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Connecticut College News Vol. 3 No. 8

Connecticut College

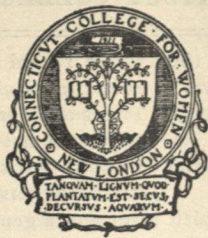
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Connecticut



College News

Vol. 3 No. 8.

NEW LONDON, CONNECTICUT, FEBRUARY 27, 1918.

PRICE 5 CENTS

College Calendar.

Wed. Feb. 27th, 5 p. m.—Glee Club.
Thurs. Feb. 28th, 4 p. m.—Dramatic Club.
Fri. March 1st, 5 p. m.—Class meetings
Tues. March 5th, 5 p. m.—Athletic Association.
Wed. March 6th, 5 p. m.—Glee Club.
Thurs. March 7th, 5 p. m.—French Club.
Fri. March 8th, 4 p. m.—Dramatic Club.
Wed. March 13th, 5 p. m.—Glee Club.

Athletic Events.

The Freshman team went down before the Juniors in the second game of the season Friday night, February 15th.

Watrous starred for the Freshmen as guard and Shadd, the Junior center, certainly attracted attention, first by considering that the best way to keep that basket ball out of Freshman hands was to throw it out of the window; and secondly, by her mad attempt to guard Pedrick who had the ball out of bounds.

The line-up of teams was:

JUNIOR	FRESHMAN
Shadd	Pedrick, c.
Upton	Gregson
Hastings	Wulf
Rowe	Hall
Emerson	Williams
Cockings	Patterson
Marsh	Rich
	Watrous

Score: 8-4; Goals: Hasting 2, Wulf 2, Upton, Rowe and Hall 1.

The standing of the teams is now:

	W.	L.
Juniors	1	0
Sophomores	1	0
Freshmen	0	2

The defeat of the Freshman first team was somewhat compensated by the victory of the Freshman second team over the Junior seconds by a score of 22-14.

FRESHMEN	JUNIOR
Brazos	Ansley
R. Smith	M. Williams
L. Marvin	J. Wells
Hippolitus	White
Arkin	Prentiss
Rohan	Hatch
	Sawin
	Anderson

Goals: Rohan 7, Arkin 4, White 4, Anderson 2, Ansley 2 and Hippolitus 1.

What We Are Fighting—And What For.

Washington's Birthday ceased to mean a sentimental, personal tribute to our national father—and took on a broader aspect—a holiday to reflect the principles for which he stood and for which he planned our nation to stand, when Dr. Isaac J. Lansing of the National Security League addressed us last Friday, on "What We are Fighting and What For."

From the beginning of the war in 1914, American people have been trying to understand the situation and to look upon Germany's actions with fair minds. Our attitude has been continually changing. But we cannot hope to stop the war until we understand the real, underlying cause.

We have said it was the German military party—that the people are not to blame; then, that it was the civil leaders. Next, we thought the German people as a whole, ignorant. But we have always looked with great respect upon their excellent education. Then we said, "If the people only understood our motives, they would come over to our side, beaking from the power above them". But they have not done so. We said they are insane, obsessed with the idea of war. But they surely are not. We have laid it at the doors of autocracy, in a struggle for its life against democracy. But we ourselves differ as to what democracy really means—and Germany under her autocracy has materially prospered probably more than any democracy. We say the war is to end the rule of kings. Surely England has no such intention—and it were meddlesome, at best, to decide such a question for her. And then we have thought the cause was preparedness. But it is certain we are not prepared—nor was England. We shall have to seek another fundamental ground for the war. And we find it in Germany's political philosophy.

Heinrich von Treitzschke (1834) was one of the most popular lecturers of his day. His lecture rooms were crowded, his students unwilling to leave at the end of the hour. He thrilled the German people with his teaching. Instead of Nietzsche's "super-man", he taught a super-state, in which the super man is absorbed. According to him, Hohenzollern should dominate Prussia, Prussia, Germany; and Germany, the world. For, as biology teaches the survival of the fittest, so Germany, being the fittest, should survive and dominate all nations of the world. It was for the

The Dance of the League of Service.

On the sixth day of the third week of the month of February, many of the children of Israel together with those invited of the neighboring tribes came unto the House of Gymnastics and celebrated a day of merriment. And the house was cleansed and festooned with garlands by the virgins so that none might know what had gone before. There were drapings of red, aye, and of blue and of white. And lo! the musicians came from afar and made merry in order that the occasion might be a festive one. And with the sounding of symbols and the song of the lute, the knights and ladies danced joyfully and did fill their faces of the herbs of tea and feasted on sweet caker and the fruit of the almond tree. And from their midst chosen ones came forth to dance. And great was the applause thereof. At the very gates, talents of silver poured into the coffers, yea even unto one and ninety-four talents of silver, surpassing the expectations of all.

good of the people of the world, he taught. And with this, he instilled in them a growing hatred of England. German domination was to be acquired through the army. War is a manifestation of virility.

To attain the end, immorality from spying and lying to the worst forms was taught to be thoroughly justifiable. Hence it was necessary to destroy Christianity, and set up in its place, the worship of woden. The Bible, Old and New Testaments, was proven mythical and set at naught. The teaching spread, to undermine the faith of English and Americans, while it strengthened Germany's people. Such an appalling influence, however, can easily be understood if we realize the spread of Mormonism in our own country. In less than one hundred years, the deluded visions of a wretched man have attracted the support of half a million people—who constitute a large percentage of our most prominent business men and politicians.

And so we have declared war on the Central Powers—not only because of broken treaties and violated human rights—we are fighting for a human world—a moral world. We are fighting because it is better to lose friends, relatives and property, than to bow slaves before a world of devils. We must win and we shall win. And a world for a hundred generations will praise us for the services we have rendered hnmanity.

President Marshall's Reception.

George Washington in all his august splendor could never have been honored by a celebration equal to the reception which President and Mrs. Marshall gave to the students and faculty of Connecticut College on the evening of his birthday in a gymnasium transformed with American flags. Mr. Charles E. Griffith rendered several violin selections in a really lovely way. He combined vivacity and brilliancy and technique to a remarkable degree. Indeed, his violin seemed to have a richer, fuller tone that raised his work far above the ordinary. Each number was preceded by a short description of its source. One in particular, a song of Chaminade's, was charmingly different because of the play on the very high notes. Mr. Griffith was obliged by the long sustained applause to repeat this and also a transcription by Kreisler of one of John McCormick's refrains. Connecticut College highly values the opportunity of hearing, through the kindness of President Marshall, a violinist of such unusual talent.

Then the college danced in the gym, while the snow flakes danced outside. Mr. Griffith played once more—three folk dance numbers—and this most successful reception ended to accomodate the eleven-thirty car. If President and Mrs. Marshall make holidays at college so very attractive, we will be tempted to forego these short vacation periods at home, for the joys of our unbroken college education.

Willis Burton—Kent College '19.

Once upon a time there was a nice girl. She went to college to study very hard. Each year when exams came around she sighed and crammed as all college girls should. Then she planned to prepare for every class at least two days ahead. When exams were over she forgot about it, and remembered only when there was a written lesson.

She never cut a class unless she had a perfectly good reason.

She never was late to classes unless the mail came up on a later car than usual, or unless she forgot a few books and had to go back after them.

She thought war was a crime. But as long as there was war, she thought college girls ought to know something about it. So she read the picture section of the New York Times every Monday before history class.

(Concluded on page 3)

COLLEGE NEWS

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Another Point of View.

The editorial in the NORTH AMERICAN REVIEW for February, with its plain statement of facts, is startling anyway, but especially so if one comes to it with the somewhat elevated and optimistic spirit produced by Dr. Bridges' lecture. It is perhaps well that we should read this article at just this time, but we forget that Dr. Bridges spoke from an idealist point of view, and of the future, not of the war itself as it is raging "over there".

The editorial is headed, "We Must Kill to Save", and not less bold and startling is almost every statement which follows—revealing an extreme point of view, perhaps, but a point of view which is likely to accomplish more right now than an idealistic view.

The editor declares that America must face facts, must brave the grimness of truth. The spiritual stimulation from rhetoric cannot now accomplish so much as Truth. "Doubtless," Mr. Harvey says, "we shall offend the over nice sensibilities of those well meaning but unbalanced persons who waste their sympathies over the sufferings of the lobster as his complexion turns from dirty blue into a delicate pink, while they are unmoved by the knowledge of the misery and distress of the poor and unfortunate." With which arbitrary dismissal of the over-sensitive he launches forth into a discourse which, while we hope it is exaggerated even as we believe the contrary point of view of Dr. Bridges is exaggerated, we nevertheless know to contain at least as much of the truth.

Different as the two discussions are, they are both directed toward the same end, moved by the same hope, inspired by the same desire—the desire, of course, for peace, the real peace which

can come only when "the fangs of the mad beast of Europe have been drawn," and the desire to see the world emerge a democracy, an irresistible force because of its perfect understanding and unity.

Mr. Harvey believes that a new spirit may lead the world through the influence of America. The statement is not yet so obvious, so inevitable to him as to Dr. Bridges—it rests with America. To accomplish this, we must face the truth, must realize that if either side is near a victory, it is the German, must wage our war with courage, resolution, and intelligence, fortified by moral disinterestedness, and a unity of thought and action, born of a fair minded criticism and a clear understanding of things as they are. "Things as they are" do not seem very conducive just now to a clear understanding. The best we can do is to read all possible material and hope some day to attain that most desirable end.

Spiritual Gains from the War.

"Every cloud has a silver lining." Yes, we've heard that from the days when sound stimuli first impressed our young nervous systems as actual words. But it took Dr. Horace J. Bridges to "turn the dark cloud wrong side out" for us Tuesday, when he spoke on the spiritual gains from the war.

War is not to be looked upon as a misfortune, but as a crime. Notwithstanding this there are certain actual gains to this country (and the others) which have been already attained or are visibly within attainment.

In the first place, we are living in a new America. Business men are no longer thinking of their own, but of the nation's welfare. It is a change indispensable to our greatest good, but one which could have been wrought at no less cost than that of the war. And this new spirit of co-operation is a permanent change.

In a broader sense, this co-operation will manifest itself in a world federation—not the old, visionary ideal of the Hebrews and of Dante, but one which must be based on a psychic change in the attitude of nations. Such has to a large extent been achieved already.

Between America and France there has always existed a spirit of friendship—and deep gratitude, on our part, for '76. So there has never been danger of actual war. But neither has there been actual co-operation for humanity as a whole. From the beginning of the war, Americans have enlisted voluntarily in the service of France—but it is only recently that we as a nation have realized that the war is OUR war—that from the first Germany has been aiming at us. Gerard has disclosed in his book the plans of our enemy against this country. And so France now, as well in '76, is fighting our battle. And a new fraternity is being forged to bring us closer together.

As for France and England—whose

whole record has been one of warfare—even there a change is being wrought. The smouldering coals of national enmity were not thoroughly smothered by Edward VII's paper diplomacy—the HEART OF THE PEOPLE was not changed. But now a genuine mutual brotherhood is being born, through a change of attitude of the men on both sides.

What of the several parts of the British Empire? The English colonies have shown a whole-hearted will to help the mother country—voluntarily they have entered her service, though they had no voting power in the body which declared war. Hereafter, however, England's foreign policy will include unity of will between herself and her colonies.

To return to the United States, the often threatened possibility of disunion in the face of a foreign enemy has been unfulfilled. Zimmermann's five hundred thousand Germans in America have rather contradicted his expectations by the great numbers enlisted in our army today.

And lastly, as to the relations between England and America—it is sad but true that we are still laboring under the prejudice of '76. There is an astounding ignorance on both sides. Yet the historic grievance does not exist in England as it does here. And, due to association in war, mutual enmity is going, and mutual trust is being created.

English speaking peoples, alone, with proper inter-relations and co-operation, can "make the world safe for democracy".

To the Editor:

"Oh, where, oh where have the trolley cars gone?" is by far the most popular song at C. C. now.

Yes, where have they gone, and are they ever coming back? This new schedule of the Shore Line Electric may possibly be saving coal, but it certainly seems to be interfering with the classes at college. Surely something must be done—and done immediately.

None of us can afford to miss half a recitation each day, but neither can we be delayed two or three hours because there is no trolley at 4.05 p. m. which connects with the train. The weather is too stormy and the distance to college is too long for us to walk twice a day. Professors are certainly justified in their complaints of being annoyed by students either coming into class late, or going

out early, and the students, too, feel the loss of lectures and the unnecessary disturbance.

Let us change our song to "Bring that car to C. C.," either by petitioning the company for more frequent and regular cars, especially for one at four o'clock in the afternoon, or by asking the College Administration to stand with us in this matter.

Who shall be the John Hancock of the group?

A. L. '21.

To the Editor:

What can be done with the trolley situation? The two-hourly schedule now in use by the Shoreline Electric Road does not meet the demands of the College students nor of the public. A two mile walk to town is neither agreeable nor practicable in all kinds of weather and trolleys are the only means of travel for the average student from the College into New London. Therefore why cannot the trolley company aim to accommodate the students?

The 4.05 trolley, through the change in schedule, is especially missed. The number of students who go downtown at this hour almost fills the car, therefore it would pay the trolley company to put this car on again.

Coal is granted by our government to public utilities and I cannot understand why the New London trolleys, supposedly a public utility, have been overlooked by our government. If the coal shortage is so serious as to make the half-hour afternoon schedule impossible, would it not be more practicable to run half-hourly cars from 6 to 8.30 a. m. instead of until 9.30 a. m. and add a few half-hour cars to the afternoon schedule?

The kindness of the Shoreline Company in running special cars for concerts etcetera, has been deeply appreciated. If the company is able to do this for the pleasure of the College, surely it must be able and willing to help in the matter of school duties by running at least a 4.05 trolley.

—A. Gallup '21

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Connecticut College Student Friendship Fund.

We have talked and heard a great deal about our Friendship Fund, and we always will. The following is the authentic report of the campaign.

From a student body of 256, 247 contributions were made, totalling \$3833.60 an average of \$15.52 per capita. From a faculty numbering 33, 29 contributed \$856.00, an average of \$29.51 per capita. Our total pledge was \$4678.68 and every pledge was paid promptly making the total payment \$4689.60.

"Over the top".

Mr. George Irving, chairman of the Executive Committee of the General Fund said: "The record of Connecticut College is one of which every one connected with it has every reason to be proud. Moreover, its leading off in this campaign was of very great value throughout the whole movement."

These facts will appear in the annals of the College and we will always look at these figures with pride.

Dr. J. E. Wells gave freely of his time to this campaign and the students of C. C. take this opportunity to extend him their "vote of thanks".

De Facultate.

Dr. Beach is working Saturdays at the Yale Library in order to complete certain lines of investigation in Comparative Literature which she began last year abroad. An article by Dr. Beach, "Lemartres Bertrade" appeared in the December number of Modern Language Notes.

The staff regrets to note in the last issue of the NEWS, certain errors in the report on Belgian reconstruction work, which Connecticut College hopes to do. Mademoiselle Ernst has very graciously offered to give us a complete and correct account of the purposes and methods of this work, which we shall print in our next issue.

The letter published below was sent by the Belgian Minister in Washington, Monsieur de Cartier de Marchiennes, in reply to our offer to help as much as possible in reconstruction work.

February 15th, 1918.

My dear Miss Horrax:-

I have received a most interesting letter from Miss Ernst in which she tells me of the work which she has done, individually, for the relief of the Belgian girls, and of the great interest which Connecticut College takes in this phase of relief work.

Indeed, any pecuniary aid which the students of your College wish to give toward this noble and most necessary work will be received with deepest gratitude by M. de Voghel who heads this splendid form of relief in Brussels.

I take all the more pleasure in endorsing this special work in aid of the working girls of Brussels and Charleroi,

as I am myself from the district of Charleroi.

It seems to me peculiarly appropriate that this aid should be given to the Belgian girls in the invaded territory by the splendid young ladies of America, whom their sisters across the sea so much admire!

With deepest appreciation for all the interest and all the help offered to the girls of Belgium made destitute and idle by the war,

I remain,

Very sincerely yours,

E. de Cartier.

Attention!

The following is the revision of resident rules. Rules in the College "C" not included in the following Articles or Sections are, of course, in effect.

ARTICLE II. (Page 51 of "C")

SECTION 1. QUIET HOURS. Change to 7.30 - 9.30 Friday evenings.

SECTION 2. REGISTERING. Students shall register in a book provided for that purpose when intending to be off campus after 7.30 p. m. Each student shall upon her return to campus sign the time of her return in this book, which shall be kept in the telephone room. Each student who plans to return to campus after 10.00 p. m., or to go to a place where a chaperon is required shall file with her house president a card stating the place to which she is going, the name of her chaperon, and the time when she expects to return.

SECTION 3. Part 2. Students' callers may remain until 10.30 p. m. Strict quiet must be observed after 10.00 p. m.

ARTICLE III.

SECTION 1. Part 1. Students shall be chaperoned at afternoon and evening dances and in hotels or restaurants except under conditions provided in Section 2. Students shall be chaperoned after 10.00 p. m.

Freshmen and Sophomores shall be chaperoned after 7.30 unless there is at least one junior in the party. A student spending the night in New London is considered under campus chaperon rules.

SECTION 2. Part 1. Students may dine at approved places until 7.30 p. m.

Part 2. Add Orange Tree Tea Room and The Hillcroft to list of approved places.

ARTICLE IV.

SECTION 1. PENALTIES. Any student failing to register under the rules of Article II, Section 2, will receive a warning from her house president. A second offense will deprive her of registration privileges for a length of time determined by the house committee. Any further disregard will be brought before the Student Council for action.

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Willis Burton

(Concluded from page 1)

She knitted socks for all the soldiers whose letters filled her mail box. There were so many that she had to knit during meals and lectures, even though it was very embarrassing to hear a steel knitting needle bounce across the floor.

She folded compresses once a week. It was rather a pleasant change from knitting.

She was simply crazy over war books. There was no volume too abstruse or too technical to lie on her desk for a night at least. She absorbed a lot of information from the cover and the headings of the chapters.

Really, though, she didn't have time to read. Something more pressing was always turning up. Sometimes she made a New Year's resolution to spend a whole Sunday evening getting acquainted with some of the new war poets. But always, just as she got settled the 'phone would ring or someone would knock. And, after all, reading isn't a very sociable occupation.

On Sunday afternoons at five o'clock she went to vespers. Hymns are very

inspiring at times. And sermons do seem to discover the weak spots in one's character. Besides, on Sunday everybody ought to go to church.

She believed in strict economy. Everyone ought to help out when the army and navy are giving up so much. So she wore cotton stockings instead of silk ones, and made her old evening dress do for another year by draping tulle over the shoulders.

In college one learns to be brief and to the point. Many words use up much paper, which may be scarce some day. Outline form's the thing. These are her characteristics:

- a. Impulsive.
 1. Best of intentions.
 2. Best of motives.
- b. Popular.
 1. With her classmates.
 2. With Naval Reserve, Base, and Island Forts.
- c. Unselfish.
 1. Always the first to give up her personal convenience.
 2. Interested in Social Service of all kinds.

(To be continued in our next)
Episode I will follow immediately.

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15-17 UNION STREET

Episode I. Willis Writes a Term Paper.

Willis knitted her way into the library one morning. It was oneweeek before the modern history term paper was due—"Russian Political Tendencies". She hadn't written a word yet. But instructors give the most fiendish assignments—and then expect one to get a long paper written besides. And now, she had courageously cut Spanishto get her theme started on time. (She quite scorned girls who didn't plan ahead at all.)

You see, there was a Naval Reserve dance the following night, and then she was going home for the week-end to a Charity Ball—and next week there was to be a Social Service entertainment and a Red Cross benefit social. When one is doing so much patriotic work, one must sacrifice somewhere, and it wasn't so bad to cut Spanish as to give up her hour for folding compresses.

The first thing to do would be to look up those references—they had been given out two months before, so she wouldn't be expected to remember them immediately. She would ask the librarian. But all the books were in use, and were signed up for several days ahead. How inconsiderate the girls were! Some of them didn't have so much outside work to do as she.

Why hadn't they begun their papers earlier? She would sign up for the books for—well, she COULD use them Tuesday night after the social. (The paper was due Wednesday.) Meanwhile, she might find something useful in the newspaper editorials. Anyway, it is one's bounden duty to read the papers and keep up with the times. People are having a rare opportunity to follow world history in the making, and yet the masses don't realize it. She had written an English theme only last week, on "Wanted—Intelligent Citizens!"

The illustrated portion of the Times was lying on the table. She hadn't seen this week's number. There might be some pictures to help her out—to suggest a little original touch for her paper. And then she discovered the last Vogue, left on the table by some fastidious student. The very place to look for a hint for re-designing her old taffeta afternoon dress! And then the bell rang.

* * * *

Tuesday evening a light burned late in 312 Dewey. A pile of books and papers was scattered over a disordered desk—while the papers were quickly turned until they disclosed a promising looking quotation or paragraph which was copied on a rapidly increasing pile of manuscript. At two the light was burned out. Willis had finished her term paper.

Wednesday morning a strained-eyed individual exultingly placed a thick budget of papers on the history professor's desk.

"My dear, your paper all done this morning?" Her chum linked arms with her as they made their way to the last empty seat in the back row.

"Yes", sighed Willis, "but you know, it's the funniest thing—I found out everyone of the Russian leaders except Mr. Bolsheviki."

—J. W. '19.

Elementary Gym.

Uneven lines of white middies,
Black bloomers and bare knees
Marching and countermarching.
Double quick time
On a slippery floor
With four awkward corners.
Bloomers that slide down
And must be pulled up
Before the command.
Arm movements
In three counts
With varying interpretations.
A timid jumping over apparatus
Unknown and unknowable.
An elusive rhythm
Of waving feet and hands.
Withal a certain straightness
And decision of posture.

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