank at Signor Mussolini. The bullet ripped away a piece of cloth from the Premier's coat, pierced the sash of the Grand Cordon of the order of St. Maurice and St. Lazarus which he wore, grazed the sleeve of the Mayor of Bologna, who sat at his side.

Those near him declared that the expression of the *Duce's* face did not change. He sat quite still while the mob closed in upon his would-be assassin.

Benito Mussolini waited quietly until the mob thinned sufficiently for his car to proceed. As he drove away the cheering rose to a roar: "Long live the *Duce*! . . . . Death to his enemies! . . . . Woe to him who touches the Savior of Italy . . . ."

—Time.

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## CALENDAR

Saturday, November 20—Faculty-Senior Soccer Game.  
 Saturday, November 20—The Elshuco Trio.  
 Sunday, November 21—President Marshall at Vespers.  
 Sunday, November 21—Discussion Group in Branford Lounge, at 7.  
 Monday, November 22—A. A. Banquet in Thames.  
 Tuesday, November 23—Ida Tarbell at Convocation.  
 Thursday, November 25—Thanksgiving Day Holiday.  
 Friday, November 26—Fall Play—"The Romantic Age."  
 Saturday, November 27—Sykes Fund Entertainment.

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PRESIDENT ANGELL SPEAKS ON  
EDUCATION IN DEMOCRACY

(Concluded from page 1, column 4)

education, we have failed to produce a corresponding elevation of general culture and fineness of feeling. Another common criticism of our system is that we lack thoroughness. Our education is superficial. This may be due to several kinds of influence: Methods, which have seen radical changes in the past fifty years; aims, which vary according to individual ideas of the ultimate ends of education; and material, which comes from the people themselves. President Angell made the point that an educational system is a manifestation of a social order, and is as good or as poor as the people maintaining it.

In speaking of ideals, President Angell said that he did not mean anything unreal, but the real indications of imagination which push people on to have ambitions and desire to get ahead. Educational ideals have a great range, according to the various attitudes of mind toward them. No single group of society can decide which are the most perfect. Present day education has taken on more or less of a social tone, where it used to be individualistic. The lives of college students are far richer to-day than they used to be.

A democracy is dependent upon its own intelligence, and our American democracy has been subjected to rather rigid tests because we are an industrial country, which is likely to make practical demands upon education. The obligation and ideal of democracy should be the training of young people to meet the demands of our social order, and should be based on the foundation of a liberal education which frees the mind for the appreciation of human experience. This is necessary to a successful democracy.

In closing, President Angell deplored the loss from American public education of religion in some form, and he advised that a greater emphasis be put upon beauty, as embodied in the fine arts. A life, to be rich and symmetrical, should not lack these factors.

FOREIGN UNIVERSITIES OF  
MANY TYPES

(Concluded from page 3, column 2)

ing its name, during recent years, a pre-war account of it proves enlightening.

The University arose from the educational influences of Alexander II of Russia, the effect of whose efforts towards culture was felt long after his death.

Among the impressive buildings of the institution is the library, whose collection of books is one of the most complete in the world. French, German, English, as well as Russian, periodical collections are here assembled, and many of the sacred books of China.

No antagonism is found in the University of St. Petersburg between literature and science. Some of the greatest Russian scholars are found in the field of Chemistry. One of the best laboratories of all Europe is that of the great Russian university.

Almost no provision is made in the curriculum for physical exercise and development. Tennis is usually the most popular sport. In a few cases the men row, and basketball and football are played a little. In most cases the students "walk and walk and walk."—Smith College Weekly.

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CONFERENCE

The Women's Intercollegiate Association for Student Government met in conference for its 19th annual meeting at Trinity College, Washington, D. C., Nov 11-13, 1926. Each of the 70 colleges was represented by its student government president. One representative came from as far as Mills College, California.

There were three general sessions. The first one consisted of an address by Professor Larder of William and Mary College, Virginia, on the Misconceptions of the Honor System. The relation of psychology to Student Government was discussed in speeches by George W. Johnson and Edward B. Jordan of Catholic University, Washington, D. C. The topic of the third session was Student Government in Relation to Citizenship, an address which was given by the Hon. John J. Davis, Secretary of Labor.

Small discussion groups considered in detail the problems of Student Government. It was felt that the organization would be more successful if there was a friendly feeling of co-operation between faculty and students and that each body should know how far its jurisdiction reached. Public opinion in sympathy with Student Government was believed to be an assurance of a good working organization. The social functions of Student Government and the Freshmen problem were discussed in detail. Here many valuable ideas and policies were exchanged.

In between times the Student Government Association of Trinity College entertained the delegates. At a banquet the Cuban Ambassador to the United States was guest of honor. He spoke of the friendly relations between his country and America. Some time was given, to visit the White House and other points of interest.

It is hoped that within two years Connecticut College may be hostess to this conference. It is interesting to know that our college was nominated for president and vice-president of the conference for the next year.

A further and fuller report of the conference will be given in the December assembly meeting. The Connecticut delegate wishes to express her appreciation to Trinity College for such a worthwhile and constructive conference.

## ECONOMICS FROM LIFE

Columbia College students of economics will no longer go to text-books to learn about economics but will study life itself. After four years of research William E. Weld, associate professor of economics, believes that he has discovered a method whereby his subject may be illustrated by living examples rather than classical "laws."

A constantly shifting body of cases is to be employed. Students may furnish cases of their own, taken from situations that have come under their eyes.

"Readings in the regular textbooks are assigned," explained Professor Weld, "but we give the student no guarantee that he will find the answer to his problem in them. Columbia's plan is the pioneer attempt to better the old method of teaching economics, which leaders have long realized was not meeting the practical needs of students," Professor Weld said.—New Student.



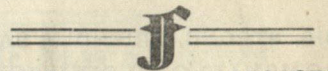
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