Dear Madam Editor:

Although I am only a dog, my mistress pays each year a sum to permit me to live and to bark in New London, privileges which she calls my “rights.” I don’t understand how far such rights extend, but I hope one of them entitles me to whine a respectful protest in the C. C. News.

From Saturday’s News my mistress read to me a statement that the Freshmen had had, as mascot at the basketball game, “a stupid, struck little poodle!” Now, dear Madam Editor, although I admit I was stage-struck—not quite comprehending my duties as mascot—I must beg you to correct the rest of the statement. To be called a poodle makes me most forlorn. Just fancy yourself a ‘Nest Highland White’—sharp, pointed ears, a bushy tail, gaily held erect when we are happy.

I feel justly confident that, no matter how subdued my demeanor, the proud prick never left my ears. “Ears erect while life endures” has been the West Highland and White terrier for generations. In this connection, dear Madam, please permit me to nose out to you that the poodle has drooping ears, a silky, often curly coat, and a tail like a plume. On the other paw, we of the Highland breed are a stiff, wiry coat, sharply pricked ears, and a bushy tail, gaily held erect when we are happy.

Because there are few of us in this country, we are not easily recognized, as a breed, to know about us. In Scotland, however, we have made famous history. Legend related that one of my ancestors accompanied Queen Mary Stuart on her way to execution. (Some historians may say that dog was a Cairn, but you need not believe them.)

Now I am sure you will understand why I have barked so protestingly. Pride of my race impels me. Not that I do not admire poodles. Indeed, I have often heard it whispered how several of my forebears flirted outrageously with the charming French poodle-demonisels accompanying Mary Stuart’s followers to Scotland. But there’s no strain of poodle in me!

W. D. HOAG EXPLAINS WHAT “BE YOURSELF” MEANS IN VESPER TALK

A Real Self Must Be Found

“Be Yourself” was the subject of the Vesper address given by Rev. W. D. Hoag last Sunday evening. Rev. Hoag is at present the pastor of Old Lyme Congregational Church. In explaining why he chose this modern slang phrase as the basis of his talk, Rev. Hoag expressed the belief that such phrases often show the current philosophy of life. From “Be Yourself” Rev. Hoag proceeded to explicate the epoch in which we live. We are frank, impecunious of affection, dislike flowery language and profession-alism. We make use of honesty, reality and brevity in our daily lives. Women’s fashions, according to Rev. Hoag, also throw some light on our present life; plainness and simplicity are shown by the present styles.

Then came Rev. Hoag, a wave of realism being blown into our period. This wave is different from the one which came after the World War. That was (Continued on page 4, column 2)

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Connecticut College News

DR. LAWRENCE SAYS

“My Country, Often Wrong”

The chief friction point of contending nationalisms is the deathless devotion each demands to its iniquitous political policy. A debated and relensed harmless nationalism, therefore, would be one that has seen its dubious forgeries revealed. We should not expect our professors to lay out in detail every step for us nor think for us. If we had our classes less formal, let’s show that we’re ready as college students.

ALUMNAE NOTES

Born: to Lient. and Mrs. W. L. Clemens, a daughter, Adria
Ceynich ’33, at Pensacola, Florida.

Lottie Prenter ’33, now Mrs. John T. Pemberton, of Toronto, Canada.

Our alumnae seem to be moving

AROUND CAMPUS WITH PRESSBOARD

A bird in a gilded cage?

A bird in a gilded cage?

EDITORIAL

Welcome, Alumnae! for you, Alumnae! Our “feeling for you” means more than the several friendships you may have made among you individually—it is a truly “sisterly” feeling. We have many a［ ］...we have looked out over the same river and hills and walls; we have known the same personalities, many of us; and we have had the same aspirations and disappointments, the same joys and sorrows—

We hope that you will like us, and we hope that you will find the same cordial, open, com- radeship, and vision that the first class had to have. You Alumnae will give us added zest and fresh enthusiasm—we hope that we can give you in return a happy view of the worth of your en- ters.

Again, welcome, Alumnae!

Discussion

Of late years there has been a drift away from the listening-lecture type of class to the more informal discussion groups. We in college are aware of this change in the additions to our curricula of courses in particular in the fields of social science, political science and eco- nomics which adapt themselves to this form. A number of our professors in these branches have arranged round table meetings which are highly approved of by the participants.

There are certain problems which arise in connection with the idea of discussion groups. One of the first is the matter of equipment—as yet our class-rooms are made for a lecture system. In time certain rooms will be arranged more informally, no doubt. Until then we must make the best of what we have.

Then there is the matter of the size of the class. For proper dis- cussion, the group must be suf- ficiently small. It is more than twenty students should be in- cluded. We realize that where the class is large of necessity, the lecture system must hold. There is no other substitute for it. In certain fields the lecture system appears to be the most workable. We must realize as well that introductory courses must be more of the nature of constant instruction of the teacher. Certain basic principles must be laid down as a foundation for individual work and thought. So the discussion method would not be suited to all classrooms.

The last point to be considered concerns us as students. If we are to have our classes smaller and less formal, we must co-operate. We must now con- sult ourselves to search out information, think upon it wisely and present it ably. In other words, we must realize more. After all, we have been in a college a while and we should be able to be comparative- ly self-sufficient. We should not expect our professors to lay out in detail every step for us nor think for us. If we had our classes less formal, let’s show that we’re ready as college students.

FREE SPEECH

There is a certain tendency in most of us which gives us an unreasoned impulsion to be in the center of what is going on. With the theorem that we get as much out of a thing as we put into it, as a guide, we feel a trifle non- plussed when we are expected to stand by to receive what another formerly experienced, but was not especially true in classes. In a class where discussion is a part of the work expected, we find ourselves listening to every word and tak- ing an active interest in the subject matter. We must know our assignment for the period in or- der to talk about it. Information concerning the subject, which is found in various newspapers is a composite form of information when we can get up and talk about them. We are bound to get some- where, either in course of study or after graduation, such a course based on individual endeavor because we put so much energy into learning the subject. Therefore, there are few of them in the college. Most of our classes, our lectures, daring which we take the necessary amount of notes, with the mini- mum amount of concentration, feel that assignments other than those written in hand in- unnecessary tyrannies, and are proud of having been able to get outside work done or even fall asleep.

This attitude is a natural one, for we became bored of listen- ing to the same voice talk on for an hour at a stretch. Often, too, when we don’t agree with a state- ment or have a question to ask about another, we must squelch it because we feel that the lecture is not to be interrupted. Of course it is necessary in cer- tain classes, with few lectures, but it does seem as if we should be able to voice our own opinions in class and have a discussion about them. It is our right to try and learn anything. Let’s try to in- stitute a system of discussion- provoking points in class by talk- ing to our professors about it and then making them see our point of view.

We are in college to learn, and as much general knowledge as possible and to learn to apply whatever we are taught. Why not get as much out of college classes as is possible?

1915.

A plan for the establishment of chairs of honor in colleges and universities has been proposed by

Dr. William McAndrew.

They have a fast basketball team at Davidson. Yelling "Bill Quick, stellar athlete, has been

named captain.

THE BEAUTY SHOP

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Northfield Conference (Continued from page 1, column 1) bad for the subject "The Present Religious Situation." He felt that there is a definite need for a revival of the real spiritual yearnings. The old religion has proved itself inadequate, said Dr. Barstow, and gave three fundamental reasons for this: namely: the fact that the Church is teaching the old dogmatic beliefs, the fact that the Church is influenced by prejudice, and that the Church is so obsessed by group problems that it loses sight of the individual. He felt that the students of today are vitally interested in understanding this religious problem, and that the solution lies in their hands.

Dr. George Stewart spoke on "The Function of Religion." He stressed the need of trained people who are able to answer what and where to teach the multitudes who have never heard of Christ, and the message of God. It is the students who should carry the message of Christ to these people. They are the only ones who have an opportunity to tell Christ is, above all else, a friend.

"Religion, a Personal-Social Experience" was the subject of G. S. George. He described his experiences in Russia and the East.

In addition to the various talks, there were also student groups. Some of the subjects discussed in these groups were "What Does Religion Mean?" "What, Really, Is a Religious Experience?" "What Has Ethics To Do With One's Religion?" and "What Has Ethics To Do With Religion?"

Drama League Travel Bureau

The Drama League Travel Bureau, a non-commercial organization, has at its disposal scholarships to all the winter plays of the six weeks summer session at the Central School of Speech and Drama in London. These scholarships are primarily intended for students interested in dramatic study, but are also given for the more important purpose of promoting international understanding. We are very eager that the donors of these scholarships shall not be disappointed in the response to the unusual opportunity offered American students.

Students of the theatre and teachers of drama and its allied arts are eligible to come before the committee on awards, and application blank may be obtained from the League's headquarters in the Hotel Barbizon-Plaza, New York, and is available for a small charge. Sign up on the next Sunday's unusual Board Meeting.

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ALUMNII! STUDENTS!

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COLLEGE MAPS?

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See Barbara Townsend
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OUTING CLUB PROGRAM IS OUTLINED AT ITS USUAL BOARD MEETING

The Ouling Club held its regular monthly meeting on Monday in Winthrop. Betty Waterman presented a delicious supper which was enjoyed by Miss Wood, the faculty advisor, the Board, and the three new members who are: Miss Helen Putnam, Miss Helen Johnson and Miss Virginia Ball. After supper a business meeting was held, at which plans were made for the period up to Easter. The Club will sponsor the following outings:

March 27: Skiing at the rink downtown. There will be a small charge. Sign up on the A. A. Ball Room Board.

April 17: Newsletter (Date to be announced later)—C. C. O. C. in collaboration with A. A. will show Dartmouth ski movies and Yale movies of several Olympic events. Refreshments will be served afterwards. No charge.

Alumni Week-end (Continued from page 1, column 5)

Ames, Mr. Kiy, and Miss Kaye. Mrs. Milligan, Miss Moss, and Miss Hollister are present. The speaker is an expert of his art. He will sing, and Dr. Baker will play the piano. The concluding event in the program will be the vespers service, at which Dean William L. Sperry of the Theological School of Harvard University will speak. The Committee in charge of the week-end activities are Dean Nye, chairman, Miss Blunt, Miss Har- manson, Miss Miss Moss, and Miss Hartshorn.

LUCIA DI LAMMERMOOR

Grand opera by Gaetano Donizetti based on Sir Walter Scott's novel, The Bride of Lammerlaw. The action takes place in Scotland near the close of the sixteenth century. Act I, Scene 1—A grove near Lammermoor Castle. Edinburgh of Devonwood, a young man of Lam- mermoor love each other although their families are enaged in a mortal feud. It is necessary that they meet secretly. Lord Henry Ashton, her brother, appears on the scene in search of the stranger and is seen going about the grounds. Norman, his aide, suggests that the stranger might be Edgar, said to have left Lucia from the att-

(Continued on page 3, column 1)

GOOD FOOD!

Come in and enjoy a real Italian dinner at
Musante's Italian Restaurant
383 Williams Street

Mary Elizabeth Beauty Salons
311 State St., New London, Conn.

Should FRESHMEN marry REDHEADS?

MIMI was a redhead...

and Alec was a freshman (and a bachelor—of—arts).

You'll see why Alec pro-

posed to Mimi over the breakfast table, when you

read this newest novel by John Erskine, the man who wrote "Adam and Eve" and "The Private Life of Helen of Troy."

This book-length novel is a new, added value that begins in next Saturday's New York Herald Tribune. You get the start of this brilliant story in the Magazine Section plus nine other sections of news, comics, features.

Read 'Bachelor—of—Arts' by JOHN ERSKINE

beginning in next Sunday's

NEW YORK HERALD TRIBUNE

DEFENDS STUDENTS FOR

LETHARGIC MINDS

Marking System Is To Blame

New York, N. Y. (NSFA)—In an editorial defending the American student against the re-

peated accusation that he refuses to think or to take cognizance of current world problems, the Penn. State Collegian, official undergradu-

ate publication of Pennsylvania State College, attributes the fault to the American educational system rather than to a lethargic at-

titude inherent in the average student's character.

"True, the average undergrad-

uate refuses to think," the Collegian says. "But the world at large erros grossly in contending that it is his fault. Rather, the fault lies, fundamentally, with the Ameri-

can college and university, in home training, in lack of lofty ideals, in a cynical attitude, and in a multi-phase of complex and interrelated causes. In his atti-

due he is a typical bovine-brain-

ed American citizen, who likes to be led around by the nose as long as he individually does not bear the cost of less capable execu-

tives' blunderings to too great an extent."

The editorial points out that our college system requires a certain amount of memorizing but not real thinking, and that the fact that the student must fulfill

these material requirements dis-

tracts him from the larger ideal of real education and culture. "Education does more than anything else to bring about a weakened America," the editorial continues. "The more educated citizens, the harder becomes the management of a country. When people stop following the leader, chaos reigns. Wars would be an improbability if people thought during a crisis, rather than acting on mob- psychological principles. Still, there must be fodder for cannon, fuel for industry and big business, and fools for monument- piece production."

"Practically, the only thing that will make the average student actually think for himself is to re-

(Continued on page 6, column 1)

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WORLD WILL BE CAMPUS OF STUDENT BODY

Athletics Will Be Included

(Excluded from page 3; column 2)

W. D. Hoag Speaks On
"Be Yourself"

"Be Yourself" reflects the effects of standardization. Because of modern inventions in radio, movie, roads and newspapers, diversity of thought, manners and attitudes is becoming vastly decreased. It has made for a oneness and sameness of ideals and views toward life—an absence of individuality. Rev. Hoag believes that one of the proofs of education should be individualism. Education should be measured by its success in helping young people to "Be" or to find themselves. By term individualism he means people who think for themselves, conduct their own lives and dare to be themselves.

Rev. Hoag went on to explain more of what "Be Yourself" implies. First, we may infer from it a demand for a division in the self. There is a real self, a rational, decent self and also another self. The former true self is the better self. The hope of the world in human nature depends on a belief in this statement.

The spirit of the work, however, is to be found in the line quoted from a Kentucky newspaper: "We are men and women, and have the right to express ourselves."

"A House Divided" was the title of the address given by Rev. Hoag to the Physics Club last Monday night. The address was given by the president, Dr. H. I. Stone, of the College of the City of New York. The topic of the address was "The Issue in the Higher Learning, written by the president of the College of the City of New York." The address was read and commented on Robert Maynard Hutchins' article on "The Modern High Learning," which appeared in the January, 1934 issue of the International Journal of Ethics. There was a discussion of the article which took up the modern system of education, the disastrous effects of being trained, the disintegration of mankind on account of science, and the value of returning to reason and rational thought.

Faculty Science Club

Several professors read papers on different phases of science at the meeting of the Faculty Science Club last Monday night. Miss Burdett spoke on "Modern Developments in Food Hand-

WIND AND SNOW

are hard on the complexion. Keep yours soft and fresh with every beauty aid from

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REFRESH YOURSELF! from the best "takins" to a filling, delicious lunch at

The Boston Candy Kitchen

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"Be Yourself"

Dr. Lawrence Says

"We have been given the right to express ourselves."

"Our little lives are only the strongest factor in finding a sure and simple path to follow."

"Perhaps He is not the answer to all our questions."

"We are men and women, and have the right to express ourselves."

"A House Divided"

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DEAN SPERRY OF HARVARD TO SPEAK AT VESPER
Rhodes Scholar and Lecturer Is Well-Known Author

Willard L. Sperry, dean of the Divinity School of Harvard University, and professor of Practical Theology there, will be the speaker at Vespers, the concluding event of the annual alumni week-end. Before coming to Harvard in 1922, he had held the post of professor of Practical Theology at Andover Seminary since 1917.

Since 1927, he has been dean of the National Council on Religion and Life of the American Council of Religious Education. During the past few years he has delivered several series of lectures in England, among them the Up- ton lectures at Manchester College, Oxford, the 1927 Hibbert lectures and the Essex lectures at London.

Before taking up professorial work, Dr. Sperry was assistant pastor and first Congregational minister at Central Church, Lowell, Massachusetts, from 1908-1913, and also at Central Church, Boston, from 1914-1922. In 1917, as a Rhode Islander, he was made a U.S. naval officer by President Wilson. Dr. Sperry received his R.A. degree and later his M.A. from Yale, and a D.D. from Yale, Amherst, and Brown.

He is a contributor to the Atlantic Monthly and other leading periodicals, and the author of The Disciplines of Liberty; Reality in Worship, Signs of These Times, and his most recent book, The Pursuit of Peace and Love.

Dr. Sperry delivered the Baccalaureate sermon to the graduating class of the college last year, and is recognized as one of the outstanding preachers in America.

Lucia di Lammermoor

From the play by Sir Walter Scott

NARRATOR: I'm trying to understand how Armand, Lucia's fiancé, could have fallen in love with her in the first place. Lucia has always been described as a beautiful and intelligent young woman, but there is something about her that has drawn Armand to her. The story is set in the 18th century in Scotland, and the plot revolves around the love triangle between Lucia, her fiancé Armand, and her brother Edwige. The story is filled with passion, drama, and tragedy, and I can't wait to see how it all unfolds.

The story takes place in the Lammermoor Castle, where Lucia's family resides. Lucia is engaged to be married to Armand, but she has always felt a deep attraction to Edwige, her brother. The story follows their relationship as they navigate the complexities of love, family, and duty.

At the beginning of the story, Lucia is living in a beautiful castle surrounded by gardens and parks. She is a beautiful young woman with a kind and gentle nature, but she is also a bit of a mystery. No one knows what she is really like, or what she is really feeling.

The story is filled with dramatic moments, such as the moment when Lucia's fiancé, Armand, is forced to leave her at the altar on their wedding day. Lucia is heartbroken, and she feels like her whole world is falling apart. She turns to her brother, Edwige, for support, but he is also in love with her. The two of them are forced to navigate their feelings and their duty to their family.

As the story unfolds, Lucia and Edwige are forced to make difficult choices, and they must confront the consequences of their actions. The story is filled with passion, drama, and tragedy, and it is a story that will stay with me for a long time.
Thought No. 1
Some people's faces
Have curious spaces—
What a distance one goes
Between forehead and nose.
Sometimes the mouth
Turns towards the south.
For laughter and leers
Out towards the ears.
East and west the mouth spreads,
In the best designed heads.
Some people's faces
Have curious spaces—
I know this to my terror,
For I've looked in the mirror.

Thought No. 2
Yesterday I was intelligent, and
I know this to be true.
"You are intelligent," they said,
They told me so, they told me so.
And since they told me so, you
Know, I know it must be true.
They said I was intelligent, and
They're the ones to know.
This morning I received a note,
And I'm sure it must be true;
"You don't know how to think,"
It said, it told me so, it told me so.
The more I think about it, the
More I think it's true;
The note said I'm no thinker, and
It's the one to know.

I may not be a thinker—and you
May say this is true—
I may have intellect, you know,
For they told me so, they told me so.
But I wish they'd get together
And prove something to be true,
Or else I'll not believe them, and
I'm the one to know.

TO THE FRESHMEN, TO
MAKE MUCH OF TIME
Gather ye good grades while ye may,
The second year is tougher;
And this same Prof. that smiles
Today,
Tomorrow will be rougher.

And since they told me so, you
Know, I know it must be true.
They said I was intelligent, and
They're the ones to know.

THOUGHTS WHILE WON-
DERING WHAT TO THINK
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I wish they'd get together
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