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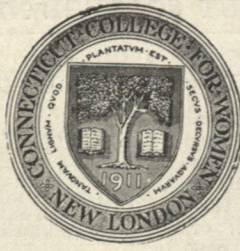
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FANNING DEDICATED AT IMPRESSIVE CEREMONY

Mrs. George S. Palmer Presides

Fanning Hall was formally dedicated on Thursday afternoon at four o'clock, the ceremonies beginning with the procession of trustees, members of the faculty, seniors and Cabinet members, in academic costume, marching from New London Hall to Fanning Hall. Mr. George S. Palmer, president of the board of trustees, presided at the ceremonies. Dr. Blunt, representing the college, spoke, as did Caroline Bradley '31, who, as president of Student Government, represented the student body. The principal speaker for the occasion was President James Lucken McConaughy of Wesleyan.

In her address Dr. Blunt gave a brief history of the life of David Hale Fanning, the donor of the building. Mr. Fanning was born in Jewett City, Connecticut, August 4, 1930 and died in January 1926, in Worcester, Massachusetts, where his wealth was accumulated in the Royal Worcester Corset Company of which he was president and active manager until his death. Dr. Blunt stressed the "superb part played by the individual and voluntary benefactor" in the growth of any college. She quoted from Sir Grant Robinson's *British Universities* in which he says that the "British Universities are essentially the creations of individual benefactors—the private citizen inspired by public spirit." Dr. Blunt said that this is also true of all our American schools and colleges, "the widow's mite" being as important as the princely gifts.

President McConaughy commented upon the rapid growth of Connecticut in the comparatively few years of its existence. He touched upon the program for expansion and compared the length of time it took for Yale, Wesleyan and Trinity to obtain the same growth as Connecticut enjoys today. The college, being the only one of its kind in the state, bears a certain distinction which will make it an outstanding institution in the years to come.

According to Mr. Fanning's will there was a bequest of twenty-five thousand dollars outright and in the same section of his will, in another clause, the sentence, "Any fourth residue of estate remaining, I give and bequest equally to Worcester Polytechnic College, Worcester, Massachusetts; Connecticut College for Women at New London; Talladega College, Talladega, Alabama; and the Worcester Hospital, Worcester, Massachusetts."

Connecticut received about two hundred thousand dollars which has increased by income and appreciation on securities sold to about two hundred and seventy-five thousand dollars.

ETIQUETTE

The most popular book in the library of the University of Oklahoma is Emily Post's dictum on etiquette. Thirty calls a day are not uncommon while on occasions of state requests double and even treble in volume.

Rev. Charles W. Gilkey, Dean of the University of Chicago Chapel, will speak in Vespers.

"Incline Thine Ear and Hear the Word of the Wise - - -"

SENIOR PROCLAMATION

And it came to pass on the ninth day of the tenth month of the one thousand nine hundred and thirtieth year of our Lord,—that, seeing the multitude, she went up onto the gym steps,

And when they had bowed down, she opened her mouth and taught them, saying,

Blessed are the underclassmen who sitteth not in the seats of the scornful, namely, 9 across and 5 rows back on both sides of the gym: for they shall escape the wrath of the Seniors.

Blessed are the underclassmen who walketh not on the curbstones but avoideth them like the plague: for thereon only their elders may walk in purity.

Blessed are the underclassmen that restrain themselves from entering doors and trolley-cars first and from sitting themselves down in trolley-cars unless Seniors be seated: for though they are least in the kingdom of Connecticut, they shall not be cast into outer darkness.

Blessed are the underclassmen who stayeth completely away from the post-office between 8:50 and 9:00 A. M.: for they shall escape getting hell-fire from the Seniors.

Blessed are the underclassmen who goeth not to Sunday Supper at Knowlton once a month; for one Sunday supper is set aside for Seniors, and whosoever else ventureth in shall in no-wise be filled.

Blessed are the underclassmen that befoul not with their presence the first living-room in Knowlton: for they shall not be kicked out therefrom.

Blessed are the underclassmen that refraineth from cutting in during one dance that is reserved for Seniors at every Service League dance; for they shall not be an abomination in the sight of the Seniors.

Blessed are the underclassmen that rise when addressed by Seniors: for it shall not be said of them that their behavior is not only unethical, but lousy.

Blessed are the underclassmen that avoid Senior Walk between New London and Fanning: for they shall not be led as lambs to the slaughter.

Blessed are the underclassmen that entereth not in and goeth not out by the front door of Fanning which is sacred to the holy feet of the Seniors: for they shall not be pursued with the sword, the pestilence, and the famine, and among them there shall be no wailing and ga-nashing of teeth.

Hearken unto me, ye handmaidens, and be as the Seniors' foot-stool, and the subject of their wise-cracks.

Ye are the salt of the earth, but ye have temporarily lost thy savor.

Be content and humble in thy lowly estate.

Doth the wild ass bray when he hath grass?

Or loweth the ox over his fodder? Or is there any taste in the white of an egg?

Lift up Hosannas, oh beasts of the field, to the Seniors who are only slightly lower than the angels. Selah.

And when she had finished, behold the multitude trembled and cried with one voice, "Mighty are the Seniors, and their words are good, and we shall obey."

College Sponsors Courses in Town

This year our Student Body—the mass of us who sit for hours each day with ear attentive to presiding professors and fountain pens poised over yawning notebooks—is stretching out a bit into the world downtown. Two lecture courses will be offered to teachers and other qualified persons in New London and vicinity, by members of the faculty of Connecticut College. These lectures are sponsored by the New London Teachers League and are under the auspices of the college.

Dr. Frank E. Morris offers one—a course in Mental Hygiene—to be given in Winthrop School on Fridays at four P. M.

Contemporary History is the other course, given by Dr. Henry W. Lawrence. A survey of the more significant current events, in relation to their historical background. Jennings School offers the classroom for this course on Thursdays at four P. M.

The lectures are to be given once each week—for a period of fifteen weeks. Each lecture will be one hour and forty minutes in length, and to each person who attends these lectures, does the required work and passes the final examination, an academic credit of two points will be given. The fee for the course is fifteen dollars, payable at entrance. Only persons who have already completed a high school course or its equivalent or who present other satisfactory evidence of sufficient intellectual maturity to profit by the course can register for credit. Auditors will be admitted to these lectures, with-

From Other Colleges

Now that you have become acquainted with the cerise-capped and placarded Freshmen, we call to your attention our returning and transfer students. This year there is an unusual number of them. Gertrude Smith '31, of Montclair, N. J., returns after a year's study at the Sorbonne; Dorothea Simpson '31, of Norwich, Conn., and Evelyn Schwartz, '31, of New London, spent the past year at the University of Wisconsin; Wilhelmina Brown '33, of West Brighton, L. I., N. Y., is returning after an absence necessitated by illness, and Virginia David '33, comes back after a year spent at home, in New London.

Five states have sent us one girl each: Marjorie Evans '32, of Scottsdale, Arizona, transferred from the University of Arizona. From East Orange, N. J., comes Elizabeth Sawyer '32, a former student at Northwestern University. Anna Hess '32, whose home is in Beech Creek, Pa., transferred from Elmira College. Margaret Rathbone '32, of Palmer, Mass., studied at Mariot Junior College. From the South comes Margaret Henking '33, of Huntington, West Virginia, a former student at Marshal College.

The South is also represented in the class of '33, by two girls from Louisville, Kentucky; Louise Sales, who studied at the University of Kentucky, and Helen Smiley, who studied at Ferry Hall.

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out expectation of credit or payment of the regular fee. The College reserves the right to withdraw either or both of these courses if an insufficient number elect them.

"WHEN WE WERE VERY YOUNG"

Dr. Hrdlicka Opens Convocation Series

ANIMAL LIFE MANIFESTATIONS IN THE HUMAN CHILD

Convocation Lecture by Dr. Ales Hrdlicka—October 7, 1930

There is an old saying that fools and children tell the truth. Fools have been supplying evidence of our animal tendencies for some time and now the children are removing all doubt of Darwin's wisdom and integrity. It all began back in 1908 when Dr. Ales Hrdlicka, a member of the Smithsonian Institute at Washington and probably the leading Anthropologist in America today, was making a study of the Indians in the Mexican Sierras. Dr. Hrdlicka was astonished to see an Indian child running animal fashion on all fours with such rapidity that its mother was unable to overtake it. Some years later he observed a similar case in South Africa and received information about two others in Australia. He decided to make a thorough investigation of these phenomena. At the convocation lecture on Tuesday, Dr. Hrdlicka presented some of the more interesting facts accumulated as a result of this study.

Out of 387 cases recorded at the present time, 18 are Negro and practically all nationalities are represented. Two thirds of these cases are boys and a large majority are first born children. A few of the children run on hands and knees but practically all scamper about with hands and feet flat on the ground. The forelimbs are straight in every case but the hindlimbs are often bent. Their bodies are usually straight and their gait is very complicated and very much like that of the dog. Many of them exhibit other characteristics reminiscent of animal life—such as an exceptional prehension of the hands and feet, and some have even developed habits of carrying objects in their mouths and burying things which they wish to preserve. It is interesting to note that these children are without exception unusually active both mentally and physically.

All this is interpreted by Dr. Hrdlicka as reminiscent action substantiating the theory of evolution which indicates man as the crowning point of the organic kingdom and gives a substantial hope for the future.

(Continued on page 3, column 2)

Soliloquy of a Freshman

How can a Freshman whose hair is red

Wear this gay chapeau?
Perhaps that's why ye Sophomores said
No hair must show.

I'm getting attached to my egg, you see.

It's like a game
To smell of it every day to see
If it smells the same.

Even my bumbershoot occupies
A useful place;
At least I like to think it hides
My naked face.

The bloomers help me now and then
Between my classes
They hide the part that trembles when
A Sophomore passes.

I don't mind "Freshman, make my bed!"

Or "Single File!"
But what I wear upon my head
I think is vile!

Connecticut College News

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EDITORIAL

Is Initiation Necessary?

The merits of hazing as a traditional and annual institution are beginning to be questioned in intercollegiate discussions. Here on campus, we adhere strictly to the old order. Sophomores, Monday night, super-conscious of newly acquired class ranking, sat in judgment upon the puzzled, alternately fresh and humble class of 1934. One hundred-odd, crimson net caps top pigtailed bobbing heads this week. Black cotton stockings and pantaloons dropping ridiculously below pleated skirts, abolish the last remnant of superiority and chic left in any Freshman. Eggs to be clutched in one hand and umbrellas awkwardly poised in the other make the smart, self-possessed young lady of a week ago an object of ridicule and clumsiness. Freshman bow to Sophomores and open doors for all upperclassmen. They empty ash trays and kneel to trolleys and make beds. All this—with the purpose of making the Freshmen feel part of C. C.? We doubt it. It's fun for the Sophomores—yes!—and opportunity to work off that much famed instinct of dominance we hear about in psychology. But is it good for the Freshmen? Is it the best way to mold this new class—a group of varied background, attitudes and manners, into a harmonious part of our college life, and impress upon them a realization of their place in its order and of the ideals which the College upholds?

As *News* goes to press, we find this comment:

"All over the world during the past few hectic weeks, the Class of 1934 has found itself alternately paddled and patted on the back. 'It has been deluged with advice from deans and from seasoned upperclassmen about where to eat and what courses to take.

"A few important facts stand out from the whirl, the first is that there are more freshmen than ever this year. Colleges in the middle west and on the Pacific Coast note that the business depression did not have its expected effect on the enrollment, as the class of 1934 will probably be larger than any previous one.

"The attitude toward freshmen hazing seems to be changing gradually. At the University of West Virginia, the Student Council has officially abolished hazing, and has provided instead for a Freshman Court to work with the Traditions Committee in enforcing freshmen customs. Which means that

A-Hunting We Did Go

With the best of weather possible, and the eighty-five enthusiastic supporters, the first event of the Outing Club season couldn't help but be a success. All about Campus, last Saturday, mysterious arrows, chalked, or fashioned of small stones, gave evidence of the Hare and Hound chase which was going on. Small groups of girls in vari-colored leather jackets, ran about, following the arrows, and shouting at the discovery of a fresh found trace. The Hares and Hounds were each divided into two groups—A's and B's. The A hares proceeded in one direction, leaving for clues, bits of newspapers, and pebbles laid arrow-like, while the B hares took another course, and left confetti and chalked arrows, for the hounds to follow. The hunt began at three o'clock, and by four thirty, the hounds had tracked the hares to their lair on the island. What a *treasure island* that proved to be! The hares had built fires and were roasting dogs for the hungry hounds. Rolls, bacon, and steaming coffee disappeared rapidly with apples, doughnuts, cookies and marshmallows afterwards to keep the picnic tradition.

Could there be a more perfect ending than songs around a campfire, when you're tired and happy and comfortably full of picnic? Perhaps they didn't feel like leaving the warm and friendly fire, to hike home, but with the aid of a brilliant moon and countless twinkling stars, they came at last to campus with only a few scratches to mar a delightful experience.

freshmen rules are under the charge of a definite group, and not any upper-classman (sophomores being traditionally the most ardent) who cares to take a hand. Bucknell has gone still farther, and is attacking not only hazing, but the freshman traditions themselves. In a letter to the editor of the *Bucknellian* of September 18th, a freshman declares: 'I have not come here to revert to the antics of my pre-school day. . . My purpose is and has got to be serious.' And this attitude is supported on an editorial in the same issue which denounces the time-honored green caps and compulsory acrobatics as 'silly and childish.'

"But hazing is still far from a lost art. At Park College, 'originality and humiliation' are still the purpose of the freshman rules. The *Trojan* (University of Southern California) describes 'Some new and particularly effective ways of making the frosh respect their university', ranging from freshman tree-sitting contests to removing painted remarks from the sidewalks with only 'bricks and elbow-grease.' At Creighton, the freshman wears a green cap with a bright red bill; at the University of Wichita, garters with socks that do not match. The student in Holland who is a candidate for one of the University corps must shave his head and enter his clubroom by the window. The new Corps member, needless to say, is easily recognizable for several months.

"An interesting device for helping the bewildered newcomer is the Harvard *Crimson's* Confidential Guide to Courses, which is a really frank appraisal from the student's viewpoint, of the value and interest of various fields of study. As a *Crimson* editorial puts it, 'The faculty is amply represented in the catalogue and the various conferences with instructors. . . This is a defined undergraduate opinion. It offers a means of ascertaining just how well the various instructors accomplish their aims as teachers.' One has a mental picture of the Harvard faculty peering in trepidation at the *Crimson's* very outspoken comments on certain courses; but in spite of its inevitable shortcomings, the confidential must certainly be helpful to the harassed freshman facing, as he is so often told, 'the whole field of knowledge.'

Connecticut is young and as yet not iron-bound by tradition. It is in a position to forward new movements—to question—to amalgamate what is best into its growing body of customs. Is initiation for Freshmen as it is now conducted necessary? Shall Connecticut continue to follow in the steps of collegiate antiquity or shall we as a comparatively new college be among the first to accept a new order?

Free Speech

(The Editors of the *News* do not hold themselves responsible for the opinions expressed in this column. In order to insure the validity of this column as an organ for the expression of honest opinion, the editor must know the names of contributors.)

Dear Editor:

Never in the annals of history has gross injustice been so utterly disregarded as at the present moment here upon our very campus. How, for this long period of time, our system of night absences has been allowed to function free from criticism, is beyond my comprehension.

I am not referring in any way to the number of nights given relative to the average acquired, but rather to that phase of our system which causes a student who is taken ill at some place other than on the campus to consequently lose all her night privileges regardless of her academic standing.

Let me cite an example. During our Sophomore year, my roommate struggled through her mid-year examinations, fighting almost heroically against an oncoming attack of grippe. She finished her examinations toward the end of the week and naturally enough returned to her home for the week-end allotted each of us at that time. Her case became more serious and she was forced to return to school eight days later, thus losing six of her nights. When the semester grades were given out, it was found that her average was slightly above two point nine seven, while my own was barely above two point. The result may be obvious to you; I, with a mere two point average, having worked against no odds, came out on top with two more nights than did my roommate with an average just short of three point. The case was carried to the chief justice of honor court, who, although she seemed in sympathy with the student, offered no solution to the problem other than suggesting that the student request extra nights of the Dean when the two nights left had been used. Fearing that the Dean would not grant her request unless she had really drastic need of extra nights, the student to whom I have referred suffered through the whole semester with only her two allotted nights away from college.

Fortunately, she had no immediate and drastic need of more absences from the campus, but she is human and like the rest of us, she enjoys a good time and profits by it. Illness is not premeditated. Can we help it if we are taken ill at home rather than on campus? Extra nights will not be granted us without sufficient justification—in the eyes of the authorities. Why should we be thus punished because of circumstances over which we have no control especially when our academic standing is an acceptable one?

I offer no solution to the problem in order that the reader may dwell upon it herself. However, in refutation to some probable arguments—that students will stay away from college and use illness as their excuse, let me say that this college is conducted on the basis of an honor system, which, if applied in some instances, should consequently be adequate enough to extend to the heart of all matters—It it not so?

FROM OTHER COLLEGES

(Concluded from page 1, column 3)

New York state has also contributed to the ranks of '32 and '33, five new members. Elizabeth Raynor '32, and Alice Van Deusen '32, of Brooklyn, and Adelaide Thompson of Hollis are transfers from Packer Collegiate Institute. Lois Richmond '32, of Elmira was a former student at New Rochelle College.

From the state of Ohio we received two new transfer students this year: Margaret Mulholland '32, of Toledo, transferred from Albion College; Laura Taft '32, of Cleveland, comes to us from Mariot Junior College. From Wheaton College come Mildred Pratt, who lives in New Canaan, Conn., and from Connecticut Junior College comes the eleventh new member of the class of '32, Emma Schaumann of Devon, Conn.

(Continued on page 3, column 1)

"Insomuch As Ye Have Done It"

Connecticut College students have certainly "done themselves proud" by exhibiting a sincere and well deserved interest in our Vesper speaker of last Sunday evening. The speaker was Dr. Jerome Davis of the Yale Divinity School. Dr. Davis is a well known educator and sociologist who has been in the public eye for several years past. He is a graduate of Oberlin College and Union Theological Seminary. About six years ago, he accompanied Dr. Grenfell on one of his expeditions into the heart of Labrador, and since then has been doing extensive work in investigating conditions in Russia, lecturing, and as a professor first at Dartmouth and later at Yale. It is because of such a wealth of experience and because the speaker himself has entered so actively into the very heart of our economical order that his short talk to us seemed so vibrant and so full of real life.

Dr. Davis spoke for a short time concerning our factory system in general and then concerning some industrial conditions in particular. We who are so shielded from contacts with the outside world have no conception of the conditions which actually exist, nor do we realize what might be done to alleviate these hardships. The speaker suggested that a summer spent working in the midst of such conditions would be a most profitable experience for the college man or woman of today.

Dr. Davis then explained to some extent the problems and difficulties in which the situation of unemployment has resulted. A background of experience and interesting contacts with the unemployed made this portion of the evening particularly enjoyable, although the thought of such a serious plight existing throughout our country was a disturbing one. An even deeper realization of the whole situation and of the fact that each of us can be an integral part of the economic order when the speaker so fittingly quoted in closing:

"Insomuch as ye have done it unto the least of these
Have ye done it unto me."

Self-Help in College Discussed by Rita S. Halle

Rita S. Halle in an article in a recent issue of *McCall's* discusses a question of current interest among college students. What about this working one's way through college? She says that the majority of college administrative officers and vocational heads feel that working one's way through college entails such hard work and so many sacrifices that only those students vitally interested in things intellectual and possessing the requisite health and mental ability should attempt it. The article continues:

"But even the colleges that ordinarily encourage self-help, suggest that a student try to bring enough money to see him through the first term while he is making his adjustments to the new life, forming his friendships and getting a good start at his academic work. They also advise having enough money from reserves, loans or scholarships to take care of at least fifty per cent of the expenses each year.

"It is only the unusual student, they say, who can stand up under the strain of largely supporting himself through, and at the same time get enough out of it to justify the struggle. Even if he can do so, he probably will not be able to make a sufficiently good record to be recommended for a scholarship. And if he does not win a scholarship, he must work harder than ever, thereby injuring his chances of winning a scholarship or a loan later on, an unending circle that may end in his having to give up college altogether.

"They advise a student, therefore, either to part-time remunerative work in high school in order to have the necessary money, or to stay out a year in order to make and save it. It is a wise bit of foresight anyway, if a student is going to have to work his

(Continued on page 3, column 3)



"THE SON AVENGER"

by Sigrid Undset, translated from the Norwegian by Arthur G. Chater. Alfred A. Knopf, \$3.00.

With *The Son Avenger* Sigrid Undset completes her series of novels about medieval Norway. The book is in the same spirit as her previous novels in the series, bringing out with full force all the intense spirit of life in the Middle Ages. Miss Undset not only presents a very vivid picture of the period, but she also makes us a part of it. We live in medieval Norway as we read the book. However, her setting does not confine her in her portrayal of human nature, for she brings out all that is universal and timeless in humanity. Reading this book we feel the essential element of the Middle Ages—the deep religious fervor which is forever warring with the genuine love of life characteristic of medieval man. Olav expresses the feeling of his time when he speaks to the dying Bothild: "God's holy angels will meet you and lead you before God's high seat, to join the blessed virgins to whom it is given to follow the Lamb of God eternally."

Miss Undset's belief in woman's strength of character is particularly emphasized here in the character of Cecilia, who is stronger than the two male characters of the story. They are torn between their tendency to sin and their religious convictions, she keeps from sinning and quietly accepts the suppression of her own wishes which is the lot of women in the Middle Ages.

The great intensity and seriousness of the medieval period is particularly striking in being quite different from spirit of life today.

"CONTEMPORARY IMMORTALS"

by Archibald Henderson. D. Appleton and Co. \$2.50.

Archibald Henderson has in *Contemporary Immortals* tried to pick out those people of today whose names will go down in history as immortals, and he has for the most part detached himself admirably from his own personal opinions and managed to view the subject with considerable perspective. In his definition of a great man, Mr. Henderson seems to give the key to his measure for measuring his immortals. He says, "Genius is superlative excellence in the field of either thought or action or both combined. . . . The great man is one who procures for humanity a large liberty, a freer release of vital energies, a wider horizon and vaster outlook, a greater and purer happiness, a complete mastery of the forces of nature and a deeper understanding of mankind."

Twelve contemporaries were chosen: Edison, Marconi, Orville Wright, Paderewski, Mme. Curie, Einstein, Ghandi, Jane Addams, Henry Ford, Mussolini, and Rudyard Kipling. Sympathetic and, almost always, critical sketches of each person are given. Einstein is presented as a scientist, artist, and philosopher, Ghandi as a man whose ideas should not be confined to his own country, and Ford is drawn not as the hard-headed business man, but as the sentimentalist who collects Americana. The sketch of Jane Addams is very illuminating in that it shows what her work really has been, a thing which the majority of people probably do not completely understand.

FROM OTHER COLLEGES

(Concluded from page 2, column 3)

There is an old saying—"One man's loss is another man's gain," which is

ALL ABOUT HAZLITT

September 18th was the one hundredth anniversary of the death of William Hazlitt. The September 20th issue of *The Saturday Review of Literature* contains an article written by Karl Shriftgeisser which is an excellent study of Hazlitt, and of which a resumé is given here:—

There is no adequate and unbiased life of Hazlitt published except that of Howe who said himself that he hoped the material that he had presented would be rewritten in more lasting form by some other writer.

Hazlitt was one of the most hated literary men in England and one of the most criticised during his life and even after his death. The reason for this was his immovable position in regard to his own principles for which he would sacrifice anything, even his friendships. Wordsworth, Coleridge, and Southey lost their friendship with him and came to hate him for his attacks upon them, attacks which he considered warranted. Only Lamb ignored his "insults" and remained his friend throughout his life. Hazlitt failed as a college student, failed as a philosopher, failed as an artist, failed as a critic (in the opinion of his time) and failed as a lover.

Born in 1878 Hazlitt came with his family to America when he was a little child. The visit lasted only a year and the trip had no effect whatsoever upon Hazlitt. Ill health prevented him from finishing his college course, and he went home to "do nothing" until he met Coleridge whose influence upon him as a man and as a writer was tremendous. Some time later Hazlitt went to Paris where he saw Napoleon who became his idol and to whom he held as an idol with a tenacity which largely accounted for the bitter attacks upon him by the reviewers of the time. Hazlitt became an unsuccessful parliament reporter, and then tried his hand at art which he also gave up to begin his career as a writer—at the age of thirty. He continued writing until he died at the age of fifty-two, meeting ups and downs in public favor, but almost always being flayed by rabid criticism. Miss Robinson remarked about him to her brother Crabb, the diarist, "Why, we all take him to be a fool." Hazlitt married a friend of Lamb, a plain countrywoman with whom he was never happy and whom he finally divorced, upon the mutual agreement of both. He fell violently in love with another woman, and married a third, a widow who seems to have had no importance in his life.

Stevenson said, "We are all mighty fine fellows but we cannot write like William Hazlitt." For Hazlitt had a fine genius in his writing which came from his essential honesty. He was always sincere and wrote what he considered to be the truth. This characteristic brought about the intensity of his writing, his decided views, and was the cause of much of the criticism levelled against him.

Hazlitt was a realist, a romanticist, and a humanitarian. He loved all that was honest, faithful, and modest. The flower of his talent is found in *The Spirit of The Age*, a series of 25 individual sketches written in Hazlitt's best style, which means the best English prose, full of his gusto, scorn, spleen, and alert penetration. "No Mencken of our time has succeeded in being a Hazlitt at his best."

particularly applicable in the case of transferring students. It is difficult to appreciate this and remember that it is quite as difficult sometimes for transfer students to become acquainted and adjusted as it is for Freshmen. So, let each class fortunate enough to have former girls return and new girls added to it enrollment welcome these girls, and by friendliness, fellowship and helpfulness make them feel right now—at this very minute—that C. C. is and always will be just as much their Alma Mater as yours.

"WHEN WE WERE VERY YOUNG"

(Concluded from page 1, column 4)

Dr. Hrdlicka was at a disadvantage in presenting scientific and original data to an audience accustomed almost entirely to second hand material. His manner of presentation was ex-

HOBO HILARITY

Gibson girl and pigtailed cherub—John Gilbert and the elegant fop of the gay nineties—swashbuckling pirate and bewhiskered bum, the spot light caught them all fox-trotting on the gym floor on Saturday night, October 4th when the Seniors and the Sophomores entertained the Freshman at a "hobo party".

Pop and doughnuts were dispersed from a bar set against the stage and little tables illuminated by sputtering candles stuck in bottles created an informal cabaret atmosphere. A revue produced by Seniors and Sophomores entertained between dances. Clever dancing by Jeanette LaMarshe, Elizabeth Millar and Marjorie Seymour, a violently realistic apache dance by Virginia Hinman and Gretchen Shidle, close harmony numbers by Louise Armstrong and Elizabeth Carver and a solo by Jane Williams made up this revue. The crowd was large but the spirits were high and informality was the main note of the party.

SELF-HELP IN COLLEGE DISCUSSED BY RITA S. HALLE

(Concluded from page 2, column 4)

way through college, to fit himself for some definite line of work before coming. The vocational directors of many of the colleges say that their greatest difficulty is in placing students who will do anything, but who can do nothing. There are a great many jobs, of course, of a manual or clerical nature for these students, but there never seems enough of them to go around; nor do they pay much. The boy or girl who is experienced in some one thing, no matter what, is much more likely to get immediate and constant work than the member of a large group of unskilled applicants, and his work will certainly be better paid.

"There are students who can do enough work to pay most of their expenses, and can get a great deal of college besides. But they are exceptions, and their stories throw a roseate hue over the situation that is not justified by the facts and figures. "All of the vocational heads, as well as the heads of student aid organizations within and outside the college, mention with satisfaction that in no college is 'working one's way' a social stigma. In all of our private colleges, as well as in our state and municipal institutions, we find leaders of all the student activities, class presidents, organization heads, football captains, who are self-help students.

"The Dean of a large co-educational university accounts for this social and academic success despite the handicaps for boys and girls who must be wage earners and students at the same time, by the fact that the standards demanded of them are so much more exacting than those for the student body as a whole. Therefore, those who survive this selection and succeed in carrying the double burden are able to do so because they are far above the average in ability, personality and leadership."

Miss Halle concludes her article with the statement that many colleges are especially desirous of granting scholarships to worthy students in order to help defray their expenses:

"And, no matter how long a line may be waiting at their gates, all of them are eager for students with real intellectual interests, superior mentality, good health and ambition. They would not want this type of boy or girl debarred for financial reasons. Nor need he be."

cellent but the lecture would have lost nothing in fact and would undoubtedly have gained in interest if a great deal less time had been devoted to quotations about the various children under observation.

In the evening Dr. Hrdlicka talked to some of the faculty and to the major students in the Department of Sociology. He told some of his fascinating experiences on his frequent trips to Alaska, and gave a comprehensive summary of his theory that America was originally peopled by a Mongoloid group emigrating from Asia to Alaska across the Bering Strait. This might have been a more fortunate subject for the convocation lecture than the one on which Dr.

Hrdlicka was asked to speak. However, we have been honored with the first open lecture delivered by Dr. Hrdlicka on the subject of his still unpublished book, and with a presentation of the raw material from which knowledge is created by a very great scientist who creates that knowledge.

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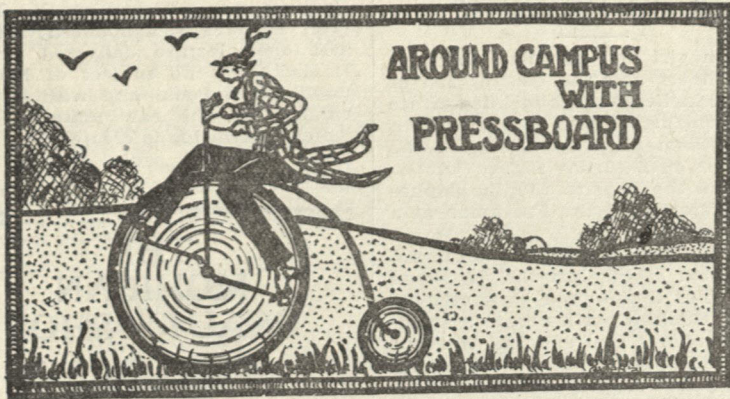
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One of the Transfer students boarded the trolley for New London. The conductor came around and said, "Transfer?" And she looked up in surprise and answered, "Oh—yes."

With all the contractors, electricians and so forth about the campus, it looks as though Connecticut might become, as off reputed, a co-ed institution.

Are you of the elite among the upperclassmen who have been asked to autograph "the egg?"

Sad indeed the fate of many an egg that now adorns the campus paths in a very Humpty Dumpty state.

From whence were the 177 umbrellas unearthed? We didn't think there were that many in captivity.

There are two among us who profess to be writing a lurid tale for a lurid magazine. We sit on the edge of our chair and pant for its publication.

The Phys Eds were having a tumbling class. Teacher got one poor suffering girl on her head and then solicitously inquired, "Are you comfortable?"

Can you identify her? A girl seen on the campus wearing a polo coat.

"Play" with Billy's whiskers and the soupcon de garlic was most entertaining. The mention of lamb stew makes one a little apprehensive.

Report has it that some of the Freshmen love their ice cream so, they are putting the patterns on the plates in constant danger of extermination.

Popularity Formula

Rules for Freshmen the first week of college:

1. Be very friendly with everyone and whenever an opportunity occurs to break into a Senior summer reflection party and introduce yourself, do so without fail. This method of attaining popularity is sure to win the undying gratitude of the upper classes.

2. Tell your roommate when she unpacks her best dress that you're quite sure it's quite good because you've seen so many like it this fall. This is a very conventional way to get acquainted, particularly if you don't expect to stay with her for long.

3. Slap all the professors, who look as though they had vacationed at the seashore, heartily on the back. This procedure brings many friends and good grades from the faculty.

4. Cry very lustily when you are homesick. The time which will probably be most appreciated is after the end of the hall has just gone to sleep.

5. Sing your high school Alma Mater when you are taking your bath. It brings memories of the good old days and many private expressions of opinion by those in the vicinity.—*The Blue and Grey*, Hood College.

The Russian Rooster In Groton

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