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Connecticut College News Vol. 9 No. 16

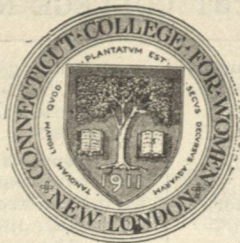
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FOUR LEADING ORGANIZATIONS HOLD AMALGAMATION MEETING.

New Plan Works Well.

On Wednesday evening, February 27th, the first "Amalgamation 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 obviating 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 will 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 case. After a discussion, 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 Albree to the vice-presidency, to fill the vacancy left by the resignation of Emily Warner; and the reading of a request for the renewal of the Coerne Scholarship for Music, at Christadora House.

A. A. voted to empower its council to make all necessary revisions in the Constitution, and to begin work on the Outing Club Hut, although the funds are not yet sufficient to complete all the details and furnishings which the completed plan will require.

The Dramatic Club accepted the resignation of Charlotte Lang, 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 examination system will be concluded. The first article is the conclusion of Dr. Morris' statement, which involves a justification of the stand he has taken.

It may be objected that examinations and reviewing are not synonymous, and that hence to show the value of 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 known, in our educational system as now organized, to insure the desirable kind of reviewing. A term paper, for example (sometimes pro-

Continued on page 2, column 4.

Intercollegiate Conference Meets at Yale.

Delegates from Eastern Colleges Discuss Causes of Criticism of American Student.

Students from the Eastern Colleges met at Yale, February 29th-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, 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 Colleges."

Advocates Student Control of College.

Mr. Baldwin advocated a complete and unconditional student control of the college, both social and intellectual, and a faculty organized in a labor union to be affiliated with the American Federation of Labor.

He asserted that Emma Goldman had given him more real education 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.

A Taboo on Thinking.

Mr. Baldwin said: "There are only a few colleges in the country to-day where the authorities dare to be cordial to student organizations which in any way arouse attacks from the outside world. I find more personality, more creative power, among radical manual laborers than among college students. We must tolerate thinking. At present we do not find out everything at college. When progress comes it is through rebel spirits. We should make college over in terms of what we care about, and create for ourselves an inner life. The nature of real education lies clearly with the students, as all growth necessarily comes from within. We who are to debate these issues of the college world and the world of conflict are sowing the seeds of the only possible progress."

Accept the Challenge.

He urged that we feel the new responsibility of the day and accept the challenge. Others have what we have not and we need a full, rich cooperation with them. We should bridge over the space by contact with the industrial world.

Remainder of Conference for Discussion.

The remainder of the Conference was devoted to sessions on which many questions were raised for discussion, such as the importance of college athletics, etc. Colleges are not training camps for athletes, but the question also came up why the thousands turn out for the football games and only a half dozen to a liberal club meeting.

Some attempt was made to define

Continued on page 2, column 3.

College and Guests Enjoy Reception.

Faculty, Alumnae and Students Assemble for Social Evening.

On Saturday evening, March 1, a reception was held in the gymnasium for the faculty, alumnae and students. It was the first gathering of the sort in the history of the college. The evening's program was opened by Esther Batchelder, chairman of the Alumnae Association Entertainment Committee, who introduced a series of alumnae speakers.

Winona Young '19, first Student Government President, told how the circumstances of the pioneer days fostered the development of Student Government. Marion Warner '20, emphasized Loyalty, a word which her class had had made very vital to them by the war background of their undergraduate days. Dorothy Gregson '21 (Mrs. Lorimer Slocum), chose for her theme President Marshall's phrase, "Do it beautifully," which was the keynote of his initial speech when both he and the class of '21 came to Connecticut. Julia Warner '23, enlightened the Alumnae in regard to the C. C. O. C. hut, and the Charter House on Jay Street. Gloria Hollister '24, representing the present student body, emphasized the desirability of unity among all the daughters of Connecticut. Marenada Prentiss '19, President of the Alumnae Association, urged that the Alumnae keep in touch with the present activities and spirit of the college by frequent returns to campus. President Marshall added his welcome and assurance of faith in Connecticut students of the past and present, and some of his hopes for the future of the institution.

Following the speeches came the presentation of Percival Wilde's one-act play, "The Sequel," by members of the college dramatic club. Eileen Fitzgerald played the Butler, who is also the Prologue, Marjorie Hasted took the part of He, Eugenia Walsh of She, and Hazel Osborn of Horrocks, Inc.

The play is a very clever little skit, but the actors did not always seem to appreciate the full value of their lines. We also wonder why She, who was markedly attractive, had said "Yes" when He asked. The playwright intended that He should later prove himself a dub, but He also must be conceived as having, up till the present, been clever enough to conceal his true character. Horrocks, Inc., had an amazing get-up and well expressed by pantomime his emotional condition, though the hand-washing gesture was a bit overdone. The stage, piano and all, made a very acceptable drawing room.

At the close of the play the floor was cleared for social dancing. Julia Warner '23, and Evelyn Ryan '24, gave a very effective revival of one of the song-and-dance interludes of the musical comedy, "Pierrot the Pirate."

M. P. Taylor '22, and Alice Ramsay '23, delighted everyone with "Slinkerton's Best," and Mary Snodgrass very pleasingly sang the verse of "China Love," with the audience joining in the chorus. The evening closed with the singing of Alma Mater.

MR. S. K. RATCLIFFE SPEAKS AT CONVOCATION.

Tells of "The Changing British Empire."

On Tuesday afternoon, March 4th, Mr. Samuel K. Ratcliffe, of England, addressed the college at Convocation. His topic was "The Changing British Empire."

The great British Empire is not a uniform thing; its growth has been remarkably unordered. Sir John Seeley said, "The British Empire grew up in a state of absence of mind."

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 Downing Street. This group compares with our Pacific possession, the Philippines.

Second come the self-governing dominions, Canada, New Zealand, the Commonwealth of Australia, and the Union of South Africa. They are practically independent, yet most people think 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, or the "only Empire," is India. This country presents to England her most difficult colonial problems. The Indian race-problem is the greatest question facing the Empire, and as yet, there has been no principle or formula discovered for its solution.

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, Ghandi. 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 remained under strict British control, Ghandi became an implacable foe 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-cooperation. Two years ago the idealist leader, who talked of freedom but not of independence, was arrested on three charges of sedition. At the time he said, "I have broken the law. If I am free I will do it again."

Continued on page 2, column 3.

Connecticut College News

ESTABLISHED 1916

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LOYALTY.

The better the word, the more liable does it seem to abuse. It passes too lightly and readily from tongue to tongue with no thought behind it.

There seems to be some danger of this in connection with the use of the word loyalty. We who had a recent reminder from the class of '20 as to how much the word meant in war-time were set thinking as to how much it means now. Webster gives among his synonyms for the word fidelity, constancy and devotion. All of these and the original imply an object about which they may center. It is our conception of the object which determines the value of our devotion to it. Few of us, even in war-time, were willing to accept the slogan of "my country, right or wrong," without some reservation or explanation; and neither should our constancy toward Connecticut take the form of a blind acceptance of whatever we find in her. Rather should we devote ourselves to that ideal Connecticut of which the present institution is but the imperfect expression. It is more disloyal to encourage what is bad by a false fidelity than it is to fight against what we are convinced is harmful, even though by so doing we lay ourselves open to the risk of being hailed as mal-contents or prophets of gloom.

Let none of us take pride in being constant merely to things as they now are, but may we be ever exerting ourselves for growth toward a goal which we see in our dreams.

FREE SPEECH.

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

To the Editor:

I wrote that "Free Speech"—that "Free Speech" on Seniors, which so annoyed them. But I was not annoyed—my sensibilities were delicately amused. As if to make amends to one of '24, I placed on her desk a handsome magenta carnation, along with appropriate sentiments. Quickly, on spying my illegible penmanship, she reciprocated as follows:

Czechoslovakian Ballade, entitled, "Dry Those Tears Away."

"Such fluent Free Speech—
With which you would teach—
Arrant Seniors to think—just a bit,
Has struck home at last
And our pride's going fast
As a result of your impudent wit.

But—

With a "life so broad and comprehensive"

I can well afford (it's not expensive)
To accept your apology extensive—

Writ in flowery style most rife—
For

Like "the first blush of graduation"
Blossoms your passionate carnation—
So I forgive—Sans hesitation—

I'll "lease (near yours) my rut for
Life."

Ever Thine

Ex-Statically

With Ever Ebbing Tears—

A More Hopeful Collegian.

IN DEFENSE OF THE COLLEGE PROFESSOR.

I feel sorry for the college professor. He probably doesn't want my pity, but it's impossible for me to offer my sympathy for I have never occupied a similar position. The college professor occupies, supposedly, a seat of honor at the front of a classroom and faces rows and rows of chairs. When the bell announces the beginning of a class period these chairs are usually filled with a scattering of bright-faced, and, on the whole disinterested, individuals called pupils or students. They pray with awful terror that they may not be called on—with the idea—"be merciful to us miserable offenders, we'll really do our lessons next time, if you'll spare us a ten-minute quiz today."

Typical Class Pictured.

Then, the class begins. The professor counts up the absentees, and begins his lecture. After listening to a portion of this, the student either gets discouraged in catching the jewels of wisdom that the professor tries to pour into her mind, or just naturally forgets what she is there for.

Bang! goes a book on the floor. Some one giggles. One takes a look around the room. Several in the back row have come well supplied to catch up on a month's correspondence. Even some in the front row are bold enough to write directly under the professor's eyes. Whether they think he is stupid or blind is worthy of reflection. It is fortunate that the college professor has acquired the habit of overlooking such trifles or is naturally not sensitive to lack of attention. He would lay himself open to considerable embarrassment if he looked around his classroom occasionally and saw some of his best pupils reading magazines.

Teacher or Students Lack Spontaneity

If I were a college professor—well, that's another thought—but I imagine I should get awfully tired or positively angry if my pupils did many of the things we students are often so guilty of. I think I should come to one of two conclusions, either that I wasn't sufficiently spontaneous in my line of teaching to inspire my pupils' attention, or else that my pupils needed a good thorough shaking up. Just for a practical example—I've paid absolute attention occasionally in classes to see what the professor had to say about his subject. Usually he knows what he is talking about. But—there were gaps. I don't know whether professors wonder with awful qualms, sometimes, what they shall say next—but anyway I wonder if often they wouldn't be tickled to pieces if some bright-faced, or even particularly sleepy-faced individual from the back row should voice some stimulating remark or offer some animated response that would rouse the rest of the class to immediate attention so that, mentally, they would be stumbling all over each other to get the floor. I should think the professor would then feel as if he had accomplished a revival.

Instead of pupils having systematic filibusters to hold up the day's classroom legislation, how about the professors getting together and planning

a conspiracy to see how many real mental battles they could start in their classes to make students actually volunteer?

Combats of Wit Suggested.

I have heard that combats of wit in the classroom used to be popular. Something like that might be beneficial. We use our sense of humor outside the class, but rarely inside—it sinks into the dull oblivion of mental fear. Of course with combats of wit, there would be a danger of too much informality perhaps, but classes would be a lot more enticing. Personally, I should like a few real battles with college professors before I graduate—and "life is short and time is fleeting."

Drive for Lively Classes Proposed.

As a remedy for the deterioration of recitations in the classroom, I suggest a drive. We have had drives for about everything but the intellectual side of college—Endowment Fund Drives, C. C. O. C. Hut Drive and others. How about having a drive for good volunteer recitation, open discussion in the classroom, with the expression of our real ideas! Perhaps the result would be that time would fly and we should all hang eagerly around the professor's desk in pure interest of our discussion after the bell had rung.

This sounds like a Utopia.

I began by saying that I was sorry for the college professor—and I end with the same sentiment. After all, teaching is his life work, and it must be horribly disheartening day after day to stare at the same unanimated groups taking notes, mere obstructions on otherwise plain rows of chairs.

A Rebellious Obstruction.

MR. S. K. RATCLIFFE SPEAKS AT CONVOCATION.

Concluded from page 1, column 4.

Ghandi has recently been released from prison. During his incarceration, his followers have been crying, "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 century, 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, the present Labor Government in England might shorten the time limit. Changes will doubtless come about in much the same way as developments have proceeded in other parts of the Empire, that is, along the road of political responsibility.

INTERCOLLEGIATE CONFERENCE MEETS AT YALE.

Concluded from page 1, column 2.

the purpose of education. It was suggested that we are educated to be of service to the community; that we learn to be leaders, especially of thought; that we gain a sense of beauty and truth and serve by giving this to others.

Question of Understanding Labor.

One 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. We should try to acquire the laborer's point of view. This can be gained by working in industries. Our point of view is warped if college furnishes our only experience. We were reminded that we come to college with prejudices and preconceptions that have not been thought through, and these require reconstruction.

Means to Awaken Student Mind.

The closing session was a general review of what had been stressed before. Emphasis was laid upon those means by 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 for attaining this end.

EXAMINATIONS PRO AND CON.

Continued from page 1, column 1.

posed as an alternative to an examination), is very apt to have the following results: (a) to cause the reviewing of only those points of the semester's work that have to do with the topic of the paper; (b) therefore to cause 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 survey of a 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 at examination time she is going to be wholly "on her own." Term papers or essays certainly have 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 should be noted from the start) that a student would take her daily 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 to me, at least, daily work of an earnest consistent sort and an examination are both necessary. They are like man and woman—neither is of maximum value or efficiency without the other. Each is the desirable complement of the other. Any scheme,

Continued on page 4, column 1.

VICTORIES TO '27 AND '24.

The younger classes of the college met in their first game of the season on Thursday, February 28th, 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 to the assembled Pollyannas of '27, it probably seemed more nearly like the "Glad Game."

The older and more sedate classes indulged in a second team game which was well played and exciting. The Seniors made a number of spectacular baskets, and came out victorious, 22 to 18.

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ALUMNAE.
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Grows—yes, it does, Alumnae, at last—better and better. We have now three contributions, all told. But there are also promises (quite assuring ones, too) of more articles.

This morning's mail brought an acceptance from a prominent graduate. But the letter implied that she might not have contributed unless she had received a personal appeal!

Alumnae all! This is a PERSONAL APPEAL! Every one of you, individually, through this column, is and has been, will be and will have been invited, requested, nay urged to do her share. The circular letter was another and a bit more personal method of reaching you. Some, we are also, it is true, still further goading with individual letters.

Must you, too, wait to be asked again? This is an Alumnae enterprise. It is YOUR undertaking. YOU are responsible for the results. You have been continually urged to do your share. Have you done it?

Have you sent ONE WORD of original 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 Finesilver,
333 Capen St., Hartford, Conn.?

Have you even expressed your faith in and loyalty to the Alumnae Association to the extent of at least one

seventy-five cent (75c) subscription order sent to
Esther Batchelder,
3089 Broadway, New York?

TIME LIMIT FOR ALL CONTRIBUTIONS, 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 Canaan, Conn., who writes:

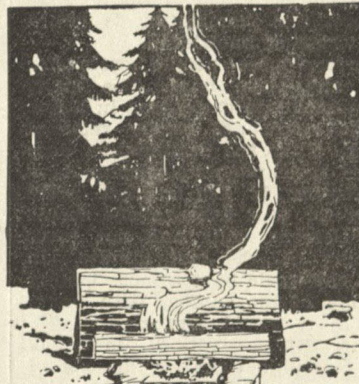
"Just a few notes for the News which will be of particular interest to '22. I have recently received a letter from Grace Berger, ex-'22. Grace received her A.B. degree in June, 1922, and will receive her degree of Doctor of Jurisprudence in May, 1924. There are 350 students in the College of Jurisprudence 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 VESPERS.**

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 welfare work among the sailors. Vespers will start at 6.45 instead of 7 o'clock.

Oh the sparkle of the camp fire
On the sheltered woodland
shore,
With the forest for a back-
ground,
And the lake spread out be-
fore!
While the frail canoes come
tossing home
To harbor in the bay
And the star above the sunset
Marks the passing of the day.



THE BACK LOG IDEA—Part 2.
THE CAMP AND HOW WE LIVE IN IT

One hundred miles northwest from Saratoga, and thirty miles in from the edge of the great Adirondack wilderness, stretches nearly north and south the silver ribbon of Indian Lake. The six miles of its southern end has unbroken shores of forest, and here on the western side, almost hidden by the trees and undershrubs, 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 curtains 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 cheer the camper on cool evenings and rainy days. There are single and double tents and the girls will take whichever they prefer. Girls from the same college will presumably be tented together and the whole group will be congenially placed, but there will be no distinctions between them and the rest of the camp, except perhaps such evening customs as are usually found in girls' colleges and which will be regulated 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 disturbing 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 mountains. 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 unfolds a wonderful panorama of the southern and eastern wilderness. 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.

Connecticut College representative of Back Log Camp, Sarah Carslake, 730 Williams Street, New London, Connecticut.

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RE-UNION DINNER HELD AT TEA HOUSE.

Ever since the days in the cradle we have heard about "wine, women and song," until they have become as firmly allied in our minds as "Faith, Hope and Charity," and other great triumvirates. Substituting extra-ordinarily good food in place of the age-old "wine," one may get a fair idea of the Alumnae Supper at the Tea House on March first. The whole made an atmosphere of collegiate perfection. Food, as we said, 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 presided and Juline Warner spoke about the duty of the alumnae to the undergraduates and about the Alumnae Annual which they hope to publish this spring.

COLLEGE EASILY DEFEATS ALUMNAE.

On "Alumnae Day," March first, the College team defeated the Alumnae, 82-15. The College team was chosen from Junior and Senior first team girls. The Alumnae team was made up of girls from '23 and '19.

The Alumnae, much out of practice and lacking their former speed, were no match for the College team which was in perfect trim. "Neil" and Janet Goodrich, with their usual accurate shot, made the college score mount high. The College guards intercepted nearly every ball which the Alumnae forwards aimed at the basket.

At the beginning of the second half, the Alumnae, bandaged and limping, took their places on the floor. "Les" Alderman, lifting the bandage from one eye, succeeded in making another basket. The center, "Judy" Warner, casting aside the rules of the game along with the sling which was supporting her right arm, also increased the Alumnae score.

The whole audience cheered time and time again for the "C. C." grads who chased breathlessly after their younger college sisters and who in the end were outplayed but not discouraged.

The line-up was:

College 82.	Alumnae 15.
Cornelius '24.....f.....	Alderman '23
Goodrich '25.....f.....	Holcombe '23
Hubbell '24.....c.....	Warner '23
Hamblet '24.....g.....	McCarthy '23
Crawford '25.....g.....	Hatch '19
Substitutions—College, Ferguson '25	
for Hubbell '24; Hilker '24, for Craw-	
ford '25.	

EXAMINATIONS PRO AND CON.

Concluded from page 2, column 4.

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 "expedient" to give up two goods 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 daily work more seriously because they will get no other chance to pass, they are not in the right mental attitude towards college, and no scheme of any sort will produce any desirable effect.

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 anything good, 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, it seems, would inevitably make interest the stimulus rather than competition or conscience. This attitude of interest, which is all-important in the educative process and certainly in the college, might gradually be attained by means of much class discussion, frequent short quizzes, and a long paper on a subject of the student's choice. In this way every student would find opportunity for expression in the manner in which she might excel, 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 torture of an examination if she has a B average in a subject. In an examination one has to gage 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 midnight hours are rarely retained for long. Thus the examination does not even accomplish its purpose of a good review. If the 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 Senior says: "I am not in favor of examinations at the end of a term, upon which everything depends. The student does better work if she knows that her daily work is going to count. I heartily believe in daily quizzes or a weekly exam. At the end of the term one is often physically unfit to take an exam, and the mental strain is great, even though one has done her work consistently, so that one does not do justice to oneself or to the professor."

Papers and essays are a good way to get original work from a student. Dr. Lawrence gets a great deal from his students and the students, in turn, like to work for him, because they know that they are absolutely getting credit for what they do throughout the term, and credit does not depend on one exam."

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