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Connecticut College News Vol. 9 No. 15

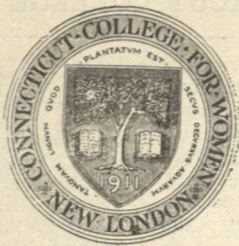
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PROGRAM FOR ALUMNAE DAY PLANNED.

Many Expected to Return.

The program for Alumnae Day, Saturday, March 1st, promises a full day well spent for all the Alumnae who return at that time. The purpose of the day is to give an opportunity for renewing old acquaintances and making new ones among Alumnae and students, and for promoting College spirit. So far about eighty Alumnae have signified their intention of being present, twenty-five from the class of 1923, seven from 1922, eleven from 1921, eight from 1920, and nineteen from 1919. Winthrop will be made an Alumnae House over the week end, as the students who live there have agreed to vacate their rooms.

The actual program starts at three o'clock Saturday afternoon with a Student-Alumnae basketball game in the gymnasium. Some of the former Connecticut stars who will probably play are Margaret McCarthy '23; Catherine McCarthy '22; Alice Holcombe '23; Julia Warner '23; Laura Batchelder '21 and Mildred Howard '20.

At 4.30 a tea will be given for Alumnae and faculty by the New London Chapter, of which Clarissa Ragsdale is head. A musical is also planned at which it is hoped that Clementina Jordan '19, Mary Chipman Morris '19, and Edith Smith '20 will give a program of violin, voice and piano selections. The Alumnae dinner will be at 6.30 at the College Tea House. Edith Lindholm Baldwin is chairman of the dinner committee.

A reception for faculty, students and alumnae is planned for the evening, beginning at 8.30. There will be seven two minute speeches from alumnae and students who have been especially prominent in student organizations. The Dramatic Club also promises to give an entertainment, and it is hoped that some of the alumnae will recall their past glory in college dramatics, by giving us a glimpse of their talent.

On Sunday there will be a meeting of the Executive Board of the Alumnae and separate class meetings.

Esther Batchelder, who is chairman of the Alumnae Association Entertainment Committee is in charge of the activities of the reunion.

MR. S. K. RATCLIFFE TO SPEAK.

Mr. Samuel K. Ratcliffe, of England, will be the speaker at Convocation, March 4. His topic will be "The Changing British Empire." Mr. Ratcliffe is a well-known London Journalist and lecturer. He is the English Representative of the "New Republic," and formerly a Representative of the "Manchester Guardian." He has been editor of the "Echo," acting editor of the "Statesman," Calcutta; and of the "Sociological Review."

Mr. Ratcliffe is pronouncedly liberal in his political views. He has a most admirable command of English. Although he is more of a journalist than of an author, he has published the "Memoir of Sir William Meddemburn" as well as frequent articles in monthly reviews.

Seniors Win Hard Fought Match.

Sophomores Are Also Victorious.

Of all the "evenly matched," "neck and neck," "closely contested" or "heated" games which collegiate eyes have witnessed since the founding of the institution, it is fair to say that there could not have been more than one or two which in any way rivalled the Senior-Junior match on Tuesday evening. The game was distinctly competitive; there were many times when Senior assurance waned, and Junior enthusiasm ran high. The game ended 38-28 in favor of the Seniors.

It was a distinctly big evening for the sisterhood of '24 and '26. The Sophomores vanquished the Freshmen by a decisive though not overwhelming score of 37-30. Not only the teams, but almost the entire classes seemed to play in both games. Every ball which successfully made its goal seemed forced there by a multitude of gasps and sighs. It was an evening of intense rivalry and feeling, and one which will be long remembered.

JUNIORS AND SENIORS WIN IN BASKETBALL.

To begin appropriately the story of such a basketball game as we witnessed on Thursday, February 21,—it would almost seem necessary to quote an ennobling passage from Caesar's Gallic Wars. However, even Caesar is inadequate at a time like this—but we have to go on. The Juniors met opposition nobly and conquered 30-27. No more can be said, we are afraid of the paths in which our pen might wander.

The Senior-Sophomore game was rather one-sided, but nevertheless interesting. The Sophomores, though overwhelmed, played splendidly throughout. The Seniors had excellent team work, and some rather accurate forwards and thus the game ended 34-18.

YALE NEWS TAKES NEW STEP IN UNDERGRADUATE JOURNALISM.

The Yale News has gathered a series of illustrated articles descriptive of student life at the leading universities in the most important countries of the world. The editors undertook the work as they say "in the belief that real good may be accomplished if the undergraduates of America can be brought into closer understanding of the many-sided life of foreign students." Before attempting such a large enterprise they submitted the plan to prominent men of each nation, and with their approval the work was undertaken. The articles are to be released for wide publication in undergraduate journals. We regret very much that we could not afford either the space or the money needed to publish the set in the Connecticut College News, but we congratulate Yale for her initiative in this matter.

Washington's Birthday Celebrated.

President and Mrs. Marshall Entertain.

President and Mrs. Marshall, in the garb of George and Martha Washington, received students, faculty, and guests in the gymnasium on the evening of February 22nd.

The interior of a living room of the Colonial era was reproduced on the stage. In the glimmer of candle light, the oil portraits, polished wood and shining brass, suggested the dignified and yet homelike atmosphere of long ago.

In this picturesque setting, Mr. Charles E. Griffith, Jr., rendered a violin program, accompanied at the piano by Mrs. Griffith. The violinist doubled the value of his beautiful selections by explaining their themes and histories in a few words before he played. The program follows:

- I. Slavonic Dance .. Dvorak-Kreisler
- Emer's Farewell Kreisler
- (Irish Folk Song)
- Ballet Music, Rosamunde
- Schubert-Kreisler
- II. Ballade Arthur Foote
- III. Philippine Melody, Kundeman
- Francisco Santiago
- IV. Passepied Delibes-Elman
- Serenade a Columbine Pierne

In addition, Mr. Griffith gave two encores, one of which was the negro melody, "Nobody Knows the Trouble I've Seen."

At the conclusion of the concert an orchestra played for dancing. A great many of the guests were costumed in picturesque Colonial and early 19th century style. Gentlemen in knee breeches and powdered wigs foxtrotted with ladies in crinoline and panniers. During the evening there were for those in costume three special numbers, a grand march, a waltz, and an elimination dance. Katherine Renwick and Janet Aldrich were the winners of the elimination dance.

NEW YORK STUDENTS TO DISCUSS CURRENT PROBLEMS.

Students representing several of New York's educational institutions have formed a group for discussion of the following problems:

1. In case of another war, shall we students take part? or shall we refuse to participate? On what grounds? What shall we do about war now?
2. What shall students think about the acquisitive and personality-bellitting business and industrial life of America? What part, if any, shall students take in industrial conflicts? Can students conscientiously contemplate engaging in any life work on a profit basis?
3. Shall we accept or work to break up the existing racial distinctions made in this country, including the policies of occupational and geographical segregation? Shall racial minorities be admitted on a basis of equality into dormitories, fraternities, etc.?

"TO EXAMINE, OR NOT TO EXAMINE."

Opinions Offered Pro and Con.

In view of popular discussions concerning the present examination system, we present in this issue the beginning of a series of faculty and student opinion on the subject.

From the head of the Department of History and Political Science, comes the following statement:

"Examinations are not the invention of the Devil and his academic lieutenants, designed for torturing the innocent.

They (the examinations) make necessary a rapid recapitulation of the material in a course, thus enabling the student to see it as a whole. Incidentally they reveal to the instructor that he has, or has not, enabled the student really to profit by the course.

To some, examinations are fearsome ordeals. To such they are doubly important, as necessary preparation for the abundant ordeals of life and leadership."

A Senior Council member says: "I think the present system of mid-year and final examinations is thoroughly destructive, because of undue pressure and strain, and the mechanical nature of examination with no opportunity offered by Professors for students to show individual thought on the subjects. I suggest a series of monthly quizzes—preferably after each phase on the subject, with a term paper based, not on the professor's dictation, but on personal research and original thought. All students with an average of 85 or over in the quizzes should be exempt from term paper.

Professor Frank E. Morris herewith sets forth the psychological aspects of the problem. (This article will be concluded in the next issue.)

"The following are some of the more important reasons why I believe that examinations are a valuable, and possibly necessary feature of undergraduate college work:

(1) The knowledge on the part of the student that she is to be examined or checked up at the end of her semester work induces an attitude at the beginning of, and all through a course, that is an efficient additional stimulus to consistent preparation.

(2) Examinations necessitate the application of the fundamental psychological principle of learning—repetition. To review for an examination is to go over points already known and therefore to implant them more firmly in mind; it is also to recover half-forgotten items and hence to save, or at least to help to save, one from the confusion of mind produced by that which is only partly or only hazily known; to review for an examination is, thirdly, to relearn totally forgotten points, and fourthly, to discover new items which were missed the first time over.

(3) To re-view material is to go over important ideas with a mind that because of the cumulative training of

Continued on page 4, column 1.

Connecticut College News

ESTABLISHED 1916

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EXAMINATIONS.

With Mid-years behind us, and Finals not yet looming upon our horizon, it seemed to us a time when expression of opinion on the examination system would be least liable to emotional bias. Consequently in this issue we open a discussion of the subject by members of faculty and students, chosen with the hope of getting representative opinion. Our undertaking was not motivated by the desire to formulate protest with the hope of influencing the Administration for a change in system, but rather to take a fair and rational view of the matter and make the subject one of real interest to students. We believe that while we are undergoing the educational process the more we examine various aspects of the system in a disinterested, though not uninterested, manner, the more we will profit by our student days

FREE SPEECH.

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

SENIORS SPEAK FOR THEMSELVES.

To the Editor:

We clapped our mental hands in delight to read the letter contributed by "A Hopeful, Though Tearful Collegian." At last we have the genuine article! At last true undiluted sincerity flows into public print! The Collegian is an excellent example of that enthusiasm which we, too, enjoyed "previous to senior year." She is refreshing at least, if she is not wise. For there is one fact which she does not take into consideration. She has never been a senior and we have. Speaking as the ancients of our institution we have seen three other graduating classes before us and '24 does not differ from those three classes in attitude toward college.

Speaking again as sages, we should like to point out that the years in college follow a development just as the stages of life present a natural growth. Senior year is the last stage in that college existence; and our thoughts quite naturally do not dwell entirely in the present. It is by far the busiest year—not only academically and socially—but because of preparations for the great wide world. We

have attended college functions, we have met and mingled assiduously for three glorious cycles. We have been interested in "everybody and everything." And now when we find our thoughts turning naturally to other matters, surely we may be pardoned a certain amount of so-called "lethargy." We still work for college, and support its endeavors, and attend its meetings, and uphold its traditions.

We wait even now that college "isn't what it used to be" speaking not in self-defense, but in the greatest sadness. Is it that college has really lost some of the old pioneer spirit which pervaded the hilltop when we were freshmen? Or is it that we ourselves have lost the glory with which we looked out on the world? In either case the lack is truly tragic and we would give three years of our precious future to be back in the old enthusiasm which has somehow, somewhere disappeared.

You remember how galling it used to be at home when Mother would say with her kind smile, "You'll understand it when you grow a little older." That attitude is always galling, and probably the Tearful Collegian will gnash her teeth in rage and smoulder with wrath, and then when she is a Senior—behold!—she will understand!

An Ancient Sage.

Dear Editor:

There are, in our midst certain apparently unsatisfied youthful ones—children who would have twenty-four grovel in their path instead of leading them on to higher, better things. Find, in any Dormitory, where seniors are, the instigators of any peppy idea or movement; find who starts things, works on them, and carries them through; find those who more than meet our newest, latest class halfway. Of course this is our *News*, is entirely supported, run, and written by the three lower classes! Of course, we none of us—we poor, sleepy, lazy, lethargic, Seniors ever take any interest in Student Government, or Open Forum, or such on-campus activities! We're terrifically poor in sports too (never can get a crowd out to cheer that will drown the other three classes at once; two cheering against us, together, united, and with their superior skill and training is about all we can manage to over-shout.) And I'll admit our basketball team is a disgrace! And there is never more than ninety per cent. of the class at a moonlight sing. As a class, twenty-four is pretty punk. We'll grant you were self centered. We have several fine, intimate, friendships. We never mix with the mob, nothing like that.

BUT—can you, O Hopeful-though-tearful-collegian tell us wherein, in Democracy, these self centered Seniors err? Freshmen rarely can pick us out of the common herd. Sophomores, bless them, come to us with their troubles. Juniors cooperate with us in most everything. Would you have us subservient, groveling, bending low with apologetic smile everytime we cross your path? Seniors have been here slightly longer than you, my dear—we're not in a rut,—quite the contrary,—we're so busy doing things with you and for you, and saying as little about it—thrusting as little evidence as possible of our deeds under your noses that because there is no smoke, you think there is no fire. Shame on you; count up the things, the various things, Seniors are doing for you, and bend a knee in apology—and lend a hand. The man who crows most over the sins of others, had better inspect his own sins first.

Diogenes Dormouse.

WHO KILLED COCK ROBIN?

Dear Editor:

It is becoming rather evident that our faculty, and indeed college faculties in general, are becoming a little restive concerning the attitude of the present student. "They lack the real thirst for knowledge which every student should have." They cannot proceed to study on their own initiative; they require "prodding continually," murmur our professors of American colleges. If such is the case today, there must be a reason for the symptoms which distress the sages. With all due respect to academic dignity, may we venture to say, "More than two-thirds of the trouble is due to these same faculty who mourn the situation!" Let us look about if we would see the danger signals. The college catalogues hold the grim truth. Turn to the page "Requirements for the Degree" in any undergraduate catalogue, and you have detailed before you the true reason for this apparent lethargy on the part of college students.

The purpose of a college, we are told, is to offer opportunity for the pursuit of scholarships, particularly in special branches, the choice to be in accordance with the individual's interest. Now behold the array which confronts you as "Requirements for the Degree", and contemplate exactly how much opportunity you will have for the pursuit of your special interest. There is an attempt at including a smattering of every branch of knowledge, and certainly there is material enough for a strenuous four years' course without a thought of any "special interest." Nevertheless, the student says, he came to college to pursue his specialty, and he has no intention of having his purposes frustrated. It would seem that he stands between the devil and the deep sea. If he scorns the devil, which would be the "requirements", the faculty put up a warning finger, and if he persistently exhibits contempt, the faculty murmur about the survival of the fittest, and forthwith, he is dismissed. Obviously, the opportunity for the pursuit of his interest is lost. On the other hand, if he scorns the deep sea, the result is quite as calamitous. The student resigns himself to the inevitable, prays for a fellowship for graduate study, and tackles the "Requirements". But, he cannot go far without meeting a snag. Among the requirements is a clause stipulating that he must "have a subject for major concentration." It would seem as if here lay the opportunity for the pursuit of that "special interest." This is, however, the very fly in the ointment.

It is impossible for a brain of Herculean capacity to concentrate on a single subject, and at the same time fulfil the demands of this aforementioned devil. Yet, the student must do both or quit. This is the verdict of the great judge, the college faculty. The student smiles sweetly, accepts the heavy yoke, and begins admirably. At once the impossibility of the task is manifest, and he accepts the only way out. "If the faculty put the yoke on, let them drive the team", reasons the student. The "Barkus is willing" frame of mind becomes customary, and the lethargy which is the offspring of monotony attacks the student. Symptoms appear, and Dr. Faculty makes the diagnosis "wrong calibre for college", and lets it go at that!

Again we bow to the academic dignity, but isn't the trouble in a large measure due to the faculty?

DARTMOUTH FORMULATES A CODE.

The editor of *The Dartmouth* has formulated the undergraduate opinion of his college into what he terms a code. We believe it worthy of re-print.

"The principles of our code are four.

We set them up as standards with which to measure Dartmouth life, and with them shall we, too, measure ourselves and our daily discussions. They are as follows:

1. Discussion: This column exists to provoke discussion—we would insist that without discussion there can be no healthy college life: discussion in the classroom, in the fraternity house, between faculty and undergraduates, in the commons among freshmen, in eating clubs among upper-classmen. We would see discussion—graceful and well-bred, yet vigorous and solid—everywhere; discussion of politics, of religion, of science, of art, music, economics, literature,—discussion recalling Francis Bacon and taking the world for its scope.

2. Moderation: Over the door of the Temple at Delphi stood the legend "Nothing in Excess," and generation after generation of Greeks flourished and left indelible records because the Delphian legend grew into the very structure of Greek life. So we would have it at Dartmouth. We would counsel moderation in athletics, in "playing college," in fraternity zeal, in movie attendance, in campus activities. Likewise we would urge less of busyness, of venerating the so-called "big men" of the campus,—those Olympian paragons. We would urge fewer peer-ades (!) both north and south, less of putting on the dog in the shape of too elegant attire, as also less of grinding for mere grades. Above all else we would plead for moderation!

3. Idleness: We mean intelligent idleness. We mean relief from chores often enough that one may have time to stalk an occasional idea and to salt it down with careful reflection, to get a glimpse into the thoughts of other people, to read everything worth reading, to develop a personal philosophy—in short, we mean idleness for growth.

4. Novelty (that is to say creative intelligence applied to the life of the college): Faculty and undergraduates alike are sick to nausea of cut-and-dried classes, of stereotype hums, of smokers so much alike as pins, of eating club menus never varied,—of sameness again and again in everything from dull fraternity receptions for freshmen to football rallies, drenched in monotonously unvaried sentimentality. The college craves more spontaneity and fewer rules of thumb, more of reconnoitering intelligence and less of humdrum repetition. As in class fun, so in all the life of the college. Not that we advocate wholesale innovations. We don't, but we insist upon refreshing thought applied to the monotony of Hanover existence.

This is our code."

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ALUMNAE.
"20 Scores Again."

To use Jessie Menzie's own delightful comment upon the arrival of Robert Livingston 2nd, who made his debut in Brooklyn, on February 5, at the house of his parents, Mr. and Mrs. Reginald Coe Massoneau, the latter better known to C. C. as Eleanor Seaver.

HARTFORD BITS.

Poetry and Nancy are not the only avocations of Alison Hastings Porritt '19; she has proven a most faithful contributor to the News items for our column. Her last contained the following clipping and notes:

"Miss Harriet Oakes Rogers, daughter of Mr. and Mrs. Albert W. Rogers, of Williams Street, New London, has returned from a continental visit, including the European capitals. Miss Rogers is a graduate of Connecticut College, Class of 1919, and went abroad to study and travel. She remained abroad six months.

"Betty Williams '20 gave a miscellaneous shower for Edith Williams, ex-'21, at her home in Hartford, February 6. Martha Houston Allen ex-'21, and Alison Hastings Porritt '19 were among those who shared in the surprise party, (also Jessie Williams Buck '22). Edith and James Baker Williams, of Glastonbury, will be married March 1."

HAIL!

Greetings to you, sisters all, who are here assembled—and greetings to you, sisters who are far away! We are welcoming you in this fashion, fondly hoping that these words will meet you upon your arrival at C. C. on March 1—or, if not there, then that they may bring a bit of C. C. to those who are absent from the ranks.

We have great expectations for Alumnae Day: it is another pioneer project, as are all new C. C. undertakings, but such a project as ought to bring C. C. and Alumnae into closer contact than ever. Those of us who can return will feel once more the inspiration of high hopes, lofty vision and undaunted courage; those who are afield may turn in imagination to join their comrades, (and tingle with perfect composure under the visioned hill-top's familiar breezes!)

But the reuniting of all classes on our Alumnae Day is of special significance, we feel, for our own particular purpose.

Our Annual, the other Alumnae project for this year, should shortly go to press: on March 1, we had hoped to have all our material in hand, that we might submit a statement to the executive board. So far, ideas are very much in the realm of vision; no actual material (with two precious exceptions) is before us.

Still, C. C. has taught us the glory of vision, of hope, and of service. We have long had the vision, we still have hope, and we are therefore expecting even after March 1 evidences in writing of your own individual and collective spirit of loyal service. If you have nothing else, you can bring ideas. And if you can't be present, you are hereby urged to send something (even a word of encouragement will help us!) to

Juline Warner,
Box 1226, Paterson, N. J.

HAVE YOU SENT YOUR ORDER
TO Esther Batchelder,
3089 Broadway, New York?

HAVE YOU SENT YOUR AD TO
Blanche Finesilver,
333 Capen St., Hartford?

**Do You Love
the Woods**
and

**Does the Camp Fire
Have a Charm for You?**

WOULD YOU LIKE TO GO
CAMPING IN THE HEART OF
THE ADIRONDACKS WITH A
GROUP OF YOUR COLLEGE
FRIENDS?



THE BACK LOG IDEA—Part 1.

For twenty-eight years Thomas K. Brown and his family have been going up to the North Woods and gathering around them a congenial company of persons with whom they have sought the fellowship of the wilderness. They have penetrated the surrounding forest by roads and trails and they have travelled by canoes and boats wherever the lakes and streams would carry them.

These camping companions have generally been older persons and such younger ones as came with them. But such girls of college age as have thus drifted in have found the Back Log Camp very much to their liking, as did also a party of Vassar girls who came one summer to the camp for a farewell outing just after graduating.

Therefore, because we know that we have in our camp what a great many college girls would like, and because we enjoy running the woods and waters with strong, active and enthusiastic young people, we want to fill out the first six weeks of the summer with a group of girls drawn from the colleges.

Many of us who manage the camp have been associated with Westtown School. We therefore have selected colleges where there is an attendance of Westtown School girls. Hence nearly identical notices will appear in the college papers of Bryn Mawr, Wellesley, Mt. Holyoke and Connecticut.

This paper is the first of four. The second will tell of the camp and of our method of living in it; the third will describe our great wilderness and how we explore it, while the fourth will explain who "we" are and why you may safely entrust yourselves to our care.

In each college a girl is appointed as leader, who will furnish literature and general information, and will accompany the group to the camp and head it up. The leader for Connecticut College is Sarah Carslake, 730 Williams Street, New London.

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"TO EXAMINE, OR NOT TO EXAMINE."

Continued from page 1, column 4.

the daily class work is very much more capable of understanding those ideas than it was at the beginning of the semester or any point short of the last lesson. What we get, from anything, depends very largely on what we are equipped with to do the getting. There is a very real sense in which daily work is preparation, and the reviewing for, and the writing, of an examination, the consummation—and the proof of the pudding.

(4) An examination requires going over as a whole work that has of necessity been studied piecemeal through out the semester. Such a whole view is necessary for an understanding and correct appraisal of the parts, the details, as well as for intelligent appreciation of what the whole thing is about. Exclusive attention to the parts of a picture, successively, no matter how zealous, will never reveal the significance of the whole, the picture itself. This point, taken with (3) means that re-viewing should be done, not once, but twice, several times, as many times as possible."

(To be concluded in the next issue.)

PATRONESSES FOR RECITAL.

The Patronesses for the Recital of Interpretative Dances to be given by Miss Elizabeth Selden, on March 4, at Bulkeley Auditorium, are as follows:

Mrs. B. T. Marshall, Dean Nye, Miss Orie W. Sherer, Mrs. Rosemary Anderson, Mrs. C. H. Belden, Mrs. Viggo E. Bird, Mrs. J. E. Barlow, Mrs. George T. Brown, Mrs. Valentine Chappell, Miss Louise Howe, Mrs. Henkle, Mrs. Arthur Keefe, Mrs. G. C. Logan, and Mrs. George S. Palmer.

KOINE.

March 3rd, Monday, will be Koiné Pay Day. There will be a receiver in the Gym all day, and each subscriber is to pay the remainder of her subscription, or the amount in full. This will be the day for all the Seniors to pay also. The Board is forced, at present, owing to some extra expenses, to leave the price at \$4.50. A large circulation, however, will make it possible to refund money when the books are given out. This will be the beginning of May, if all payments on subscriptions are made on time.

It will be necessary to order extra copies of Koiné this year, so if anyone who has not signed a subscription blank wishes to order an Annual on Pay Day, she may do so, paying for it at the same time. Additional copies may also be ordered at the same time.

If for any good reason, one is unable to live up to the contract, and cannot pay on March 3rd, please come to the

Gym and explain. In order to get all payments in on time, interest of 10 cents a week will be charged on unpaid subscriptions, from March 4th on. A slight modification will be made for those who report their inability to pay.

EXCHANGES.

Suggestions For Endowment Fund.

An opportunity to take lessons in Mah Jong and, incidentally, to help the Building Fund of the Wellesley Friendly Aid Association and the Wellesley College Endowment Fund is now open to Wellesley students.

Also Wellesley is planning an exhibit of photographs of the baby pictures of the members of their Faculty for the benefit of the Semi-Centennial Fund.

Bryn Mawr—Students may motor at night unchaperoned provided they have a definite destination and return directly to College. Arrangement will be made for signing the destination and time of return.

Barnard—At the Forum luncheon on Friday, February 8, Professor Franz Boas gave the last of the series of Forum lectures on "Race Prejudice."

Dr. Boas commented on the fact that we hear a great deal about "instinctive race feeling" without considering just what we mean by the terms "instinctive" and "race" and how valid is their use in this connection. We generally do not consider what activities may properly be called "instinctive." Such activities as a young child carries on without thought may be considered as inherent in the organism. In later life, we find many new activities and attitudes which occur without volition, and we hastily conclude that these, too, are instinctive. Such an attitude is our reaction to other races.

In a statement recently issued, the American-Scandinavian Foundation offers twenty scholarships of \$1,000 each to American college and university students for graduate study and research in Denmark, Norway and Sweden. This foundation conducts an annual exchange of students between American and Scandinavian universities and has awarded each year since 1919 ten fellowships for study in America to Swedish students, five to Danes, five to Norwegians, and twenty to Americans for study abroad. The American Scandinavian student interchange, begun in 1911, has given three hundred students a year to foreign travel and research.

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Job—"I'm cutting classes in a correspondence school."—Exchange.

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