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Connecticut College

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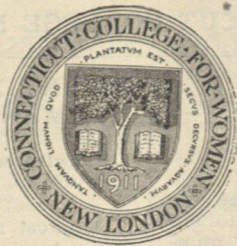
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Connecticut



College News

VOL. 13, No. 19

NEW LONDON, CONNECTICUT, MARCH 24, 1928

PRICE 5 CENTS

Hoover Wins Nomination In Straw Vote

Students and Faculty Both Give Him Preference

The straw vote taken here in connection with the Independent resulted in an overwhelming victory for Hoover, with Dawes taking second place, Smith third, and Lowden fourth. The results of the balloting are as follows:

Faculty—Hoover, 27; Dawes, 7; Smith, 4; Walsh, 4; Curtis, 1; Ritchie, 1.

Students—Hoover, 323; Dawes, 67; Smith, 53; Lowden, 23; Ritchie, 13; Reed, 9; Walsh, 7; Willis, 5; Curtis, 5.

DEPARTMENT HEADS TO SPEAK OVER RADIO

Schedule to Be Announced Later

Under the direction of Mrs. Nancy Schoonmaker, adviser of the Press Board Association, the heads of the various educational departments of the college are being scheduled to speak over the radio. These programs, which have not yet been definitely planned, will begin near the first of April, and will be given once a week over a period of thirteen weeks. An announcement of the speakers, and the station at which they may be heard, will be made in a later issue.

"LAS DE CAIN" TO BE GIVEN FRIDAY, MARCH 30

Play by Quintero Brothers

Las De Cain, the Spanish Club play, which is to be given next Friday evening in the gymnasium, is a comedy by the famous Quintero brothers, who are among the most prolific writers of Spain today. Alvarez and Joaquin Quintero collaborate on all their plays and do not tell which of them does the planning or writing. Their comedies are their best productions in point of popularity. *Las De Cain* is the story of a family of eight girls and their parents. Three of the girls are already married, and the eldest of the five who are left is very much in love. However, Rosalia cannot marry Alfredo until she has provided husbands for the other younger girls. Therefore Alfredo brings to the house of his fiancée all the eligible young men of his acquaintance in an effort to please the others. But either the girls do not like the men or the men are not favorably impressed with the sisters of Rosalia. Many amusing scenes take place, but finally husbands are provided for all the other sisters and Alfredo and Rosalia are free to marry. The chairmen of the committees are as follows: Elizabeth Ross, chairman of make-up; Helen Oakley and Elizabeth Webster, chairmen of properties; Josephine Arnold, chairman of the program committee; Elizabeth Sargent, chairman of costumes; and Josephine Arnold, Jane Fitch, and Barbara Chesebro, chairmen of scenery.

Various Elections Held

Class Presidents Elected

At a Junior class meeting this week, Helen Smith was elected to assume the duties of Class President for Senior year. This year she has been class auditor, chairman of her class Entertainment Committee and also a member of Service League Entertainment Committee. Previously, she has been Sophomore treasurer, and a member of Freshman Pageant Committee.

The Sophomores elected Ruth Barry as next year's President. This year she has been chairman of the Entertainment Committee, and on A. A. Council. As a Freshman, she was manager of baseball, and in charge of costumes for Pageant.

Carolyn Bradley will be Sophomore President for the coming year. At present she is vice-president of the Freshman class, and has been active in athletics.

HONOR COURT JUDGES CHOSEN

Flora Hine and Elizabeth Lanctot will be the Senior Judges. Flora Hine is Secretary of her class, and House President of Blackstone. She has been active in athletics, being on the Formal Gym and Varsity Riding teams; and having been manager of Riding, Sophomore Year, and of Indoor Track Freshman Year. Dramatics have also claimed her attention, as she has had a part in her class play for the last two years. Elizabeth Lanctot will be remembered as Class President, her Freshman year, Junior Vice-President this year. Recently she was elected a Junior honor court judge.

Junior Judges will be Jean Burroughs, House President of Bosworth and former House President of Lacy, and Jean Crawford, House President of Nameaug. Jean Crawford has been greatly interested in dramatics, having had charge of Freshman Pageant, and of coaching the Sophomore play.

Elizabeth Shibley, Freshman President, and Jane Dibble, House President of 37 Nameaug, will represent '31, on Honor Court.

JUNIOR BANQUET TO BE SATURDAY NIGHT

Ex-Members Expected Back

Saturday evening, March 24th, is the date set for the Junior class banquet this year. As usual, it is to be held at the Mohican Hotel. It is understood that Edwina Pratt, Katherine Capen, Marjorie Gove, Priscilla Rothwell, Helen Hergut, and Mary Lynn Woodley are all expected back for the Junior banquet, so that it will also be a class reunion as well. Of course, it is commonly understood that Junior banquet officially opens the Mascot season, for it is then that the Junior mascot is first revealed to the class.

Heifetz to Give Concert Here March 28

Gives Ideas on Encores

Heifetz, who plays in New London next Wednesday evening, declared today that poor timing of demands for encores on the part of concert audiences frequently handicaps a musician.

"It is a graceful gesture on the part of an audience to request encores," he said, "and no musician would be so ungracious as to refuse. For my own part I am only too delighted to play any number of them. But there is a proper time and place for encores. Ordinarily the greatest clamor comes after the most taxing number on the program,—a lengthy concerto or sonata. When a violinist has played a half hour composition, he is temporarily fatigued and needs a brief rest before going on with the program. The audience does not seem to understand this. It applauds vociferously until it would seem like the height of ungraciousness not to defer to its wishes.

"The place for encores is not after the longest and most spectacular number, but after the shorter compositions which usually make up the latter part of the program. Here the artist can afford to be generous. Aside from exhausting the energy of the musician, it spoils the rhythm of a program to follow a dignified heavy composition with a trifling encore."

FRESHMAN AND SOPHOMORE PLAYS PRESENTED

Both Classes Choose Comedies

The Freshmen and Sophomores were fortunate in their selection of Arnold Bennett's *The Stepmother*, and Booth Tarkington's *The Trysting Place* as their plays to be entered in the inter-class competition. In previous years, the mistake has often been made of choosing a play not adapted to the end in view—that of selecting a play, fitting people to its various roles, and presenting it, within a very short period of time. The plays given Friday night, on the other hand, were entertaining and superficially clever, without presenting difficulties in characterization or in significance, which could not have been overcome in the two weeks given for preparing the play for presentation.

There was considerable contrast in the types of humor in the two plays. The English humor of *The Stepmother* was the kind that is entirely superficial, yet none the less clever for that reason. Tarkington's very American humor was the gently satirical sort that makes one laugh at himself, often without realizing that he is doing so. The appeal of both types of humor to the audience was clearly shown by their enthusiastic reception of both plays. In the Freshman play, the small cast was generally good. The larger cast of *The Trysting Place* was a little more uneven, naturally. Elizabeth Moise gave a particularly sympathetic portrayal of the part of the ingenious Lancelot Briggs.

THE STEPMOTHER

Mrs. Prant.....Eleanor Wirsing
Christine.....Inez Frankman

(Continued on page 4, column 1)

Connecticut Wins Both Its Debates

Affirmative Defeats Mount Holyoke

Connecticut College, upholding the affirmative side of the question: Resolved: That a tutorial system similar to that of Harvard should be adopted by every Liberal Arts College," won the debate against Mount Holyoke, given Saturday evening in the gymnasium, by a decision of 2 to 1. Dorothy Bayley '28, and Marjorie Disbro '31, spoke for Connecticut, while Ruth Tenney '29, and Helen Sheldon '29, upholding the negative side, represented Mount Holyoke.

President Marshall acted as Chairman of the Debate. After a few welcoming remarks, he introduced Dorothy Bayley, first speaker for the affirmative, who briefly described the acknowledged need for a change in the present educational system, stated the benefits of the general examinations which Harvard students are required to take at the end of their four years, and pointed out that the tutorial system is necessary for the satisfactory passing of these examinations. She was followed by Ruth Tenney, of the negative, who brought up convincing arguments, and defended her side of the question with ease and ability.

Marjorie Disbro, speaking next for Connecticut, skillfully refuted the points of the first negative speaker, and gave further arguments in favor of the tutorial system. Helen Sheldon, the last speaker for Mount Holyoke, presented her points ably and effectively. The affirmative rebuttal, given by Dorothy Bayley, was a thorough and convincing refutation of the negative's arguments, and was well presented.

Although the vote of the audience as to the merits of the question had not been taken before the debate, a straw vote taken after this closing speech was decidedly in favor of the affirmative, and the vote of the judges, Professor Tilton of Yale, Mrs. Florence Kitchelt of New Haven, and Mr. C. H. Hull of New London, awarded the decision to Connecticut.

The debate itself, on a subject of interest to all students, was intensely worth while, and its interest was increased by the unusual skill shown by both teams. It has aroused much discussion, among those who had never considered the question, as to the merits and disadvantages of the tutorial system.

After the debate, a conference was held in Blackstone living room at which, the judges were asked to explain their decisions and generally to criticize the debate. Professor Tilton and Mr. Hull, who had voted for the affirmative team both said that although they thought the teams evenly matched they had cast their votes for the affirmative because they felt it had presented a strong case which the negative had not succeeded in tearing down. Mrs. Kitchelt based her decision in favor of the negative on the fact that the negative debaters spoke more spontaneously and informally.

Connecticut College News

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A TUTORIAL SYSTEM HERE

The recent debate naturally makes us wonder how worthwhile it would be to adopt a tutorial system here at Connecticut. Granted that as the negative would point out, the tutorial system cannot be imposed upon a college without due consideration of its personnel and its financial means, yet there are various features of the tutorial system which might well be adopted here. All major courses are not suited to tutorial work, so that the experiment would have to be made gradually, taking in at first only those major courses most obviously suited to the plan. Furthermore, the nature of a great number of the Sophomore courses make us wonder if the Sophomore year had not best remain as it is at present, a year of rather general work, not so specialized as the Harvard tutorial system would make it. But we would undoubtedly benefit by the essential idea of the tutorial plan if it were to be adopted here, for we would find in it a spur to creative thinking and individual work. Through the tutorial system, we would learn as perhaps we never had before, how to study, how to think, and how to organize and correlate the material presented in our various courses.

WHILE OTHER COLLEGES—

Phi Beta Kappa

Recently the election of twenty Seniors of New Jersey College to Phi Beta Kappa, led to a census of opinion among those who had not won the honor as to whether the election necessitated undue work and loss of leisure.

All of the five people who were questioned considered that the election to Phi Beta Kappa did not require excessive studying. Only one person considered that the key was not worth the effort put into the gaining of it.—*Campus News*.

A More Critical Attitude

There is little justification, says the *University Daily Kansan*, for the statement that college students are not more critical of life than others. They are, but:

"The average college graduate is not trained to maintain his critical attitude once he loses contact with the personalities who have led him during his college experience. He is competent to follow but he cannot lead, therefore he must yield to the forces of conservatism in his home community. He is dynamic only so long as he is near the dynamo. Get him out where he has to generate his own power, and he is soon merely drifting with the crowd."—*Campus News*.

Do College Girls Marry?

A few weeks ago a group of girls in Hunter College assembled to discuss the question, "Do College Girls Marry?" Most of the opinions were that college women are too independent and too intellectual, too over-cautious and too ambitious for a career to be well-liked by men. Co-educational institutions were suggested to aid this deplorable condition.

—*Hunter College Bulletin*.

MODERN PUNISHMENT

Students residing in the various dormitories at the University of New Hampshire have formulated a rather novel agreement, evidently with the improvement of scholastic pursuits in mind. That dormitory whose inhabitants average the lowest in scholastic standing at the end of every term shall be the host at a dance to be given in honor of its more scholastically inclined colleagues.

NOW! A STUDY CLOCK

What is known as the "Muir Study-Clock" has been placed in the State Historical Museum of Wisconsin. This famous device was made by Muir, a student at the University of Wisconsin from 1860-1864, to aid him in studying. The clock was set to allow a certain length of time for the studying of each course. When the set time was up, a cog-wheel collapsed, and book fell through and another was brought up to take its place.

—*Hamline Oracle*.

A SUBSTITUTE FOR PHI BETA KAPPA KEYS

Sport roadsters as a substitute for Phi Beta Kappa keys as scholarship awards were suggested by Professor John Wolfenden of Oxford, England, for five months a professor of chemistry here. He declared that not enough incentive is given to students in this country to strive for scholastic honors.

MOUNT HOLYOKE STARTS GERMAN SUMMER SCHOOL

Concentrated Work to Take Place of Foreign Study

A novel and apparently successful method for German instruction is being undertaken at the Mount Holyoke College Summer School under the supervision of Miss Lilian L. Stroebe, professor in our German department. From 1912-1917, Professor Stroebe conducted a German Summer School, the last three years under the auspices of Middlebury College, Middlebury, Vermont. The instruction was discontinued during the World War, and the unfortunate results of that revolt against all study of German are now manifesting themselves. Because of this need for the language, Mount Holyoke opened its doors to the German Summer School last summer, and seventeen students, including teachers and students at college and high school, benefited by those methods of instruction employed by Miss Stroebe before the war.

The principle of the school is to secure by isolation, concentration, and co-ordination, the same results as those derived from study in Germany. The students are housed in Porter Hall apart from those speaking any other language and they are pledged to speak German constantly. The mornings are devoted to classes, the afternoons to individual study and recreation, and the evenings to such entertainment as German lectures. There are also opportunities to gain a knowledge of German life through periodicals and newspapers. Professor Stroebe conducts the courses with the assistance of a staff of native teachers. Individual instruction is made possible by the fact that a teacher is provided for every six or seven students. College credits are obtainable by the satisfactory completion of courses. The courses themselves, which range from instruction in oral composition to a study of Goethe's *Faust*, cover a wide enough scope to prove a service to students with varied needs. These courses are intended for teachers of German, and for those who desire to increase their practical knowledge of the language as a requisite for advanced work in science, history, and allied departments, or for purposes of foreign study or travel. The requirements demanded of every entrant, aside from the promise to use nothing except German in their daily speech, are that they should possess some previous knowledge of the language, and should evince an interest in the subject and a willingness to study it.

MISS BURDICK ADDRESSES DISCUSSION GROUP

A large group last Sunday heard Miss Burdick talk on "Physical Education After College". She emphasized particularly the advantages of keeping fit after college, and spoke of the necessity of being developed along every line; the many-sided person is the desirable one. This is the second time a member of the faculty has spoken to the girls Sunday evenings in Winthrop, and Miss Burdick's talk proved very interesting and well worth hearing.

MURIEL KENDRICK EDITOR-IN-CHIEF OF KOINE

Next year, Koiné will be in charge of Muriel Kendrick, who is now a Junior member of the board, Associate Editor of Quarterly, and Class Historian.



JOURNAL OF KATHERINE MANSFIELD

Along with the rapid flow of biographies and published letters of the current season there has come the "Journal of Katherine Mansfield." Out of the many this one stands singular and distinctive. Rarely do we have the chance to come into contact with such a personality as is revealed through this Journal. The spirit revealed seems to overshadow the work which Katherine Mansfield produced.

The Journal is frank and honest, ardently alive. We see in it what an interesting person the author must have been. She had an incredible sensitiveness. She was stirred to ecstasy by small fleeting glimpses of beauty to which the ordinary person is blind. "Very beautiful, O God! is a blue teapot with two white cups attending; a red apple among oranges addeth flame to fire—in the white bookcases the books fly up and down in scales of color."

Not only did Katherine Mansfield write of her secret moods and agonies, but she noted down innumerable fragments of description, dialogue and characterization which were to serve as scaffolds for stories. It was her desire to remember every sensation whether of pain or joy so that her writing might gain from it. Writing, as the Journal plainly shows, was her religion. Even though handicapped by constant ill-health she never lost sight of her one purpose in life. Physical suffering was to her no excuse for not writing.

This Journal is moving, beautiful, and thrilling. The reader is not merely learning something of the life of the writer, but is really meeting her, and knowing her far better probably than did her friends who came into actual contact with her. The Journal is a great book that those who are interested in things of beauty should not miss.

BOYCOTTING MENCKEN

Professor Edwin Mims of Vanderbilt University, Tennessee, calls H. L. Mencken the "leading exemplar of Smartness at Any Price," and believes that by boycotting him for a year we will waken again to find he has disappeared from American literature.

Of course the method Professor Mims suggests for getting rid of what he considers undesirable is not as new as he may think. Men have tried before to rid themselves of what they found annoying by ignoring it; they have tried to cure themselves of disease by ignoring their ailment—and they have been properly awarded with death. Old governments of Europe tried to deal with dissatisfied peasants by ignoring them, and they themselves were conquered by revolution.

And so with Professor Mims, and his suggestion for getting rid of Mencken, Sinclair Lewis, Eugene O'Neill and other men of today whom he gathers together as leaders of "The Cult of Smartness." Boycotting them is the wrong way. If these men are simply shouters of nothing they will die whether we boycott them or not. An empty bubble, call it what you may, will soon burst. But if the Elmer Gantry Professor Mims attacks has a foundation of fact, the creations

(Continued on page 3, column 1)

MISSIONARY CONFERENCE HELD AT WESLEYAN

Connecticut Delegates Attend

The annual Conference of the Connecticut Valley Intercollegiate Missionary Union was held at Wesleyan University, March 9-11. Interesting speeches were given by various people representing the different attitudes toward Foreign Missions, from the missionary himself to the outsider who considers them in a cold-blooded, practical way. The delegates from Connecticut at the Conference were Mary Dunning, Beth Houston, Ethel Cook, Gwendolyn MacFarren, and Dorothy Cooper.

The general attitude of the conference is very well summed up in the following report, which was submitted by the Findings Committee of the Conference:

"There are certain definite needs of various parts of the world; such as the terrible physical suffering, the lack of knowledge of methods of sanitation, the poverty, the economic backwardness, the illiteracy in many places, with its attendant superstition, besides the spiritual cravings of parts of the world and the absolute need for the spiritualization of the so-called Christian nations.

"In view of these needs there is a crying demand for men and women to serve in whatever capacity for which their abilities fit them. Industrialists, students of social problems, teachers, preachers, doctors,—all these and many more have their place. It may be that the Ford tractor will blaze the trail, but the spirit which makes for more abundant life will follow according to the way the lives of those guiding the tractor have been lived; so here is a challenge—'What kind of a spirit will you create by your life?'

"How can we create that spirit? From what has been said at the Conference, it would seem that the power to do this lies in a deep personal conviction about the meaning of life. Many of us believe that in the life and teachings of Jesus we have our clearest insight into the nature of reality and the purposes of God, and hence the greatest dynamic for individual growth and social progress. This is not necessarily all the truth, not at all, but merely typical of the conviction which makes a missionary embark on his adventure of service. He goes as much to learn by a process of 'give and take' as to teach. His open-mindedness will make him adopt all truth which stands the test of experience.

"At this Conference we have been discussing so-called Foreign Missions. Thomas Paine said, 'The world is my country.' Is not this the attitude of the missionary? Should not this be the attitude of any Christian at home or abroad? Christianity is too big a thing to be confined to any one country, class, or occupation, but upholds an ideal of the world brotherhood which is all inclusive. Is this not the true challenge which Missions present to us—to fill the needs of other lands, and to make Christianity vital in all phases of this nation's life. Let us carry the Missionary spirit of Internationalism into our thinking about the foreign policy of our own country."

BOYCOTTING MENCKEN

(Concluded from page 2, column 4)

of O'Neill a lasting merit and the scoldings of Mencken some truths of faulty society beneath them, all the boycotts of the conservatives can serve but as coals heaped upon the fire.

—Campus News.

SECRETARIAL POSSIBILITIES DISCUSSED

Miss Mary H. Tolman Speaks on Openings in That Field

A group of girls interested in taking up secretarial work after graduation heard Miss Mary H. Tolman of the Women's Educational and Industrial Union in Boston speak of the opportunities open to women. Miss Tolman said in part that business is one of the newest fields for women. The types in which they are most successful are insurance, real estate, retail selling, selling, firms in cosmetics. There is really no limit to what women can do as is shown by the various businesses in which we find woman. But there are still relatively few women in business. They don't have the opportunity to go into business with "Dad" yet. That may come someday, but now there are two other possible ways, either take a position where you can learn by experience, or get training in some special field. One may get into business by means of a selling position or as stenographer or typist. For stenography and typing, technique is necessary to save one from making embarrassing mistakes. People usually study stenography for three reasons: because they want to be secretaries, because they want something else that this knowledge will enable them to procure more easily, or because they don't know what they want. It is easy to learn and it offers many possibilities. Miss Tolman then went on to give examples of various women who had worked up to excellent positions by starting out as stenographers or secretaries. From records of 2,516 women made by the New York Bureau of Vocational Exchange the following duties of a secretary were given: stenography, book-keeping, filing, social correspondence, and assistant in vocations. It is found that there is about one secretary for every four or five stenographers, and college girls have the right to expect to be that one.

The lecture was concluded with questions on the part of the audience. Miss Tolman was an interesting speaker and held one's attention throughout.

AWARD OFFERED TO STIMULATE INTEREST IN FOREIGN AFFAIRS

Mr. John W. Campbell of New York has offered a fund of \$6,000 to be divided among the three students, either men or women, of the "Floating University" who accomplish the greatest services in furthering international friendships on the trip. \$3,000 will be given to the most outstanding student; \$2,000 to the second; and \$1,000 to the third.

The selection will be made by a committee of three, consisting of the President of the Faculty, the Director of Education and the head of the Staff in Journalism.

The Committee will judge the accomplishment of entrants on the basis of the following points:

Promotion of general friendliness and cooperation among all foreign students;

Interpretation of the United States—the government and the people;

Pronounced understanding of foreign students—their country—government and special problems;

Specific projects put through to promote mutual understanding.

Mr. Campbell's idea in making this offer is to impress students with the feeling of responsibility in furthering international relations with foreign students and associations with whom

MR. STELZLE SPEAKS ON CAUSES OF SOCIAL UNREST

Vesper Sermon Presents New Ideas

"Social unrest is not caused by the labor agitation, not by the power of the rich, nor the poverty of the poor, as it is generally thought, but it is caused by the finest idealism the world has ever known," said Mr. Charles Stelzle in his address at Vespers.

That this is the most important period in the world's history is a commonplace. Underneath the surface complexities of the present age, the world is engaging in its final struggle for democracy. Mr. Stelzle said that after interviewing hundreds of all types of workers from all countries of Europe, he came to the conclusion that no Pollyanna program, no mere resolutions, or after-dinner speeches would diminish the present industrial unrest and bring about right relationships between Europe and the United States. The common people have already fought and won the battles for religious democracy, for political democracy, for education, and social democracy; and the fight for racial democracy is now in progress. And as the people have won in these, so they will win in the fight for industrial democracy.

Social unrest, so noticeable at the present time, is not recent; it has existed for centuries. This unrest is not caused by the tyranny of legislation, nor by extreme poverty; for although the workingman was never more restless than today, he was never better off. The causes of this unrest, said Mr. Stelzle, are the public libraries, where the working class read of history, sociology, and democracy; the public art galleries which have an artistic influence; universities and schools; big business which keeps the people dissatisfied and stirred up by constant advertising; prohibition in its economic aspects; and the church which through the ages, has influenced people to look for more ideal things.

Social unrest, then, is an indication of the people's slow working toward an ideal; it cannot be repressed; and the only way in which to aid the present situation is to work not against these people, but with them in the spirit of partnership in a democracy.

they come in contact, and at the same time interpret to them what our country stands for.

Princeton University will this year award three scholarships to students graduating in June. Two of them are offered by Mrs. Edgar Palmer, amounting to \$2,500 each. The object is to afford their recipients an opportunity to broaden themselves by travel, by study, by life among foreign peoples, and to mingle as much as possible with the people of other nationalities.

The third fellowship is offered to Princeton Seniors only, by a friend of the "Floating University" and will amount to \$2,500, covering the entire expenses of the eight months' trip around the world, leaving New York, October 6th, 1928.

There are no conditions attached to this offer but the request is made that it be awarded to the student who would be most benefitted by studying international relations or foreign service.

The three awards will be made by a Committee consisting of Dean Radcliffe, Heermance of the Princeton faculty, Stephen R. Sheldon of St. Louis, Mo., L. Stockwell Jadwin of New York City and H. Chapman Rose of Columbus, Ohio.

PRESIDENT OF UNIVERSITY OF MICHIGAN DEFENDS YOUTH

The oft-mentioned younger generation had an able defender in Dr. Clarence Cook Little, president of the University of Michigan, who told fellow academicians that youth of today is more Godly and nearer the truth about religion "than we of the older generation are." His speech brought to a close a presidents' conference on "Religion Among College Men," held at Princeton University.

"There is little difference between dogmatists, whether they are found in the physical laboratory or in the pulpit of a too highly organized branch of the Christian church," said Dr. Little. "The modern generation are discerning enough to recognize this fact. They do not take to dogmatism naturally, or at all, for that matter, unless forced to through fear or authority.

"It is a well-known fact that students today do not stay with denominational Christianity. Why is this?"

One reason offered by Dr. Little was the devotion of the churches to debating academic questions, such as the infallibility of the Bible. "The only answer to such questions seems to be 'I don't know,'" he said. "But the churches persist in fighting over a dry bone, and the youth of today recognize this.

"They realize that Jesus didn't spend his time on earth criticizing the prophets who had gone before him, but in doing things, in meeting practical problems of his day.

"In so far as the younger generation refuses to bow the knee blindly to authority, I feel that they are in a sense at least living independent, spiritual lives of their own. They are not godless. I think they are nearer the truth about religion than we are."

—New Student.

HARVARD INTRODUCES SUCCESSFUL READING PERIOD

Harvard's "reading period" has carried the day. The deans of the University, in session to consider the new program after its first trial, have declared it successful. The setting aside of two and a half weeks before examinations for reading was regarded as a revolutionary step. Skeptics argued that it would mean only cramming, if any work was done at all. But the deans found that not only was the period taken seriously, and reading actually done in the elective manner hoped for, but the innovation in education reflected in the examination results, specifically in grades. So enthusiastic were the deans that they stated that "even if the grades had not shown any improvement, we could nevertheless regard it as a success."

Although anxious not to have one test accepted as conclusive, the teachers did say that "the upperclassmen have proved that they have the capacity and the interest to work independently, and they have profited by their experience."

From the interest with which other institutions watched the Harvard plan in operation, it may be inferred that the friendly report of the deans will lead to the institution of the "reading period" elsewhere.

—New Student.

WHAT JOKES DO YOU LAUGH AT?

Fat men, mothers-in-law, and spinisters are not so funny as most people suppose. So says Professor John C. Almack, of Stamford University.

(Continued on page 6, column 2)

FRESHMAN AND SOPHOMORE PLAYS PRESENTED

(Concluded from page 1, column 3)

Dr. Gardner.....Yvonne Carns
Adrian.....Gertrude Smith
THE TRYSTING PLACE
Rupert Smith.....Barbara Ward
Lancelot Briggs.....Elizabeth Moise
Mrs. Curtis.....Norma Liebling
Mrs. Briggs.....Louisa Kent
Mr. Quglesby.....Frances Brooks
Jessie Briggs.....Ruth Cooper
The Mysterious Voice. Eleanor Meurer

COLLEGES DON'T GIVE WHAT STUDENTS WANT, IS CLAIM

Remedy Lies With Faculty

"Colleges do not prepare for life; they prepare too exclusively for vocational work. Colleges are so hard that students break under the strain; colleges are so soft that no real mind can get an education from them. Colleges upset the student mind with vague and disturbing doctrine; colleges accept a standardized view of life and hate all attempts at real thinking. Colleges unfit a man for practical life; college is a *sine qua non* for advancement in business. Col-

leges are full of idle loafers; colleges are the haunts of be-spectacled scholars who have no sense of leisure. These vociferous contradictory criticisms coming from people who really know the colleges and wish them well are the real perplexity."

"The Assault on the Colleges" was the subject of an address given by Professor Boas before the Graduate Council last week-end. Because this is a matter which closely concerns both students and faculty, Mr. Boas' comments are of significant interest to the college at large.

Collegiate Movies

"Indirectly," said Mr. Boas, "the college suffers from pseudo-collegiate magazines, collegiate movies, and collegiate clothes. By people who have no contacts with the colleges, students are supposed to be over-indulged young animals, expensively clothed, much given to love making and drinking, good natured and carefree, generous and reckless, always in hot water and never getting scalded. To such people the athletic coach is the head of the college, and college days a golden dream. But such a picture easily changes into a view of over-sexed young wasters, who would be far better earning an honest living

than wasting their time and their parents' money."

"The importance of such indirect assaults is greater than one would suppose," continued Mr. Boas. "For many years newspapers have seized upon every incident which gives color to this collegiate dream world until 'collegiate' has become a term of reproach."

But it is the direct and not the indirect attack which is really alarming. "As colleges woke up ten years ago to find themselves in the front line of defense, they may wake up ten years hence to find a public coldly disillusioned and actively hostile. There are plenty of signs that parents are no longer taking college for granted; they are beginning to question whether a college education may not for the average run of boy and girl do more harm than good." On these grounds Mr. Boas urged a careful consideration of the present educational turmoil.

In an attempt to meet the assault on the colleges, Mr. Boas recommended several fundamental axioms without which college becomes a mere educational expression.

In the first place, he reminded, "college is not the same as the competitive life of the world; it is an educational environment withdrawn from active life; in the famous words of John Dewey, an environment simplified, purified and broadened. It is a place where ideals really count, where business is only one of life's

HARVARD AND RADCLIFFE CONSIDER COMPANIONATE MARRIAGE

It might have been the scientific spirit that prompted Harvard students to vote decisively against the desirability of companionate marriage, and then to reverse the order on the next question and vote for trying it. Two questions were asked as a preliminary to a debate on the subject between Judge Ben B. Lindsey and Dr. Frank Crane: "Do you think legalized companionate marriage would be an aid or a menace to marital happiness?" and "If society recognized this institution would you venture upon a companionate marriage yourself?"

More than half of the voters vetoed the idea, but on the second question about the same number answered in the affirmative. Radcliffe students were more consistent. Fully eighty per cent. voted against companionate marriage, and eighty-five per cent. against giving the plan a trial.

—New Student.

activities and where one can calmly scrutinize men's real motives. College is as near Utopia as one gets in this hard world; were its Utopian structure to dissolve, college would vanish without it."

The second of Mr. Boas' axioms
(Continued on page 5, column 3)

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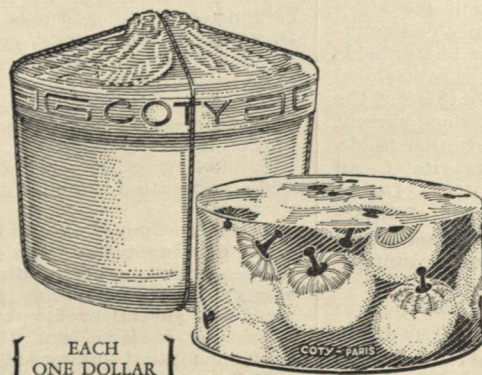
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NEGATIVE TEAM DEFEATS SMITH, 2-1

While Connecticut's affirmative team was defeating Mount Holyoke in the debate here last Saturday night, our negative team was winning at Smith also.

The team that went to Smith consisted of Eleanor Wood '28, Catherine Mar '28, and Constance Green '30 (alternate). A delegation consisting of Helen Burhans, Frances Brooks, Helen Oakley, Louisa Kent, Fanny Young, Virginia Worthin, Elizabeth Webster, Bertha Pratt, Jane Williams, and Gretchen Schidle accompanied the debaters there. The Connecticut representatives were very well entertained at Smith. On Saturday evening there was a dinner for the debaters at which the chairman and judges of the debate were present. The various members of the Debating Council of Smith, as well as several members of the faculty, also attended.

From the dinner, the party went straight to Sage Hall where the debate was held. After the debate, an informal conference was held, in which the different aspects of the debate were discussed, and the judges gave reasons for their decisions. An unusual feature of this debate was the fact that two of the three judges were students, one from Mount Holyoke and one from Amherst. It appeared that the judges who voted for Connecticut, did so because they felt that the negative had done more with

their material, had organized it better, and had set up a unified case that was stronger than that of the affirmative. The judge who voted for Smith felt that of the five points brought out by the affirmative, only two were refuted by the negative.

Connecticut is the only college in the League that won both her debates. Last year Connecticut won from Smith but lost to Mount Holyoke.

COLLEGES DON'T GIVE WHAT STUDENTS WANT, IS CLAIM

(Concluded from page 4, column 4)

was that "college does not afford a direct preparation for a vocation. One must admit that the narrowly trained man who has risen from the ranks may have a better chance at riches than the college man; whatever advantage the college man has certainly does not lie in shrewd, sharp, complete absorption in his job."

Not a Place to Learn to Live Life

"Thirdly, college is definitely a place to learn and to think about life; not a place to learn to live it. There is only one place to learn to live life—that is life itself, crude, raw, and pitiless, as it is. There is only one place

(Continued on page 6, column 2)

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Saturday, March 24—Junior Banquet.

Sunday, March 25—President Marshall at Vespers.

Sunday, March 25—"The Social Side of C. C.," Winthrop, 7 P. M.

Wednesday, March 28—Jascha Heifetz Concert.

Friday, March 30—Spanish Club Play.

Saturday, March 31—Service League Dance.

Sunday, April 1—Reverend J. Edgar Park at Vespers.

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WHAT JOKES DO YOU LAUGH
AT?

(Concluded from page 3, column 4)

sity. He declares that after a six months' period of joke classification he finds these subjects do not figure so prominently as believed. Only four of the jokes are about fat men, two about mothers-in-law, and two about old maids.

Scientifically tracing American humor to its den of reality, Professor Almack says that Prohibition, politics, women and congress get most laughs from the layman.

Democrats are not quite so funny as Republicans; congress is four times funnier than the League of Nations; babies and back seat drivers place well in drawing the available supply of modern American guffaw.

The most frequent topics for quips are Coolidge, Mussolini, Dawes, and the Prince of Wales. Some others that rate well are Queen Marie, Al Smith, Big Bill Thompson and King Tut.

Coolidge humor is "not so hot," according to his finding. He characterizes it as "very sad stuff." Several thousand college jokes are the familiar pun, while others are jibes about drinking, modern engagements, flappers, and other topics of interest.

Through all this surveying and calculating, Professor Almack hopes to be able to judge a joke instantly and thus know when to laugh and how hard. He believes that it will save him from many embarrassing situations.

His experiments indicate that women are not quite so funny as men try to be, but he asserts that married women do have a keener sense of appreciation than do their husbands.

Professor Almack says that a person whose facial muscles are paralyzed cannot "see" a joke, and that the feeling of amusement comes not before, but after, one has laughed.

This joke was the funniest of some eight thousand on a thousand persons:

"Doesn't that mule ever kick you, Rastus?"

"No, suh, he ain't yet, but he sometimes kicks the place where Ah was."

The laughter provoked by this joke was the basis for its selection as the premier laugh-getter.

—International Press.

COLLEGES DON'T GIVE WHAT
STUDENTS WANT, IS CLAIM

(Concluded from page 5, column 3)

to think about life, that is college. When college ceases to challenge youth to think about life, it loses half its social value. Reflective thinking about life alone can teach to youth. To cast aside the one thing it can do to follow the mirage of the one thing it can never do would be educational suicide.

"In the fourth place," continued Mr. Boas, "college is not a place to shape lives; the individual must shape his own. It is not a place for the indoctrination of patriotism, virtue, or anything at all. It can offer the best possible environment for an individual to shape his own life so that he will become socially useful, mentally balanced, in short, happy. But happiness or virtue or wisdom or nobility of character come from long experience, not from 136 weeks of life at college.

As An Influence

"The claims sometimes made by colleges that they form Christian character or social usefulness are on their face ridiculous; one cannot learn how to play a violin in 136 weeks, leave alone forming a noble character. Hence the college cannot guarantee its product. It can only hope that its influence will be for good and

marvel that it so frequently succeeds. It can provide its students with the data upon which they can draw when they have to make reasoned choices. The college cannot stand for deliberate propaganda and live. It ought to supply society with that saving remnant, the calm, cool, thoughtful intelligent and well-grounded minority that saves society from its worst self."

The fifth thing to remember in dealing with these assaults on the college is the fact that the college is a treasury of knowledge, and part of its function is to advance in its theoretical aspects. "In America there is no leisure class to keep learning alive outside the colleges. Scholarship has no amateurs in America. Whatever else colleges are they are certainly America's only store houses of scholarship."

"Finally, the college is committed to the idea that it teaches and that the student comes primarily to learn from his teacher," and a disregard of this principle gives rise, Mr. Boas feels, to three-quarters of the difficulty. "All too often teachers want to teach highly specialized varieties of knowledge. All too often students don't want to learn what the faculty have to teach. They attend classes by compulsion rather than by choice. They want 120 credits, not a full and complete knowledge of some branch of academic learning.

"As a result of this attitude, they ignore the teachers and set out to get an education from each other, the coach, and their own activities. This is an impossible situation because the teachers have few real pupils and the pupils have few real teachers of what they want to know. The machinery of educational accounting has run away with the educational process which is the simplest thing in the world—the teacher and his pupil."

The body of faculty, he feels, is best able to cope with these attacks, being "small, compact and well organized. Moreover, it cashes in on the great American worship of education."

Teaching, Not Research

For this state of affairs, Mr. Boas laid the blame on the faculty. "What is lacking in American colleges is the one bulwark against assault, a reasoned and integrated conception of a liberal education in the contemporary world. The specialization of the graduate school has crept down into the college until now college faculties often deny the existence of any other ideal of scholarship than minute dissection of a limited field." "Intellectual power," Mr. Boas went on, "is not synonymous with specialized scholarship. Teachers are often more interested in their subjects than in their students."

There are signs of change, but they are faint ones, Mr. Boas feels, and hardly enough to indicate that college faculties will rouse themselves to complete a fundamental reorganization of their aims and practices until they have to.

"What is going to make them transcend their boundaries and move toward common ground?" queried Mr. Boas, and concluded his talk with a few practical suggestions on this subject. First, the acceptance of the six propositions previously enumerated, the redefinition of a liberal education in terms of modern life; and a clear differentiation between courses aiming at general culture and courses introductory to advanced work. But these suggestions will mean nothing until the faculties of American colleges recognize the reality and gravity of the problem. "Faculties must see their job as the education of young people, not the accumulation and increase of knowledge. It is not that they are offered a choice, but rather that they should differentiate between two important and valuable functions."—Mount Holyoke News.

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