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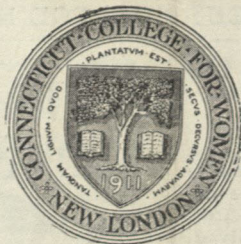
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DR. LAWRENCE SPEAKS AT CONNECTICUT COLLEGE CLUB IN NEW YORK

Intoxicating Propaganda

Dr. Lawrence, speaking before the Connecticut College Club of New York, on November eighth, discussed "school-book patriotism" as related to "war-mindedness" in a lecture well worth reprinting for undergraduate digestion. Said Dr. Lawrence:

"Our schools are likely to be one of the chief factors in destroying our civilization. Their important share in the manufacture of provocative and conflicting patriotisms throughout the civilized world makes them largely responsible for the nationalistic narrowness and popular war-mindedness which keep humanity permanently on the edge of the world-war abyss."

Dr. Lawrence gave verbatim translations from school textbooks actually in use, now or in the recent past, in various European countries and the United States, and summarized the attitudes shown by these books.

"There is something almost unbelievably naive," he continued, "in the attitude taken by many textbooks, and accepted by many citizens, that one's own national government is invariably blameless, fair, and even noble in its dealings with foreign powers. However blameworthy, unfair, and ignoble we may find our government to be, especially just before election day, in matters of domestic maladministration, we commonly regard its aggressive foreign policy as above reproach or even criticism by any really patriotic citizen. The same public officials whom we accuse of incompetence and insincerity regarding, let us say, prohibition enforcement, we feel it our duty to follow meekly into any war they may label 'defensive' of our 'just rights and national honor.' It is precisely this uncritical patriotism that the schoolbooks of the world are fostering today, as of old. It is just this uncritical patriotism that makes war perennially imminent."

A Bulgarian schoolbook describes the Greeks thus: "The Greek is a great hypocrite. He becomes excited easily and then is resolute, but soon his enthusiasm wanes. He is never capable of maintaining a sincere friendship with one of another nationality. When he is weak, he prays to you on his knees; when he is strong he is cruel. An historical example: the Greeks put out the eyes of 15,000 prisoners of war in the time of Czar Samuel. The Greek is vindictive."

A Greek schoolbook has this to say about the Bulgarians: "My child, never trust a Bulgarian. They do not fight for liberty and honor, but in order to see blood flow, to rob corpses, to martyrize human bodies. They are ferocious beings; not certainly noble lions, but savage and perfidious beasts. . . . We are struggling to protect the civilized world against the invasion of these monsters; we are warring against Bulgarians for the good of humanity."

Italian schoolbooks indicate as follows the place of Italy among the nations and the duty of all patriotic Italians: "Despite the arrival of vast

(Continued on page 2, column 3)

"THE AMAZONS"

A Comedy
To Be Presented by the
Dramatic Club
In the Gymnasium
Saturday at 8.15

Dr. Chaney Appointed by President Hoover as Delegate to Conference to be Held at White House

Dr. Margaret S. Chaney, head of the Home Economics Department here at Connecticut, has been appointed by President Hoover, to be a delegate to the White House Conference on Child Health Protection, from November 19 to the 22nd. Dr. Chaney has done special research work in nutrition for the school child and at present is writing a book on the subject. She came to Connecticut College in September, from the Kansas State Agricultural College. Previous to that she had taught in the University of Minnesota, University of Chicago, University of California, Sam Houston Normal College in Texas and the public schools of Chicago. She was graduated from the University of Chicago, being under Dr. Katharine

Blunt, in her senior year. After she received her master's degree from the University of California, Dr. Chaney returned to the University of Chicago to receive her doctor's degree.

Working out diets for the school child has been Dr. Chaney's special work. She has studied the mid-morning lunch for school children and has found that children gained more on orange juice than they did on milk, if the former was given in the morning lunch. She is now engaged in studying seasonal variation in growth.

It is expected that there will be close to 1,200 people at the Washington conference, representatives in their work from all sections of the country.

GLORIA HOLLISTER '24 TO LECTURE FRIDAY ON "WITH BEEBE IN BERMUDA"

Miss Gloria Hollister, alumna of '24 and noted young woman scientist, will give an illustrated lecture, "With Beebe in Bermuda", on Friday afternoon, November 21, at 4 o'clock, in the gymnasium. In her lecture she will speak of the undersea work of the Bermuda Oceanographic Expedition of the New York Zoological Society.

Miss Hollister began her work in natural history under Dr. Dederer, here at College. She was president of the Student Government while in college and during summer vacations, being greatly interested in natural history, she raised fancy poultry on her father's summer place near Suffern, N. Y. She was awarded many prizes at fairs. Upon her graduation, she continued her scientific work and William Beebe, famous naturalist, discovered her genius for Zoology. He recommended that she make an expedition to British Guiana, using his old station at Kartabo as a base. In three months she secured many excellent collections of natural history specimens and interesting photographs, besides capturing alive, the first Guncharo or Oil bird to be exhibited in captivity.

She was made a member of the Society of Women Geographers, an honor accorded to those who have done distinguished work in adding to the world's store of knowledge concerning the countries in which they have traveled. On her return to the United States, she was made assistant to Dr. Alexis Carrell of the Rockefeller Institute, but two years ago resumed her work with Dr. Beebe and has been his technical associate ever since.

During the course of her work with the Bermuda expedition, Miss Hollister invented a process to make fish transparent, with every bone fully visible. Because of this find of hers the study of marine life has been completely revolutionized and William Beebe says that many discoveries are now being made which would have been quite impossible without what has been aptly termed Miss Hollister's "fish magic." Miss Hollister also holds the diving record for women, having gone 410 feet below seas, sealed in the famous bathysphere of the Bermuda expedition so that she could observe underseas life.

CAROLINE BRADLEY '31 SPEAKS AT CONFERENCE

Caroline Bradley '31, and Elizabeth Metzger '31, delegates from Connecticut College, are attending the meeting of the Women's Intercollegiate Association for Student Government which is being held on Thursday, Friday, and Saturday, November 13-15, 1930, at New Jersey College, New Brunswick.

The meeting, comprised of a group of about one hundred delegates from various colleges, is held every year and consists of lectures, meetings, and discussion groups on the aims and problems of the specific student governments in the different colleges. Connecticut College has been a member of the meeting for ten years, and this year has been asked to prepare a paper on Student Government. This article will be written and delivered by Caroline Bradley.

The Women's Intercollegiate Association for Student Government provides an excellent opportunity for the various colleges to meet, and to compare notes on the difficulties encountered in the student governments; and enables them to discuss possible solutions for the problems. The meeting thus gives the delegates the

(Continued on page 3, column 1)

DAMROSCH CONCERTS

As a venture in musical appreciation a series of Symphony Concerts directed by Walter Damrosch will be broadcasted from a network of stations every Friday at 11 o'clock. The project is exceptional and worthy of note from either the standpoint of musical appreciation or educational broadcasting. This Friday the radio in Dr. Erb's classroom was used but if sufficient student interest is evidenced in this weekly music hour it may be incorporated with our music appreciation classes and held where more may be accommodated.

QUIET HOUR

We've had to time
Our colds this year
To fit the days
The Dean is here.

Our daily baths
We've had to take
At times when folks
Are still awake.

But now each time
I want to sneeze,
It's quiet hour,
If you please!

ALCESTE REVIEWS FRENCH PLAY— PRESENTATION A DECIDED SUCCESS

Acting Showed Spirit, Wit and Comprehension

The French Festival of the past week brought to our campus a large number of visitors from New London, Groton, Stonington, Westerly, Norwich, Thompson, Willimantic, New Haven, and Hartford. Thirty-two members of the Marot Junior College were entertained at dinner by C. C. the night of the play. In the three audiences were noticed numerous lovers of French, including many of our own alumnae, and teachers and students from 8 or 9 different high schools. The gymnasium was crowded for both the convocation lecture and the play. Knowlton gathered over 250 French speaking students and guests, in spite of the bad weather, for the French evening with M. Cons. during which many questions concerning *Pathelin* and its author were charmingly answered by the lecturer.

The presentation of the *Farce of Master Pathelin* was a decided success.

It was preceded by a medieval procession and the reading of a medieval proclamation. Miss D. Merrill '34, performed her duty as town crier with perfect ease and a good French accent.

The simultaneous scenery, showing at once an interior and a street scene (a feat for the first time attempted on our small stage), produced the illusion of depth and breadth to a remarkable degree. Quite historically realistic were *Pathelin's* room, the draper's shop, the market place with a medieval building in the background, and all the details, including the sign of the corporation of the drapers of Rouen, with its *Agnus Dei* and its motto: *Dieu y Soit*. Congratulations to Miss Roud and her helpers.

The work of Miss Bradshaw who was in charge of costumes, of Miss Martin (properties), of Miss Williams (lighting) and of Miss Roe (make-up), was more than satisfactory.

The five characters of the *Farce* played with such spirit and conviction that they kept the audience heartily laughing from beginning to end.

Miss Smith as *Pathelin* did her part splendidly, creating her personage with an understanding and a sense of humor, which few amateurs could equal. Her facial expressions, her movements, her attitudes, indicated comprehension and talent throughout.

She was well supported by Miss Leland as *Guillemette*, who passed from laughter to tears, and from tears to laughter with great naturalness.

Miss Brewer was a genuine medieval draper in both appearance and action. Yet she did not succeed in convincing the spectators of her own roguery. She seemed rather a victim deserving of sympathy. And this is a pity, for it is evident that not only the four other characters in the play, but the author himself covers *Master Guillaume* with bitter scorn.

The same criticism can be addressed to Miss Sater, who showed all the required boredom during the trial and

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William Lyon Phelps

Lampson professor of English
Literature at Yale University
will speak at Vespers on
"The Courage of Ignorance"

Connecticut College News

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EDITORIAL

Frequently with Spartan resolve we force ourselves to lay bare to public gaze a possible flaw or two in our collegiate behavior. Our innermost conviction, the while, is that we are, in campus slang "mighty swell"—but it seems to be the traditional role of an editorial column to play the critic, to expose a sinful omission here and suggest a slight improvement there, laboring constantly under an inhibition of a persistent and uneditorial superiority complex. But this one time we feel that we may with justification cast aside convention and pat ourselves most emphatically on the back. Strangers have noticed and commented—so why not we? The point at issue is the quite noticeable congeniality of our campus atmosphere, established by our universal and friendly habit of greeting each other, whoever and whenever we may meet. Expansive and extravertive we are indeed. Have you ever noticed the number of "Hi's" you exchange from the "libe" to Fanning between classes in the morning or going across the quad or tearing after mail? We may pull and jostle in our hurry—we may have the weight of the world plus three oncoming mid-semesters on our shoulders—we may not even know the name of the girl we greet, but almost invariably we do take time to greet her. A large college would of course have difficulty in establishing this tradition of universal campus friendliness, but many is the small college which, perhaps much more polished than we in other matters lacks this "hail-fellow-well-met" attitude which makes for campus democracy and informality and of which we may be justly proud.

\$105,868 Left for Professorship

For the maintenance of a professorship at Connecticut College, Mrs. Lucretia L. Allyn of New London left \$105,868 of her estate to be known as the Lucretia L. Allyn Fund.

Both Mrs. Lucretia Allyn and her sister-in-law, Mrs. Harriet Allyn, have been greatly interested in civic welfare and have supported many charities in New London. Mrs. Harriet Allyn gave nearly a million dollars to the city for a park and a museum which is now under construction at Allyn Place. She also gave fifty acres to Connecticut when the College was first planned. The rest of her estate she left to her sister-in-law, Mrs. Lucretia Allyn who upon her death

DEBATE WITH MEN OF BOSTON UNIVERSITY

Connecticut's first debate with men took place on Friday at 4 o'clock in Fanning assembly room when we debated the men's team of Boston University on the subject—Resolved: That this meeting affirms its belief in the principles and practice of democracy. The subject was the same as for the Scottish debate which is scheduled for December 11. William S. Davis, Jr., and New A. Novins took the affirmative, Elfrida Hawthorne '31, and Alice Kelly '33, upheld the negative. The debate was a no-decision debate and the Oxford system of debating was used. That is—the first affirmative was given seven minutes, the second affirmative and first and second negatives each 15 minutes and then the first affirmative a rebuttal speech of eight minutes. Marjorie Bodwell '32, was in charge of the research for the debate and the Debating Club wishes to thank Miss Stewart, the librarians, the faculty and students who helped so efficiently in the emergency of only two weeks' preparation. Preceding the debate the teams dined together at Knowlton. Achsa Roberts '31, chairman of the debate welcomed the visiting team and announced the speakers.

AFTER COLLEGE--WHAT?

Our second article from Catherine Filene's book *Careers For Women*, deals with one of the newer and less known professions which fall under the title of Occupational Therapy. The term used here is rather confusing so perhaps a word of explanation may be of value. Occupational Therapy is a new profession which attempts to heal mind and body through the application of some occupation which may ultimately help the patient physiologically, psychologically and economically. The course extends over a period of eighteen months and may be taken in one of a number of schools.

The training is planned to develop artistic and mechanical skill, and the ability to cooperate with every branch of hospital service. Among the crafts used in this type of work, we find basketry, applied design, block printing, book binding, jewelry, leather work, modeling, textiles, knitting and the like. The work is carried on in hospital wards, shops, and when possible, with private cases.

The training necessary before entering a school of Occupational Therapy is slight. A general education equivalent at least to a high school education is adequate, but previous training in nursing, social service, physical education, mechanical drawing, psychology, or arts and crafts, will be credited the student upon entrance. A student must be of strong physique, have an understanding of human nature, good common sense, and initiative, to insure her success.

The average financial return varies from \$1,200 to \$1,800 a year, but as the demand far exceeds the supply and as Occupational Therapy is becoming more and more a necessary thing everywhere, a graduate of one of these schools has a virtual guarantee of a position either in hospitals, health departments, or with patients both in hospitals and at home.

The ideal of this profession has been well expressed in Catherine Filene's book, so, I quote it directly: "To restore a patient's courage and his or her maximum mental, nervous, and physical ability is to add an asset to the community where he might have been a liability. To bring work out of idleness has economic value in time, morality, production, health, and happiness, and is elevating to the individual and to the entire world."

MID-SEMESTERS

Our mid-semester marks are in by now;
I'm sure I flunked:—But what is there to do?
I wonder if, a hundred years from now,
My great, great grandchild will have flunked hers too.

this fall, bequested to the college the large sum mentioned above.



(Please Note: Students are reminded that rules which appear in the *News* are not final until posted on Student Government Bulletin Board. They merely indicate what is being discussed by your representatives.)

QUIET HOURS

"To Be Or Not To Be"

Quiet hours are the basis of much current discussion about campus. There are those for and those against, and rightly so. But the point of the matter, which seems often to have been missed entirely, is that Student Government is taking a new and modern departure from traditional methods in using the method of experimentation before passing this law. We do not know how the rules will work out unless we try them—if we don't like them, at the end of the time of experiment, we are free to change or completely reject them. It's only fair and sporting to give them a chance and to prove that experimentation in Student Government is possible. To accomplish this, the support of the entire Study body is necessary.

Quiet hours are as follows:

WEEKDAYS
8-11 A. M. 2-4 P. M. 10 P. M.

SATURDAYS
8-11 A. M. 11 P. M.

SUNDAYS
To 11 A. M.

Regulations

1. Proctors will issue warnings to girls violating quiet hours. (These warnings are given at the discretion of the Proctor—that is, a first reminder need not constitute a warning.)

2. A third warning is reported to the House President, who inflicts the automatic penalty, which shall be one week's loss of registration privileges.

3. Execution of Proctor's duties will be checked by members of the House Committee, and by any girl appointed by them. (Cabinet members suggested.)

4. Proctors shall record names of offenders, and warnings issued.

5. Proctors shall have the right to assume proctorship outside their jurisdiction in case of necessity.

DR. LAWRENCE SPEAKS AT CONNECTICUT COLLEGE CLUB IN NEW YORK

(Concluded from page 1, column 1)

numbers of Americans in France, the end of the War did not seem possible in 1918. Again it was Italy who turned the tide (and this time decisively) of the War. On October 24th the entire Italian army charged for the final blow, and in a furious battle of eleven days finally clutched Austria's throat and beat her into a lifeless mass. . . . Only Italy of all nations engaged in the War had the satisfaction and pride of winning the field with sword in hand. . . .

Says the editor of a recent survey of French schoolbooks: "We are impressed most of all by what the French textbooks do not say. By their omissions they make it difficult for a French youth to be critical of French institutions or conduct, or to know of any services rendered to the world by modern foreign nations. . . ."

Following are brief selections from schoolbooks used in the United States, describing its own citizens and their government. We are said to have "done more for world advancement than any other nation;" we normally act as "Good Samaritans" in our international relations; in the World War, which we entered as "Crusaders of old," "we asked no control over any part of Europe's future, no security even for the payment of our debts." In all our generosity, we do not consider the "almighty dollar." We have far less "narrowness" than other nations, and "give fair play even to the weakest."

Under the auspices of the University of Chicago, there has just been completed a study of four hundred representative textbooks used in the schools of the United States. Among

(Continued on page 3, column 3)

Collegiate Cracks

With mid-semesters creeping up on us, we feel that the freshmen need some sound advice as to how they should go about meeting their fate. (Editor's note: that word is fate, not date. We realize fully that the freshman class needs no coaching on that subject.)

1. Don't pay any attention to mid-semesters. They aren't "real" exams anyway. Just assume the attitude that they don't count.

2. Don't crack a book or look at a note. The prof will appreciate your own original answers much more than intelligent ones.

3. If the exam interferes with a week-end, just cut it. The profs dote on make-ups.

4. If you don't like the looks of the exam, don't take it. You'll be surprised how popular you will become. Even the Dean will send you a billet-doux.

We feel sure if you will follow this advice you will be able to get your much needed LONG vacation.

—Skidmore News.

This week's high spots in undergraduate life:

Saturday—*News* in the mail box.

Sunday—Breakfast at the tea house.

Monday—Wash week-end dirt from stockings and gloves.

Tuesday—Ice cream for dinner, maybe.

Wednesday—Clean sheet and pillow case.

Thursday—Read *Saturday Evening Post*.

Friday—My God! Fish!

—Vassar Miscellany News.

Do Girls Know What Dutch Treat Means?

"Resolved that all college dates be Dutch treats." By an enormous majority the students of a women's college recently voted for the affirmative on this question. But it was only the decision after a debate, not a new canon of conduct.

A minor scandal of our college generation is the amount of money the men spend on the girls as contrasted to the amount the girls spend in return. There is a certain pretense of reciprocity, but oh, so mild. Prom at men's colleges is organized with Roman prodigality, while the week end return visit to the women's college is organized with Spartan parsimony. And during the holidays at home it is always the boys who pay and pay and pay. Co-educational institutions, we are told, tend toward the same doctrine of masculine fiscal responsibility.

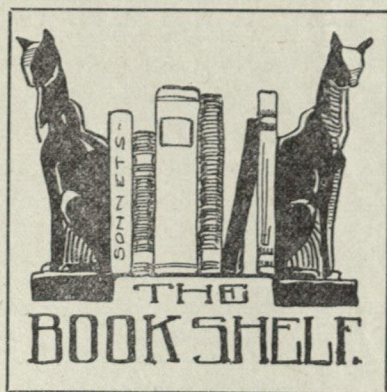
It's all wrong and everybody knows it. Boys' spending money comes from the same source as girls'—i. e., from Dad. We have never seen any statistics showing that the fathers of male descendants average to be more prosperous than the fathers of females. Or more generous. Indeed, we are baffled by two questions—where do the boys get the extra funds they spend on dates, and what do the girls do with what they save by not paying their share?

The whole human race believes in getting something for nothing, making the other fellow pay if it is gracefully possible. Girls can get away with it, supported as they are by the stale traditions of courtship, the vestiges of an outworn chivalry, the pseudo-aristocratic delusion that no young gallant should ever admit that he is short of cash or credit. Only concerted action will ever bring about the reform of emancipation and self-respect for girls and financial relief for boys. Why don't the student bodies of some of the great women's colleges get together and by formal vote make it fashionable for every girl to insist upon going Dutch treat?

—Acknowledgment *College Humor*.

President's Assembly

In Chapel Monday morning
About Student Government and
Quiet Hours



PHILLIPA

By Anne Douglas Sedgewick
Houghton, Mifflin Co., \$2.50

It seems to be a truth that most of our popular novelists who have written one best-seller which is really a good book never quite live up to expectations in their subsequent novels. Warwick Deeping has not written anything as interesting as *Sorrell and Son* since that book created a fervor in the book-stalls and the reviewing columns, and the author of *The Little French Girl* has still to write anything as good as her most popular novel. Perhaps the reason for this is that the author is generally too much influenced by the success of his best-seller and follows its theme too closely in whatever he writes after that. At any rate there is, in *Phillipa*, a marked resemblance to *The Little French Girl*, but the new book fails to equal the old one.

In *The Little French Girl* there is naturalness and marked charm of character, but *Phillipa* herself is the only character in the new book who appeals very strongly to the imagination, and she is in no way comparable to Alix. The two characters are of the same age as they are considered in the books, and each has a similar problem to face, and each shows herself stronger than her elders. But *Phillipa* lacks the charm of Alix. She is more self-consciously paradoxical in her strange mingling of childishness and serious maturity. She is less delicately drawn as a character. Perhaps the difference is that she is English while Alix is French.

Delicacy of character presentation and excellent creation of atmosphere are, perhaps, the two points which make *The Little French Girl* the superior book. The atmosphere of French and English home life as it is drawn in that book finds no parallel in *Phillipa*, for it is unobtrusively vivid in the first books and entirely lacking in the second. But the inferiority of character presentation is more striking—there is no one to compare with Giles in *Phillipa*, and while Alix's mother is thoroughly charming in her unconventionality, *Phillipa's* father and Mrs. Brandon are nothing more interesting than a married man eloping with a widow who has had two other lovers. Neither does *Phillipa's* mother become as interesting to the reader as the similar character, the mother of Giles, in *The Little French Girl*.

On the whole it is the portrayal of *Phillipa* which raises the book to the class of interesting reading. The other characters are a little too self-revealing in their own analyses of themselves, and each step in the story is discussed exhaustively and rather exhaustingly. There is some comparison of English, French, and American life and thought but it is all rather superficial. The author seems to have made the most of every possibility in a rather thin story.

But the book has merits—an interesting leading character, a contagious enthusiasm for the sane and reflective youth that is portrayed, a feeling for the intensity of human ties—which, however, borders on the sentimental—and an attempt at detached observation of life today. It is better than most best-sellers, and it is really interesting to read once.

CAROLINE BRADLEY '31, SPEAKS AT CONFERENCE

(Concluded from page 1, column 3)
great advantage of being able to bring back to the college expanded ideas for a stronger and better Student Government.

CAN WE BE BOTH MODERN AND RELIGIOUS?

To be thoroughly modern, we must be religious—was the theme which Miss Laura Wild, Professor of Biblical literature at Mount Holyoke spoke on at Vespers last Sunday. Her text was the words which Jesus spoke of John the Baptist, "He that is but little in the kingdom of heaven is greater than he." Miss Wild pointed out that this was true because John the Baptist was merely a teacher of Ethics and Jesus was much more than this. She said that one of the great fallacies of educated people today was that they looked upon Him merely as a teacher of Ethics.

There are, said Miss Wild, two excuses for the present lack of seriousness regarding Jesus Christ. We have not yet become free of the popular notion that scientific discovery has destroyed much of religion. We are greatly relieved, however, to see that the greatest of our modern scientists now regard religion as a necessary matter. They mean, however, religion that has been carefully thought out and not simply accepted as a matter of course. The second excuse for our lightness regarding Jesus is the very poor picture which Sunday school teachers, parents, and the great religious people of the time are presenting to the young of a thin worn emaciated Christ. Records prove that this picture is false.

There are great problems to be settled in the world at the present time. Bernard Shaw says that although he is not a Christian, he believes that the only way out of these difficulties is the way Jesus would have chosen. There is one feature of Jesus' way that makes it so desirable. It is the thought which he spent upon everyone of his problems. He went off into the wilderness by himself and meditated with God. That is why his solutions were always so successful. That is why his method was so much superior to John the Baptist's who preached that people should repent and then go out and do, do, do. Everyone needs time and solitude for meditation. We must go off and do some logical thinking so that we can maintain our equilibrium. If our education isn't giving us enough of this it is at fault and should be changed. We should use Jesus' way, the way of meditation. If we do this we will come to know Him as He really is and we will become serious about Him and our difficulty will be solved. We will also be modern because we realize the necessity for thought and with it the necessity for religion, just as modern scientists have come to.

ALCESTE REVIEWS FRENCH PLAY —PRESENTATION A DECIDED SUCCESS

(Concluded from page 1, column 4)
spoke in an admirably masculine voice, but failed to reveal the fact that the judge also was nothing more than a successful crook.

The *Farce of Master Pathelin* is an unsparing indictment of the ways of the world. The monk Alecis had a profound contempt for man unaided by divine wisdom.

Miss Russell as Agnelet played the fifth rascal with amusing picturesqueness. At times she exaggerated a bit, but she managed to redeem herself by suggesting all through the virtue of humility proper to the downtrodden who accepts his subjection, a virtue forgotten today but which the Middle Ages valued highly, a virtue that Alecis deems sufficient to warrant the shepherd's victory. It is indeed Agnelet's blind humility, made of the pride of the four others, that justifies the conclusion of the farce.

The diction of the five actors should be praised without reserve. They spoke their difficult lines (old French slightly modernized) almost to perfection. Not a syllable was lost by those who could judge, and the rhythm of the verse was observed throughout.

The "crowd" added a pleasant and colorful element to the procession and to the performance.

There was no dissonant, no jarring note at any moment. It cannot be denied, however, that the work of the

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actors was more finished in the early part of the play than later.

Vivacity, verve, a large measure of comprehension, and wit reigned on the stage. This was primarily due to the intelligent and patient coaching of Miss Dorothy Henkle and of her assistant, Mademoiselle Serra.

The play ended the French Festival in memorable fashion.

ALCESTE.

DR. LAWRENCE SPEAKS AT CONNECTICUT COLLEGE IN NEW YORK

(Concluded from page 2, column 3)
the conclusions reached by his study are the following: "Textbooks are permeated with a national or patriotic spirit. Most books are pro-American. . . . Nor is there frequent criticism of American characteristics or of American activities. . . . On the other hand, the attitudes engendered toward other peoples through a reading of these books must, in many cases, rebound to their ignominy in contrast with the glory of America."

Dr. Lawrence said in conclusion: "Though truth is one and the same thing everywhere, human views and understandings of it differ widely, and when to this inevitable difference there is deliberately added the intoxicating stimulant of propaganda, the national history teaching thus evolved is more conducive to wars and oppressions than to peace and justice. The general direction in which improvement of this war-breeding tendency may be sought is, I believe, that of placing truth and fairness above every other consideration in our study and teaching of national history. By admitting more of truth into their schoolbooks, the nations would take a long step toward preparedness for world peace."

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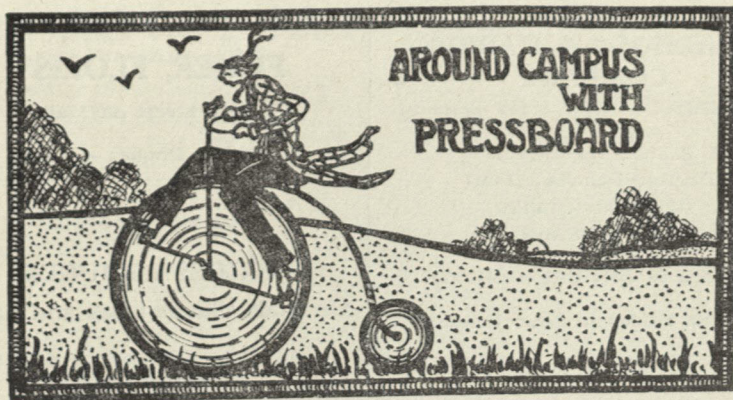
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We present the prize mistake of the month: She took her bath and after using talcum powder profusely, found that it was Dutch Cleanser.

And the absent minded professor who addressed her English class in French to her own consternation and much more to theirs.

Pierrot's was a great success. The tables were so many that it was a question whether there *was* dancing, but in the original phrasing of the country newspaper, "A good time was had by all."

We quote from the *Herald-Tribune*: "Remember filled cookies when packing a box for the Connecticut College for Women." It's a question of what they are filled with, but send them anyway. We're waiting.

We wish to correct a misapprehension. The Miss N. of percolator fame is not the one you think she is. We might state by way of something that she plays an admirable game of hockey.

There was the harrassed house junior who wanted to do a bit of studying in her room. So she hung up a sign which read: "Studying, please." In no time six or seven cigarettes were giving off as many columns of smoke. We wonder if "Sorry, Smallpox" would be any more potent?

Last year we finally located the Observatory out by the tennis courts. This year we have just found it lurking behind the faculty garages. What a sly little thing it is to play such tricks on us.

The grandfather clock disappeared from the Libe. We were desolate. Now it stands in Fanning and softly chimes the slowly flitting quarter hours.

What would we do if we couldn't recline upon the desk when getting a reserve book. If you are interested in eccentric dancing just observe the

contortions and queer attitudes of feet.

The faculty couldn't have tea, because the room was being painted. Well we can think of dire results if the cream and the paint got confused.

For these twilight hockey games we suggest flashlights and electrically lighted balls, not to mention illuminated pinneys.

Oxford Anti-Feminism

A campaign of male students of this ancient university against having coeds at Oxford has been renewed. For a long time many of the men students have been strongly against the coed policy. The student magazine *Isis* recently published an editorial against woman students, inviting them to "make for home, angels."

One of the complaints *Isis* has against the girls is that they are indecorous—they ride bicycles in the street "with truly shocking display of worsteds" and much belated breakfasts of chocolates and biscuits in lecture rooms.

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