Waldemar Kaempfert Speaks on
"Science and Democracy" in Our Culture

New York Times Science Editor at Convocation

Waldemar Kaempfert, Science Editor of the New York Times, spoke at convocation, Tuesday, November 1, on "Science and Democracy.

"One of the most significant developments of our times has been the creation, by science and technology, of an era in which nothing is too difficult, too remote, too distant to be conquered by the ambition and ingenuity of man. The 20th century has always been some science in the world. Even the earliest primitive societies of which we have record knew fire and produced crude tools. But only during the last two centuries has there been such an extraordinary impetus in our thought and action, because of the development of science and democracy. Democracy and science have grown up together as a result of the needs of trade," Mr. Kaempfert warned his hearers of the fallacies of believing that progress is possible solely by the genius of science.

"Discouragements are, in reality, inevitable, whether they be in the realm of science or democracy. The reason that invention lagged before the movement for liberty was because of the contempt with which useless scientific experimentation was viewed. A scientist cannot be made to engage in useful work, nor can he be made to produce anything which might be of value to commerce. And even to-day, science, for the most part, runs no competition for profit."

"It was," stated Mr. Kaempfert, "in the sixteenth and seventeenth centuries, the beginning of the 19th century, and perhaps the 20th century, that the beginning of the beginning was so much because of the new importance taken on by trade, but rather because of the new importance taken on by work."

Freshmen Meet to Elect Members for Student Forum

At a compulsory meeting for freshmen last Tuesday, October 27, in Fanning Hall, the class of '42 elected two members to represent them on Student Forum. June Perry and Louise Bremner were chosen by a vote of hands, class presidents and other members of the Forum.

Their duties include discussion of trades, examinations and school rules with faculty, class presidents and other members of the Forum.

Reverend Thurman Sets Forth Three Points in Vespers

Speaking in an extraordinarily rich and beautiful voice, Howard Thurman, well-known Negro poet and pas- tor, set forth three of the most important points in living a beautiful life at Vespers Sunday night, in the College Gymnasium.

"The idea that a man can have the technology, the science, and an elaborate machinery, and yet be satisfied, is something we need to think about; it is something we need to think about in our work, in our play, and in the world," Mr. Thurman urged his congregation to look to some ideal, at something true and great and to bring happiness to their minds and to their souls. "For it is the soul of the individual which counts, but the truth and in doing so bring contentment to an externally empty life. No lie can be safe if its Soul has bound it; love has been insufficient, and it is not worth the effort it requires."

"Giving the example of the ant which brought the last necessary grain of sand to the ant monument and thereby gained peace of mind through knowing he had helped to build something great and lasting, Dr. Thurman urged his congregation to look at some ideal, at something true and great and to bring happiness to their minds and to their souls."

"Our library, sport, and music are but the beginning of the ideals. And this is the beginning of the end of the end of the end."

"The three points of Vespers were: 1. that the Vespers are to give us a rest from the hum and bustle of the world; 2. that the Vespers are a spiritual meeting and an indispensable part of any social outing; and 3. that the Vespers are to give us an opportunity to express our appreciation for the beautiful life at Vespers Sunday night, in the College Gymnasium."

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Announcement of Use Made in Chapel

President Blunt announced in Chapel that the Robertson Hall, when the Mark Twain Committee meets, a meeting of the Board of Trustees yesterday, a building fund had been voted to be extended to a new academic hall.

"The fund came from Mrs. Frederick Bill of Groton who was always very much interested in the college. She was the first to help start the fund in New London for the creation of the college, and there is a Fredric Bill Scholarship in memory of Mr. Bill. Mrs. Bill, who died in 1932, made the college the residuary legatee of her estate. This meant that, after all specious bequests had been paid, the college received the remainder of her estate in 1931. Unfortunately, due to the depression, both the academic hall and the college were considerably less than what Mrs. Bill had expected it would be.

"Her first choice, to build a Chapel, and her second choice, to build a large hall, were not able to be fulfilled due to lack of money. Therefore, her third choice, for the college to use the money for what it needed most, is going to be carried out. The fund has now grown considerably, and with an additional amount from the college budget, it is enough to build a new academic hall.

"It will have a large auditorium, will house the Departments of Fine Arts, Physics, and Astronomy, and Psychology. It will have a number of class rooms which can be used by any department, and will be a beautifull building for the college."
Free Speech

In the Constitution of the United States there is a sentiment which goes something like this: "Congress shall make no law..." We believe that a freshman must be allowed to express his free speech about a matter that was annoying to her. That is why our column exists.

The right of Free Speech is thereby established.

New Contributors are welcome, as long as the majority of the college, student or faculty, may air her views on any subject she wishes.

We, the Editors of the News, do not hold ourselves responsible for the opinions expressed in this column. In order to insure the validity of this column as an expression of the student body, the editor must know the names of the contributors.

To the Freshman in a Quandary on Oct. 26th:

But 'comment and criticism' on work done is what we came here to do. Indeed! In the first place—before embarking on the following analysis of the 'great western frontier'—I am considering you as one who can see an educational theory as more important than a personal difficulty—cheer up; consider the situation. We are not just vests but fans of fly-by-mail boxes. If you're not honest, consider yourself uncheered.

Isn't your conception of the educational process rather an empirical one? The process of evaluation is delicate and careful; your editor is not a fly-by-mail box. Can you be your connecting line with knowledge you couldn't otherwise see? Don't turn him into a tape-measure.

The world you go out into from college will not pass you reassuringly on the back whenever you do something different. It will warn you in so many words whenever you aren't measuring up—aren't you taking the college to continue. Instead of that, the immediate and artificial conditions of a child's world? The outside world won't even give you the 'dues' of 'comment and criticism'; I expect you to have sufficient self-criticism to drive your own vehicle. You're here because you've studied. Get a bachelor's license. Grab all the helps you can; the faculty will throw them as far as they can pass without actually getting into the hands of anyone. Meanwhile the point is the destination, not how you look at the wheel. A child is motivated to further activity by Commendation or Reprimand; an adult is motivated by his own, and unself-concerned interest in the subject under consideration. He realizes that it's no longer up to him and that he can pass if he wants to. Everyone's attention, but rather those bodies of learning which civilized man has chipped out, and those tools and methods with which he has learned to work. Your importance lies in relating yourself to those knowledges in the way that should be done. We are not really on that don't you think you will be willing to aim a step beyond: 'How do you think I'm doing?', and begin to regard your education as a job which you as a mature person have taken on and must learn by yourself (with the help of 'comment and criticism') to accomplish. Your accomplishments will show in your record as well; it through them you have become a visibly different and valuable person.

Two Faculty Members

Dear Editors,

A year ago the reputation of the college is and should be important to every member of the student body, it seems that when girls go so far as not to lose their own respect but care what others think of them, the college as a whole, something should be done to impress upon us that we should have as much pride in our college as in another. A good reputation should be our aim and we have every right to demand that the minority conform to the majority code, and an equal right to personally resent. Fly Away Home," and has been going ever since. We would like to register right now, that that young man is unknown at the present compared to what he is going to be in the not too distant future.

Speaking of actors, we have long been discussing the foot-steps of a young actor who did not know what was best for him, the one we were so mad at for going to Hollywood. Well—if I do say I told you so—but his first picture is one colossal flop. The best notice we could find is that one critic thought him good-looking.

We felt a lot better when we discovered that America had done something remarkable in the field of painting of which critics glare at. In fact, one went so far as to say that the young American artists have contributed the most promise in the Carnegie International. What a very good effect in an outlook that has not been too bright in America, which always seems a bit afraid of comparison with the art of Europe.

(Continued on Page 6)
**Perile Quartet's Program Second In Series**

The second concert of the Recital Series this term will feature the musical selections of the Perile Quartet. The group, consisting of members of the New London citizens which indicated that the particular interest of which the music is served as a most vivid demonstration to the public. High expectations were justified and, as is more, were met, as the music was received with enthusiasm; which thanked the musicians for a well-conceived and well executed program.

If a string-quartet is the most absolute and, most important of all, what shall we look for in the appreciation of music?

The Perile String Quartet had chosen Mozart's Quartet in d Major (K. 448). The Allegretto led us to the greatest enjoyment that we find in such music: the music is most effective when the performer is cooperated to form a perfect unit. A symphony orchestra imparts values which is a mass effect, i.e., the individuality of an instrument and its function is smothered in a mass of sound and gestures. In a string quartet every voice carries its message; the total effect that find effect are in equal proportion.

**Individuality of Voices**

The limpidity of a Mozart quartet is especially suited for making us appreciate the individuality of each of the four voices. Thus we may put our attention so entirely to following the interweaving of the themes that we suddenly find ourselves at the particularly attractive Coda of the first movement before we even notice it. We follow so closely the picking up of the themes, that while we are not interested in the nature, that we forget to inquire into the manner of the themes and such, he was the first to analyze the second Allegretto as another manner, opening it up and passing on of a musical phrase from one instrument to the other. The result is a development on which thirds and fourths which the Violincello and the Violin take up first. We observe the ascendance in sequences before we return to the theme in G-major. The repetition of the first phrase of this theme concludes the Adagio and leaves us in the mood of expression of a very lovely line.

**Beethoven Quartet**

The last movement, Allegro, does not represent the composer's life's work, but is a fine example of his manner of working. It is a grandson who is working on the structure, we just note that the music is, and has been, it has been heightened and for the rest we are taken "by storm".

A Quartet in C minor opens with a very lively, dark C minor theme which reaches a very pronounced and climax. The extension of the first theme is stated by the second theme in the follow-up. The second theme is less dramatic and first comes up in the relative key of C major. It is a minor theme of a great variety of tonal qualities especially for the violin, a part to which Beethoven gives much importance.

The Scherzo is built like a fugue; the theme is taken up in the different (Continued on Page 4)
Caught on Campus

Our enticing contest for the privilege of writing this column having laid the proverbial egg, we’re back again tearing the hair, (what’s left of it after last week) and pounding the typewriter. Many thanks to you who contributed to the cause, but how about some more items from the Freshmen, and who about Mary Harkness? Is it still there?

Did you know that way back in the Elizabethan days lovers waxed poetic and hung their hurried odes on the barks of trees? We have a new and somewhat different version of the ancient custom. Girls on the second floor of 1937 are greeted each morning on approaching the bathroom door, by an urgent notice, penned by Ruth Wilson, beseeching at least four people to wake her up for breakfast. It seems that Ruth is absolutely immune to all alarm clocks.

Now that is.

We are very much afraid that the Windham girls were not too much pleased with their new ice cream dish the other evening. For some unknown reason (could it be intentional?) they were served gravy instead of butterscotch sauce.

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Perole Quartet’s Program
Second in Series

(Continued from Page 3)
instruments in tone. This movement retains much of Mozart spirit, especially the second theme reminds us of Mozart lightness, as the extended ending of dominant fifths to the respective chords of resolution keep Mozart at the back of our minds. The Perole Quartet gave the movement in all its beautiful shading and versatili-

ty, making the difference in dynamics in comparison with the first movement all more obvious. From the cheerful C-major we go back to C-minor in the final scene. In this trio to the two themes are largely varied in swift changes of key, whereas there is no transition between the first and second theme in the last movement. Particularly striking in the rapid ac-
centuated second of C and later G-scales taken up by the four strings in turn. The accuracy of the interpreta-
tion in spite of an amusing tempo called forlogged and enthusiastic ap-
plause at the end of this performance.

Mendelssohn’s Cantoceata raised the minds after the dynamic Berthey-

the composer of the Midsum-

-Knight! Dream was unmistak-

ably, especially in the flight of the first and second violin, in the declama-
tory union of the four strings which made good for contrast against the delicate plicated interludes; it is after the recurrence of such an interlude that the Gavannetto gracefully flows back to the first theme and brings the movement to an end.

The Tschaikowski Scherzo (from the “Quartet in E-flat major,” op. 30) closed the program. Of particular in-
terest were the diagonal crossings starting in the violin and ending in the violincello. After an increasingly agitated development of the theme the Scherzo closes in B-major. The brilliant performance of the well-bal-
anced program, however, did not satis-
fy the audience.

In addition the Perole Quartet played the well-known “Andante Cantabile” of Tschaikowski, which for a great part of the audience was the best-loved piece; for others it took away some of the significance of the evening. Not that the interpretation was not faultless as indeed it was, but was because a small concession to those who primarily judge music by its emotional values!

A University of Texas mathematics class was recently dismissed in the middle of the class hour because a swarm of bats invaded the lecture hall.

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“Men and women tempered by four years of exposure to disinterested scholarship are less likely to fall victim to mass hysteria, to corroding personal ambition and to stupid fads. They are less apt to become cranks or disciples of cranks.” North- westjvers University’s Prof. William Jaffe believes a liberal education makes students “better prepared to become the type of citizens our strife- torn world so urgently needs.”—ACP

Contrary to popular belief the first university in America was not Har- vard, Nor was Baylor U the first in- stitution of higher learning west of the Mississippi.

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A writer in the publications of the University of Mexico called doesn't like double features. "They are the third stage of movie evolution," he says. "First they had silent ones; the next group talked, and now the ones they show in double bills smell!"

Tempos inquires, "What would a nation be without women?"

Answer: A stag-nation.

* * *

"Look... a lion's track..."

"Sure enough. You go see where he went, and I'll go see where he came from!"—Fordham Ram.

* * *

What cynic said "Coalition is the art of letting someone else get your way."—L. A. Colleget.

The Tomahawk sends us:

"As we cultured humans view them, the nuts they meet While we just listen to them."

* * *

What is usually heard in Yale just after dinner on Sunday, "I'll flip a coin. Heads, we go to the movies; after dinner on Sunday, it stands on edge we study."—The Nation.

From UNIVERSITY NEWS:

"Color of a man's book..."

"There was the fellow who came back a dance with a black eye. He says he was struck by the beauty of the place..."

"Jittrutters... beware... because a new and novel peace education movement has its headquarters in SYRACUSE UNIVERSITY tells us that it was discovered, in credibility crassm, that morals can dance as well, if not better, than most people of normal mentality and standing."

Strangely enough, though each of these volumes is nearer four centuries old, a copy of each has been used and exists today in the University of Texas library.

Men Reneg at Enrolling
in Home Economics Course

In Home Economics Course.

By New Selective Methods

Bayler University students have a new way of determining what courses they'll take. Each student takes a personality test before making out his class sched- idle—a test that assesses his psycholog- ical tendencies. Results of these tests are combined with his aptitude, scholastic record and study habits to tell faculty members how to advise their charges. School officials said the new plan will reduce the number of failures—ACP.

Well Cared For...

A visitor to New York's luxurious Junior League clubhouse was startled by the sleek, crowned tenements which adjoined it. "You really ought to do something about those people," observed the visitor. "Yes," came the hostess's innocent reply, "for years now we've discussed putting up apartments—or perhaps a house."—The Nation.

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A. A. NEWS

There will be informal archery on Saturday afternoon at one-thirty. Novelty shooting with balloons will be the main feature. Anyone may participate, whether or not he is a Fall sport. These meets will continue as long as the weather permits.

Isabelle Moss, '40, A. A. photographer, will take movie shots and make class competitions in the Fall, sports, and also of the Bates Tennis Tourneys.

Darby Wilson '40, had charge of the C. C. hockey team which played at Pembroke this past Friday.

A new and novel peace education program has been established by the Society of Friends, a program that calls for a series of "peace retreats" for college students in various sections of the U. S. at these retreats students will plan peace activities for the year, and delegates will assume responsibility for leading campaign peace education pro- grams in addition to an off-campus program.—ACP.

"Let us see what we can do to keep the light of the nation burning and the free pursuit of learning burning throughout this year." Barnard Col- lege's Dean Virginia C. Gilldereve sets a broad goal for today's college students.

U. S. negro college graduates 2,500 students last June.

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"Constantly to prove and improve the power of the mind, to win by experiment and contact an appreciation of beauty, to give the spiritual side of man a chance to expand, whether through formal aspects of worship, through the intellectual approach to ultimate realities, or through the higher types of social relationships—these are tests which youth owes to itself." And Yale University's Pres. Charles Seymour believes that the college campus is the world's best testing ground.

"Not all our future leaders will come from the college, but there will be more college-trained leaders than in the past, simply because a larger number and proportion of our young people now go to college. If they come out with inquiring minds and a healthy resistance to propaganda, our huge investments in educational plants will be justified." The New York Times' editors voice their approval of the changing higher education.

"A university is a place in which tolerance and lack of bias should prevail. If we and the thousand other colleges and universities of America do our job well for the million and a quarter students who are enrolled in them, our American democracy will be given its best chances to work and to thrive." Pres. Thomas Gates, University of Pennsylvania, restates the place of higher education in a democracy.

Waldemar Kaempffert
On "Science and Democracy"

(Continued from Page 11)

"the first great men to realize that science should be useful, and he founded the American Philosophical Society upon this theory."

"With the rise of science and democracy came a new civilization based on the mass utilization of energy and mass production, which, in turn, meant the standardization of society—similar modes of dress, the collective use of water supply and electrical energy. This standardization demands organization and scientific management. So, for the comforts of mass production, society must pay a price, and this price is a loss of freedom."

"Science cannot progress under the repression of the totalitarian state. It must have freedom of thought and liberty of expression. But democracy dislikes scientific planning, and therefore the social issue of our time. We must be willing to modify our democracy to really enjoy the gifts of modern science and technology. We may give up some freedom, but we gain much in return."

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