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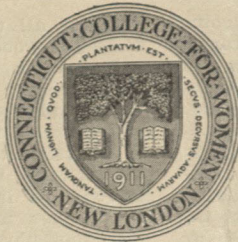
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"AT HOME" WITH OUR FACULTY

On the afternoon of October 5th, Mrs. Noel entertained the girls of Deshon Cottage at tea.

Sunday, October 5th, some of the Freshman were guests at tea of Mrs. Frank Morris.

Anyone who chanced to pass Dr. Nye's door between the hours of four and six on Friday, Saturday or Sunday of the first week in October, or on the following Wednesday or Thursday, would have seen her room full of girls, talking, sipping tea, and eating big fat, luscious looking doughnuts. They did look comfortable in that cosy 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 pretty to see but it was finer by far to be a visitor within those doors. Not a girl was present who did not agree with the statement of one student: That, if she were to accept Dean Nye's cordial invitation to call whenever she wished, she would be a daily attendant at the portals of Blackstone's house-fellow. This desire alone showed how much the lucky girls enjoyed their teas with Dr. Nye.

1919's SETTING SAIL

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

Ruth Anderson—Chicago School of Osteopathy, Chicago, Ill.

Louise Ansley—Hopkins Grammar School, New Haven, Conn. Secretary to Principal and Teacher of English.

Ruth Avery—Actuarial Department of Connecticut, General Life Insurance Co., Hartford, Conn.

Edith M. Baker—Teacher of Domestic Science, General Science and Chemistry, East Douglass, Mass.

Esther Barnes—Pay-roll Clerk, Rossie Velvet Co., Mystic, Conn.

Esther Batchelder—Chemical Laboratory, Research Department, Eastern Malleable Iron Co., Naugatuck, Conn.

Evelyn Bitgood—Staying at home Danielson, Conn.

Beatrice Boyd—Teacher of Latin, English, Algebra and History, High School, Worthington, Mass.

Ethel Bradley—At home, 44 Platt St., New Haven, Conn.

Urena Broderick—Staying at home, May Buckley—Decorator at Hall's Springfield, Mass.

Helen Cannon—Teacher of Science, High School, Madison, Conn.

Florence Carns—At home, East Berlin, Conn.

Anna Cherkasky—Washburn College, Topeka, Kansas, Teacher of French and Spanish.

Mary Chipman—Mrs. Frank E. Morris, 228 Williams St., New London, Conn.

Pauline Christie—Representative for Louis Fabian Bachrach, Photographers, in New London and vicinity.

(Continued to Page 3, col. 1)

GHOSTS! GHOSTS!

Wednesday night a visitor in New London Hall might have been convinced of the reality of ghosts, had she but casually glanced about her at the weird creatures in the corridors. Closer inspection, however, revealed the fact that those phantom shapes were none other than eager students in the process of becoming members of the French Club.

One at a time, each applicant was led into a room and made to kneel before a row of solemn judges, who headed by Miss Ernst, consisted of Misses Carlson, Nagy, Flaherty, and Hester. Brain-racking questions were asked, and much cross examining of the corpse-like figures took place. When the problem was voiced "Which is better, wisdom or ignorance, many would-be "Frenchies" showed their ignorance by replying "Wisdom." Some fencing with words resulted before they were persuaded that ignorance was the greater good—an admission necessary to their entrance into the club. Luckily, all who applied finally realized that, "tis folly to be wise," and are now full-fledged members of the Club Francais.

IT MUST BE SO INTERESTING

Well, it is—afterwards! But at the time you are wondering whether that adorable dimple is making a tremendous appeal or whether his story is really true and in either case if you are justified in giving him assistance.

"Him"—"His"—oh that includes anyone of the bacteria which attack the female of the species thereby causing uniformitis. It is that genus service man which caused the foundation of the comparatively new organization, the Home Service Section of the American Red Cross.

But the work with the H. S. S., A. 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 with the present day social order for although most of the cases have arisen 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 together are binding them down and preventing them from reaching a higher level. So we make the best of our opportunities to laugh:

There were two women sitting in a trolley and as they were passing the Soldiers', Sailors' and Marines' Club, one of them as she looked at the building read aloud, "Soldiers' Sailors and Marines' Club"

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THE RETURN OF "PEP"

Pep is once more in the bosom of his rightful family, the Class 1920. Last spring he disappeared very mysteriously, and though his caretakers searched for him unceasingly, and left not a stone or pebble 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 disheartened, 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!

All 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 last Monday night a strange thing came to pass. There was a great commotion outside the dining hall, and the sound of many voices raised in song. Then into our midst wound the long line of last year's Sophomores, bearing at their head,—Oh, joy, Oh, bliss the long lost and deeply mourned Pep, looking remarkably well fed and happy for so long a sojourn in the land of captivity. 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 into his little black and white ear. "Al", quite overcome with emotion and joy could utter not a word, merely hugged Pep tightly to her breast, while the Junior president reeled off a passionate speech of farewell, closing with the stirring words "Take him! Keep him—But for goodness sake, don't let the Toma's get him!"

Now what do you suppose she means! At any rate, without trying to puzzle it out, 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 onlooker from the Class of '22.

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

And don't study in the night,

But study at all other times

With all your main and might."

—Anon.

THE FRESHMAN SEASHORE FROLIC

Although the autumn air of October was beginning to be rather brisk and chilly, nevertheless, the freshman in the off-campus houses held their beach party. As most of them had four o'clock classes or some "grinding" to do, they did not arrive at Ocean Beach until about six in the evening, just as the moon was coming up. Their number was only thirteen, for many could not be persuaded to abandon their books even for a few hours. One marvels at the number of industrious Freshmen there are.

The first task undertaken was the building of a fire to warm the party and to roast the supper; for all had appetites which needed no encouragement. Wood enough for two parties had been bought and carried to the beach; and, with a little coaxing from "Judy" the fire was soon burning brightly. The next thing on the program was the gathering of sticks suitable for roasting frankfurters, corn, bacon, and marshmallows.

Soon frankfurters became "Hot dogs" crisp bacon was laid in slices of fresh bread, and marshmallows, apples, cheese, and home made cakes, the kind that mother makes were tucked away to help sustain the anatomies of happy girls.

After this long-to-be-remembered feast was over, the fire served a second purpose—one of cheer. All joined in singing everything from the "latest hit" to some rather ancient music. Two soloists were found, however, and "Betty" Rumey and "Judy" Warner afforded much entertainment with their various songs.

As the moon with its silvery rays crowned the event with success, the girls, tired from playing, packed up their belongings and themselves and turned their happy faces homeward toward the hill.

FACULTY GET TOGETHER

On Thursday eve, as the rain began to slowly pitter patter, a downcast procession of Faculty was seen winding its dismal way through the lot in back of Thames Hall. A perfectly lovely evening by the river in the moonlight had been planned but alas, the rain was falling and they must proceed with heavy hearts and heavy baskets to the Dietetics "Lab." However, after the Faculty had begun to follow the natural law of adapting one's self to one's environment, the Dietetics "Lab." became the scene of great festivity. The flames of the gas, if not as alluring as a cheery bonfire, proved a better method of roasting marshmallows and frankfurters. Soon the syncopated melody of popping corn was heard and so amidst these cheerful sounds and general merriment, the cruel rain was entirely forgotten.

CONNECTICUT COLLEGE NEWS.
ESTABLISHED 1916
Published Weekly
October to June
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Entered as second class matter at
New London, Conn., August 5, 1919,
under act of March 3, 1879.

An Explanation

This isn't a reminder or a lecture; it might possibly be a suggestion, but better call it an explanation. It's always well to explain matters at the very beginning because then no mistakes will occur and no one will be guilty of doing wrong unconsciously.

First: The News is not written by the staff. If 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 phrases: Yes, I'd like to write for the News, but I can't write!" "I haven't any time." "I don't know what to write about." "They wouldn't print it if I did write!" Which phrase is used the most often is hard to tell, but you can recognize one of the four as your own. Why can't you write? English 1—2, which is a required subject, is mostly a writing course in description, 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!" Of course you haven't. No one has. Everyone manages to find time to go to movies, to attend parties, and to do numerous other things that one likes to do. Make your writing one of the things you like to do and the time will be found for that too. If you don't know what to write about, but feel that you want to, go to any member of the staff and she'll give you enough suggestions to keep you writing for days at a stretch. About that absurd statement, "They wouldn't print it if I did write." Do you realize that "they" are only anxious to have your contribution in the News? It is your paper, why shouldn't you have a place in it!

Third: If you think the paper is not what it should be, criticize it. Constructive criticism is always needed and very welcome.

Now about the article you are going to write. It may be an editorial. The editor-in-chief is not the only one who enters what may be called "the realm of editorials." The News doesn't want to view the world from one side only, it wants a view from every side. The editorial may be on a campus subject 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 all been thinking, 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 the concert was good and you enjoyed it, go over the enjoyment of it again with your pencil and paper. 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-pad in the house. No one is so serious that she can't laugh at a joke on another. Short stories, good short stories, are few and far between. The best ones can be printed at various intervals. Competition is good sport, and worth while trying.

When your article is written, leave it in the News desk which is in the News office in the gymnasium, hand it to a member of the staff, or drop it in the News box which may be found on the radiator in the vestibule of the gymnasium.

Write in ink on one side of the paper typewrite if possible. Sign the article as you wish it to be signed when printed, but be sure to have your full name somewhere on the paper.

This ends the explanations for the year. Close your eyes and have a mental vision of the News Staff in the office so swamped with articles that they can't get out, and then open your eyes and make the vision come true.

Planning the Best Life!

Not "to be," but how "to be"! That is the question which every man tries to answer for himself, when he plans his future career. And since the opening of a college always implies the beginning of, or the taking up of many careers it may be well to consider for a moment just what constitutes the best life for an individual. Because man has to specialize to a certain extent, from the very nature of himself, and the limitations of his interests, he must consider 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 an ethics of the most complete welfare attainable, which welfare, Hegel would no doubt agree, consists in a specialization, a uniformity of purpose, plus the variety and assimilation of other values and goods; a weaving together, a welding, indeed, the amalgamation of the various goods into one unified whole—as psychology subjectively puts it, the stressing of the material and social selves, as well as of the spiritual self. This, then, would seem to constitute the best plan of life for an individual.

There is, however, of necessity, a hierarchy of these goods, a table of values and before one can consider a life-plan, he must know what these values are. According to sociology, the five essentials of a normal living are health, education, recreation, 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.

He starts out by explaining that an economic value is an exchange value and wealth is the power in exchange. It is necessary because it is instrumental in obtaining many higher and more spiritual values which are intrinsic, and good in themselves. Thus, although it should rank comparatively low in our scale of measurements and we should not incline toward Mammon-worship, nevertheless, we should recognize the power of this economic good and not, like St. Francis, repudiate it all as worthless. Of only the miser is the statement true that "Money is my God," but for many people wealth is a very necessary stepping-stone toward their gods.

The second value is of the body. All that contributes to the health, efficiency and beauty of the physical life is of definite, instrumental, as well as ornamental and intrinsic value. Man is beyond a doubt a psycho-physical organism and if we believe in the James Lang theory of emotions, we must realize that a healthy body is the first essential of a healthy mind. But, although, like Descartes, we do not believe that mind and body are entirely separated, still we must not lay too much stress on the purely physical pleasures of what constitutes a "society" life—dancing, tennis, motoring, or teas. The world has too many lasting memorials of people like Stevenson and Milton to think that an active mind is dependent exclusively upon a good body.

Closely allied with bodily values is the good derived from recreation. Play is both intrinsic and instrumental, and the truth that all work and no play makes Jack a dull boy is obvious. Just as action has its reaction, Cabot is right in saying that creation must have its recreation. A serum of play injected into a patient consumed with the fever of work proves a valuable antidote. The majority of us, however, are never seriously afflicted with this fever.

Tbsen would seem to discount Everett's fourth value when his Dr. Stockman explains that "He is strongest who stands alone." Association, the communion in the fellowship of one's family, friends, city, state, nation, etc., to any normal individual is of intrinsic value, and only incidentally instrumental. Association with others, life in groups is largely accountable for any moral and spiritual progress that the world has made—all have sprung from the grouping of persons into societies.

In his hierarchy of values, Everett has given a rather high place to the good of character. The instrumental as well as the intrinsic value of character almost anyone, even one lacking himself in the rudiments of this asset, will admit. Virtue is acknowledged so freely as a high moral value that people who do not assimilate it for themselves pay homage to it in others. But one must remember that this value, as some think, is not entirely independent of the others—that it is not the one and only one necessary for existence. It is dependent upon a minimum of economic goods, upon bodily values, upon association, indeed, it is a close relative of intellectual and spiritual or religious values.

In the whole scale, aesthetic values are most purely intrinsic. They are, too, instrumental in that they give strength and stimulus to character, incentive to intellect and courage to spirit. The expression of aesthetic values is often the expression of all that is best and noblest is an individual.

In Memory of
DR. FREDERICK H. SYKES
First President of
Connecticut College
October 13, 1917

To those who knew and loved Dr. Sykes, the day of his death, October thirteenth, will ever be one of sadness. Behind him Dr. Sykes left many memorials, for he was known as a scholar, as a teacher, and as a loyal friend; but his accomplishments as a leader are an everlasting memorial. Under his direction was the plan for Connecticut College executed, through his leadership and inspiration were the ideals of democracy, of breadth of view, and of service founded. In his memory we can each of us live up to the ideal which he set up for us when he said of Connecticut College: "Hitch your wagon to your talent. Our students to a woman see the world as a place for work and service; and they look to take an efficient place in it and earn by glad faithful work in the world the right to live."

Among Our Poets

Lights and Shadows

Far-glint
On the sea,
Sails flying
Gulls crying,
Warm Sun
Over me.

One star
In the sky,
Dews falling
Lights calling,
Winds pass
With a sigh.

A crown of lights
On a hill,
Laughter ling'ring
Shadows fing'ring
Ivied walls
Dark and still.

is instrumental because it is the means of attainment of economic values of preservation of bodily ones, of direction of recreation and association, of accomplishing aesthetic values and of determining characters. It is intrinsic to many people because it furnishes them with a keen delight. Only occasionally one discovers the person who finds thinking—the attainment of knowledge, painful, and solves all problems in his gymnastic career with the two words, "Too deep!"

Finally, in his scale, Everett places the value of religion very high. Throughout history this good has been stressed with varying degrees of intensity. Some have considered it the one and only good. During other periods people have revolted against all that was religious or spiritual and led lives of purely physical pleasure. Religion however, is natural to man, is innate, and is intrinsic—and according as it affects his life, instrumental. But many have taken refuge in the pretense of seeking religious values—deceiving themselves, too—when they were not cer-

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1919's Setting Sail

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Grace Cockings—At home, Bristol, Conn.
 Dorothy Dart—At home, 16 Berkeley avenue, New London, Conn.
 Mariesther Dougherty—Teaching French in Rockville, Conn.
 Madeline E. Dray—Visitor for Connecticut Children's Aid Society, Room 60, Brown-Thompson building, Hartford, Conn.
 Josephine Emerson—Medical School, Boston University, Boston, Mass.
 Gertrude Espenscheid—Keeping house, 617 Third St., Brooklyn, N. Y.
 And taking courses in Domestic Science, Photography and Short Story Writing
 Priscilla Ford—Office Work at Connecticut Power Co., New London, Conn.
 Dorcas Gallup—Assistant Secretary in Industrial Dept. of Y. W. C. A., 625 Main St, Brockton, Mass.
 Helen Gough—University of Minnesota, Dental Department, Minneapolis, Minnesota.
 Dorothy Gray—Decorator at Hall's, Springfield, Mass.
 Alison Hastings—Travelers Insurance Company, Hartford, Conn. (temporarily)
 Julie Hatch—Parole Officer at Connecticut Industrial School for Girls, Long Lane Farm, Middletown, Conn.
 Katherine Holway—At home, Machias, Maine.
 Irma Hutzler—Social Care Work in Philadelphia, 518 N. 19th St., Philadelphia, Pa.
 Margaret Ives—Holder of Scholarship at School of Arts, Crafts and Decorative Design, 126 Massachusetts Ave., Boston, Mass.
 Clementina Jordan—Teacher of Spanish and English, Bulkeley High School, New London, Conn.
 Charlotte Keefe—Graduate School, Columbia University, New York, Studying Modern Languages.
 Mildred Keefe—Studying Secretarial Work in New London, Conn. and Teaching in Lindergarten Department of the schools in Groton, Conn.

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It Must Be So Interesting

(Continued from Page 1, col. 2)

"Oh, yes, that is the Soldiers' and Sailors' Club", complacently agreed the other.
 "But it says Soldiers, Sailors and MARINES," insisted the first.
 "What are the Marines?"
 After a moment's hesitation the companion replied, "Why, I really don't know but it must have something to do with Submarines."
 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 interview personally Secretary of 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 been dealing for some time in 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 individuals. 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 is also in the varying types of people with whom we deal. It is nearly an ideal combination of practical sociology and practical psychology. "what kind of people are they?" "how do you get in touch with them?" and "what do you do for them?"

It is difficult for one whose experience has been extremely limited in length of service to answer all this; but will anyone who has more extensive knowledge of the H. S. S. A. R. C. just remember that it is the common failing of the college student to obtain a little knowledge and immediately, 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 Commissioned Officers, the non-coms, the enlisted men and the wish-they-could-have-beens. Perhaps you will 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 while 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 recovered, 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 censure more prestige than an individual appeal. In this case proper follow-up

Additions To The Faculty

Rodriguez Berteault—B. es L. Bachelier en Droit, University Reenes Licen en Droit, University of Lyon Wounded in Verdun 1916
 Awarded Croix de Guerre
 Sent to U. S. by French government
 Awarded scholarship at Yale University,
 Instructor in French.
 Florence Barrows, A. B.—Smith College.
 Teaching Fellow in Chemistry.
 Wm. B. Doyle—B. A. Amherst, M. A. Amherst, L. L. B. Harvard.
 Carnegie Institute of Technology, Pittsburg, Penn. Instructor in History, Economics, Politics.
 Tunis Dickerson, A. B.—University of Cincinnati, Ohio. Teaching Fellow in Botany.
 Binney Gunnison—Wesleyan University. Part time instructor in spoken English.
 Gerard E. Jensen, A. B.—Yale University. Assistant Professor of English, Wells College, Aurora, N. Y. Instructor in English.
 Marion Kofsky—Connecticut College. Social Service Secretary.
 Della de Lapp R. N.—Resident trained nurse.
 Gladys Leonard, A. B. Oberlin—Director of Physical Education, State Normal, Brockport, N. Y. Assistant Director of Physical Education.
 Mrs. John E. Wells—Dramatic coach 1919-20.
 Mildred W. White, B. S.—Connecticut College. 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 another agency or organization may have recommended that 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 present a card, stating that he is entitled to receive a certain number of meals not to exceed a given amount which sum is to be charged to the Red Cross. If he asks lodging he may be sent to a "Y" or a S. S. & 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 when 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?

M. B. G. '20.

1919's Setting Sail

Marion Kofsky—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 Sage School of Philosophy, Cornell University, Ithaca, N. Y.
 Margaret Maher—Connecticut General Life Insurance Co., Hartford, Conn.
 Lucy 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 manager of the Bureau of Assignments, Field Department.
 Dorothy Peck—Phoenix Mutual Insurance Co., Hartford, Conn.
 Miriam Pomeroy—No information received.
 Marendra Prent's—Assistant to General Secretary of New London Associated Charities.
 Mildred Provost—Boston School for Secretaries, 25 Huntington St., Boston Mass. Holder of Scholarship.
 Mary Robinson—Teaching intermediate grades, Home for Crippled Children, Newington, Conn.
 Harriet Rogers—Curator and Research Assistant, Chemical Laboratory, Amherst College, Amherst, Mass.

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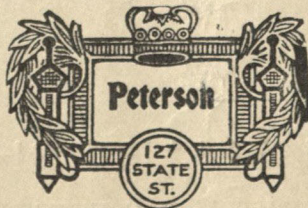
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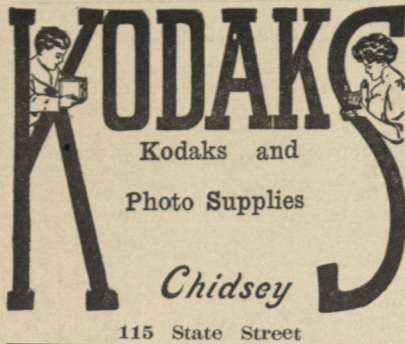
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Planning The Last Trip

(Continued from Page 3, col. 4)

tain what good lay in religion. Indeed, "many a penitent sinner 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 value might be derived out of religion.

Thus Everett classifies 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 unity 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 excluding 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 plagiarism—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 intensity would achieve, but he would send out tentacles into several planes and his breadth would more than compensate for any lack of infinite depth. Such a life with integration and differentiation—with a composite whole in view, allowing for a differentiation of parts, would be ideal.

D. M. M. '20.

When Ignorance is Bliss

Miss G.—Discussing theme on co-operative stores—"What do you think of chain-stores?"

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

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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 Sawin—Teacher of Fine Arts, Open Air School for Girls and Boys, 122 E. 64th St., New York City. Took summer course at Columbia University in methods of teaching.

Lillian Shadd—Red Cross work, New York City.

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

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

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

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

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

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

Marion Wells—Boston Secretarial School, 25 Huntington Ave., Boston, Mass.

Jesse Wells—Red Cross Work, New York.

Mildred White—Assistant to Librarian, Connecticut College.

Rosa 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.

Winona Young—Statistical Dept., Phoenix Mutual Life Insurance Co., Hartford, Conn.

Compiled by Miss Mary Holmes.

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