On the afternoon of October 5th, Mrs. Noel entertained the girls of Desson Cottage at tea. Sunday, October 5th, some of the Freshmen were guests at tea of Mr. Frank Morris.

Anyone who chose to pass Dr. Nye's door between the hours of four and seven on Sunday, Saturday or Sunday of the first week in October, or on the following Wednesday or Thursday, would have found a room full of girls, talking, sipping tea, and eating but a few sandwiches and doughnuts. They did look comfortable in that cozy little room with its rich colors, its tempting tea-table, and best of all, with Dr. Nye herself serving at the table. The sight was not to be seen but it was finer by far to be a visitor within those doors, so a girl who did not agree with the statement of one student: That if she were to accept Dean Nye's cordial invitation to cast over when she was in college, she would be a daily attendant at the portals of Blackstone's house-fellow. This desire shown how much the lucky girls enjoyed their tea with Dr. Nye.

1919'S SETTING SAIL

The following will be of interest to many old students and alumnae.

1919's Settling Sail

Well, it is afterwards! But at the time you are wondering whether that adorable dimple is making a treatment with a Dermalogic or whether the story is really true and in other cases if you are justified in giving him amusement.

"Hello"-"Hi"-oh that includes in the bacteria which the females of the species thereby causing unemployment. It is that genus service work which caused the foundation of the comparatively new organization, the Home Service Section of the American Red Cross.

But the work with the F. S. A. of R. C. is not humorous. It cannot be treated in a light manner for it is dealing with the more serious phases of our existence with the spiritual, the ethical and the material in life.

Of course, we have to smile to keep from becoming utterly discouraged in the presence of the social order for although most of the cases under review as a result of abnormal conditions, the investigation of these same cases reveals plainly the vices of the present system. The lack of coordination between environment and the social order, and the inability of some people to get away from the environment and social order which are preventing them from reaching a higher level. So we make our opportunities to laugh.

There were two women sitting in a trolley and they were naming the Soldiers', Sailors' and Marines Club, as they looked building read aloud, "Soldiers' Sailors and Marines Club."

The Return of the "PeP"

Pep is once more in the bosom of his rightful family, the Class of 1920. Last year he disappeared very mysteriously, and though his caretakers searched for him unceasingly, and left not a stone or puddle unturned, the little mascot refused to put in an appearance and the skilled detectives upon his trail had to acknowledge that for once, in their professional lives, they were completely baffled. The Juniors became heart-sick. Pep was gone! There was nothing to live for now. Pep, their darling dog Pep, who attended every game! Pep who had barked so joyfully at their victories and so dismally at their failures.

Summer he remained in oblivion and during September, when the leaves began to fall, and the Juniors were returning to be Seniors, still Pep failed to put in an appearance. Then and there, the Juniors finally got a strong desire to go on a search for Pep. There was a great commotion outside the dining hall and the sound of many voices raised in song.

They entered the wicker walled long line of last year's Sophomores, bearing at their head:-Oh, Joy, Oh, Miss the long log and deeply mummified Pep, looking remarkably well fed and happy for so long a sojourn in the nursery. Into the arms of Alice Horrax, the senior president, he was restored, but not before each Junior had kissed him fondly and murmured words of endearment. Then, little black and white ear, "All," quite overcome with emotion and joy could utter not a word, merely hugged Pep tightly to her breast, while the Juniors then veiled off a passionate speech of farewell, closing with the stirring words "Take him! Keep him! But for goodness sake, don't let the Thomas's get him!"

Now what do you suppose she means? At any rate, without trying to puzzle out everything, every Senior heaved a sigh of utter relief and happiness as she took up her knife and fork again, for the long strain was over. Pep was home again!

An interested enquirer to the Class of '21.

Advice from a Senior

"Don't study when you're tired Or have something else to do. Don't study when you're happy For that will make you blue. Don't study in the day-time, Or have something else to do. Don't study in the night-time, Or have something else to do."
An Explanation

This isn't a reminder or a lecture; it might possibly be a suggestion, but definitely it is a challenge. It's always well to explain matters at the very beginning because then no mistakes can be of doing wrong unconsciously. This is not to suggest that no one written by the staff of the News ever had to be filled with articles done exclusively by the staff it would show that the rest of the college took no interest in the paper. Accordingly, the best thing to do would be to hang a sign on the office door "CLOSED UNTIL THE COLLEGE CONTRIBUTES!"

Second: In explanation of the often used phrase, "don't know what to write about." It's hard to tell, but you can recognize one of the four essentials. Why can't you? English 1-2, which is a required subject, is mostly a writing subject. You have had a long assignment, narration, and exposition. Surely this is the best foundation for other writing. You write letters. You talk. You think. You do all these, and yet say you cannot write. The point of it is, Have You Tried? Now comes the complaint, "I haven't any time!" Or how about, "I don't know what to write about." They wouldn't print it if I did write.

What is meant is that the most essential is hard to tell, but you can recognize one of the four essentials. Why can't you? English 1-2, which is a required subject, is mostly a writing subject. You have had a long assignment, narration, and exposition. Surely this is the best foundation for other writing. You write letters. You talk. You think. You do all these, and yet say you cannot write. The point of it is, Have You Tried? Now comes the complaint, "I haven't any time!" Or how about, "I don't know what to write about." They wouldn't print it if I did write.

Do you realize how many people answer for himself, and plans his future career. And since one opening of a college career it is impossible to begin the taking of up any careers it may be well worth your while for a moment to consider what constitutes the best life for an individual. Because many people lose to a certain extent, from the very nature of himself, and the limitations of his interests. In making any judgment, it is carefully the law of alternative costs. If he indulges in thinking at all, he desires that life which will be of the most permanent good—and Everett says that the ethics of desire is in the long run ethics of the most complete welfare attainable, which welfare, Hegel would not doubt agree, consists in a specialization, a uniformity of pursuit, and the assimilation of other values and goods; a weariness that is not economic, the amalgamation of the various goods into one unified whole—as psychology subjectively units it, the material of the social and material as such and as a whole. This, then, would seem to constitute the best plan of life for an individual.

There is, however, of necessity, a hierarchy of essentials. If any one person can consider a life-plan, he must know what these essentials are. One of the most important five essentials of a normal living is the capacity for making a living, for employment, and moral and spiritual vigor. In his "Moral Values" Everett includes all these and more, too, in his eight goods for any man's life.

Now about the article you are going to write. It may be an editorial, or an editorial-essence is in it. The editor-chief is interested in those who enter what may be called "the realm of editorials." The News doesn't intend to use the word, or at least, not only, it wants a view from every side. The editor-chef is not interested in sect or one of a wider scope which takes in matters of interest off the campus as well as on. Hand in an open letter which will contain matter about which we've already written, or about which we ought to think. Write-ups are good reading and fascinating writing because you can put a touch of personality into them. If they convert, good and you enjoy them, go over your pencilled paper. And if you think, the soccer game exciting tell those who didn't get chance to see it all about it. There are funny things happening every day—only the other night a Freshman left campus and signed up on every fire-escap in the house. No one so serious that a joke is a joke. And that's one reason why you write letters. You talk. You think. You do all these, and yet say you can't write about.

Still, this ends the explanations for the year. Close your eyes and have a fascinating vision of the News which is so soon to become a reality on the radiator in the vestibule of the gymnasium.

Write in ink on one side of the paper try eupet it to be possible. Sign the article with it to be signed when it is printed, but be sure to have your full name somewhere in the column of your name.

Planning the Best Life!

Not "to be," but how "to be"? That is the question which every man must answer for himself, and plans his future career. And since one opening of a college career it is impossible to begin the taking of up any careers it may be well worth your while for a moment to consider what constitutes the best life for an individual. Because many people lose to a certain extent, from the very nature of himself, and the limitations of his interests. In making any judgment, it is carefully the law of alternative costs. If he indulges in thinking at all, he desires that life which will be of the most permanent good—and Everett says that the ethics of desire is in the long run ethics of the most complete welfare attainable, which welfare, Hegel would not doubt agree, consists in a specialization, a uniformity of pursuit, and the assimilation of other values and goods; a weariness that is not economic, the amalgamation of the various goods into one unified whole—as psychology subjectively units it, the material of the social and material as such and as a whole. This, then, would seem to constitute the best plan of life for an individual.

In his hierarchy of values, Everett has given a rather high place in the good of character. The instrumental as well as the intrinsic value of character almost anyone, even one lacking efficiency and beauty of the physical is of definite, instrumental well as ornamental and intrinsic value. Man is beyond a doubt a physical person and he has two lives, the attainment of knowledge, and appreciation of beauty. The healthy body is the first essential of a healthy mind. But, although, Descartes, we do not believe that the mind and body are entirely separable. However, stress on the purely, physical pleasures of what constitutes a "society" is not necessary. Everything is relative. The world has too many last ing essentials of people. There are two things we have, however, an absolutely conflict with this fever.

"Where the editors and editors' are both involved, a foundation is in the idea that creation must have its recreation. A serum of play injected into a patient proves with the fever of work proves a valuable antitoxin. The man who never takes a "serum" is not likely to be as successful in his, work as one who has. It tends to make our minds stronger and more active.

At times, however, a hierarchy of essentials is needed. If any one person can consider a life-plan, he must know what these essentials are. One of the most important five essentials of a normal living is the capacity for making a living, for employment, and moral and spiritual vigor. In his "Moral Values" Everett includes all these and more, too, in his eight goods for any man's life.

In the whole scale-esthetic values are not necessarily intrinsic. They are, too, instrumental in that they give strength and stimulus to character, to intellect, to the spirit. The expression of aesthetic values is the expression of the something which is that is best and noblest is an individual.
Additions To The Faculty

(Continued from Page 1, col. 1)

It Must Be So Interesting

(Continued from Page 1, col. 2)

"Oh, yes, that is the Soldiers' and Sailors' Club," complacently agreed to.

"But it says Soldiers', Sailors' and Marines," insisted the first.

What are the Marines of poem and policy - after a moment's hesitation the compliantly replied, "Why, they really don't know but it must have something to do with submariner art."

And this happened in the year of our Lord one thousand nine hundred and nineteen, and less than one year after cessation of hostilities of the World War.

Then occasionally there is the boy who insists he is going to Washington to inter, personally or personally, to War Baker if that $45 allotment due his mother is not here by the thirteenth.

But these are not the ones we consider interesting. The interest is in those families with whom we have had dealings for some time, the closest possible personal contact and whose life, with its happiness and sorrow, we share.

It is the human element that holds us as well as the individual. We are working with them, and they are working with us. It is a co-operative scheme in which both parties are receiving education in the broader sense of the word. The interest also is in the varying types of people with whom we deal. It is nearly always interesting to see how a man's environment has shaped his life and to observe the service man, with whom we deal, a little knowledge and immediate, to endeavor to explain a universal subject.

To answer question one, as to the kind of people with whom we deal: We deal with all four classes of present-day society the community, the non-coms, the enlisted men and the wish-the-business kinds of people. Perhaps you'll recognize your brother, your cousin, or even yourself among them.

The second and third may be answered together briefly and concisely. At present the names of many men who have been wounded or ill in service are sent to us by the hospitals that have treated the men by the federal government and it is our duty to learn if the man is now wholly recuperated, and, if he is not to see that he receives proper treatment immediately. Another great number come to us voluntarily for assistance in obtaining undelivered liberty bonds, allotments, and insurance since appeals sent through a cen.

more prestige than an individual appeal. In this case broker follow-up

Additions To The Faculty

Rogues Bertinault—B. E. L. Duffel, University of Lyon.
Lieu en Droit, University of Lyon.

Dean, 1919. Awarded Croix de Guerre

Sent to U. S. by French government

for scholarship at Yale University.

Instructor in French.

Florence Barnes—A. B.—Smith College.

Teaching Fellow in Chemistry.


Carnegie Institute of Technology, Pittsburgh. Part time instructor in

History, Economics, Politics.

Tondi Dickerson, A. B.—University of Cincinnati. Ohio. Teaching Fel-

low in Botany.

Benjamin Gammill—Wesleyan University. Part time instructor in spoken

English.

ered B. Jensen, A. B.—Yale University. Assistant Professor of English, Wells College, Aurora, N. Y. Instructor in English.

Marion Kirkby.—Connecticut College.

Social Service Secretary.

Della de Lapp R. N.—Resident trained nurse.

Gladyes Leonard, A. B., Oberlin—Director of Physical Education, State Normal, Brockport, N. Y. Research Assistant of Physical Education.

Allison J. E. Wells—Deans' coach, 1919-20.

Middle W. White, R. S.—Connecticut State Teacher, Assistant to the Librarian.

Emily Turner, sister of Julia T.

Turner—Librarian 1919.

Where financial assistance for the family is needed there may be personal application, or small agency which may have recommended the conditions in some part near home be investigated. Here the procedure is the same as in any social work. But when the service man himself applies, thorough inquiry is made as to the reasons for his needs. Then if he wants meals, he may be sent to a restaurant where he will receive a card, stating that he is entitled to receive a certain number of meals not to exceed a given amount and in most cases, this includes the meals from the Red Cross. If he asks lodging he may be sent to a "T" or a S. R. & M. Club. If the man is asking transportation, however, his statement as to his destination is verified before the card is given which entitles him to a ticket which is presented at the railroad station.

Well it goes on and on just so. It does not take an exciting tale to relate. It is the DOING that counts. And your chance for service is right here, at C. C. Perhaps not along identical lines, but at least along parallel lines. We are all going to try to learn more fully this year how the other half of the world lives. Don't you want to come with us and learn too?

1919's Setting Sail

Marion Kirkby—Fellow of the Service League, Connecticut College.

Amy Kugler—Assistant to House Director, Y. W. C. A., Providence. R. I.

Florence Lennon—Graduate work in Social Service, practical course in Cornell University, Ithaca, N. Y.

Margaret Maker—Connecticut General Life Insurance Co., Hartford, Conn.

Loyce Marsh—No information received.

Margaret Mitchell—At home, Portland, Conn. assisting in house keeping.

Frances Otten—War Camp Community Service, 1 Madison Ave., New York City, assistant in the office of the member of the Bureau of A.

signments, Field Department.

Dorothy Peck—Phoenix Mutual Insurance Co., Hartford, Conn.

Mirtan Pomery—No information received.

Marenda Prest—Assistant to General Secretary of New London As-

sociated Charities.


Mary Robinson—Teacher intermediate grades, Home for Crimped Chil-

dren.

Harriet Rogers—Curator and Research Assistant, Chemical Labora-

tory, Amherst College, Amherst, Mass.

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Planning The Last Trip

(Continued from Page 2, col. 4)

tain what good lay in religion. Indeed, "many a piousanner has sought solace for his soul when all he wanted was salve for his vanity.”

This fact has made other people—religiously inclined ones—skeptical as to what values might be derived out of religion.

Thus Frost identifies the chief goods of life—economic, bodily, recreational, associative, aesthetic, intellectual, moral, and religious values—and advocates a unified whole, made up of these different parts according to their rank in the scale of goods.

It would seem, then, that man can plan his life in either one of two ways. He can strive to attain all the value along one line—lead an entirely physical or industrial or intellectual life, to the exclusion of all the other values. Or he can have a definite unit of purpose in one direction and aid it and supplement it by introducing as much as possible of the other types of good, including something of all of them, and entirely exclude none of them.

If one were to choose the first life of intensive specialization although he might become a genius he would live in one plane—this is a plama- rimming, getting depth, but no breadth. If he were to choose the second life, however, he would cease to have the single, one-tracked, narrow plane, but would broaden as he deepened. He might not reach the depth that intensification would achieve, but he would send out tentacles into several planes, and his breadth would more than compensate for any lack of infinitesimal, extremely narrow, extremely deep. But to have a life with integration and differentiation— with a composite whole in which every part is developed very favorably—and with differentiation of parts, would be ideal.

D. M. M. ’20

When Ignorance is Bliss

Miss G.—Discussing theme on cooperative stores—What do you think of chain stores?

Freeman—"I don't know. I've never read any of his works."

1919’s Setting Sail

(Continued from Page 2, col. 4)

Virginia Rose—At home, Red Cross Bureau, New London, Conn.

Madeline Rowe—No information received.

Margery Rowe—No information received.

Frances Saunders—Teacher in the Commercial Department, High School, Ridgewood, N. J.

Jean Rabin—Teacher of Fine Arts, Open Air School for Girls and Boys, 122 E. 86th St., New York City. Took summer courses at Columbia University in methods of teaching.

Lillian Shind—Red Cross work, New York City.

Maidy Stanton—Teacher in High School, Deep River, Conn.

Ruth Trab—Assistant in Department of Food and Nutrition, Division of Home Economics, Kansas State Agricultural College, Manhattan, Kansas.

Violet Upton—Graduate work in English, Columbia University, New York.

Ann Vargason—Teacher of French and English, High School, Glastonbury, Conn.

Julius Warner—Teacher of Latin and English, High School, Butler, N. J.

Emmett Weed—Teacher of Latin and English, High School, Goffstown, N. H.

Marion Wells—Boston Secretarial School, 35 Huntington Ave., Boston, Mass.

Jesse Wells—Red Cross Work, New York.

Mildred White—Assistant to Librarian, Connecticut College.

Ros. Wilcox—Teacher of Latin and English, Farmington High School, Farmington, Conn.

Susan Wilcox—Teacher of Spanish and History, Plainfield High School, Central Village, Conn.

Marion Williams—Assistant in Department of Food and Nutrition, Division of Home Economics, Kansas State Agricultural College, Manhattan, Kansas.


Compiled by Miss Mary Holmes.

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