MANY STUDENTS AT WESLEYAN PARLEY ON AM. EDUCATION

Problems of Our Educational Institutions Discussed by Meiklejohn, Robinson, Goodnow and Woods

INTELLIGENT CHANGE FORESEEN

The Wesleyan University Intercollegiate Parley on American Education, held December 4, 5, and 6, was attended by representatives of 26 collegiate fraternities. The parley was of an exceedingly interesting nature and the various meetings were addressed by such prominent educators as Dr. Alexander Meiklejohn, former president of Amherst College; Dr. James Harvey Robinson, for many years professor of history at Columbia University but now professor at the New School for Social Research; President Frank J. Goodnow, of Johns Hopkins University, and Dr. Ben D. Woods, head of the Columbia University Bureau of Intercollegiate Research.

The parley opened Friday evening, December 4, by Dr. Meiklejohn who spoke on "The College of the Future." Teachers and Students: He began his address with the statement that a college is made up of two sets of people, teachers and students. There are other people, too, such as presidents, trustees and

NAME COMMITTEE TO CONSIDER '26 HOP

Gilbert King, '26, a Non-Soc, has been named chairman of the committee which unofficially is considering plans for an Inter-fraternity dance to be held in May, 1926, in place of the regular fraternity dance. Griswold and Wilson, representing the Sigma Alpha Epilson fraternity; Tit and Simcox, representing the Kappa Gamma Chi fraternity; and Linsley and Bartley, representing the Epsilon fraternity have been appointed to serve with King on this committee. Up to press time, the Non-socs had not as yet appointed their two representatives to the committee. It is the present plan to have all groups on campus unite in giving the so-called "spring" dance and make it a greater social success. The committee probably will hold a meeting before college closes for the Christmas vacation.

TENTATIVE MID-YEAR EXAMINATION SCHEDULE BEGINNING JANUARY 23, 1926

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. M.</td>
<td>Latin</td>
<td>French</td>
<td>Greek</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>English</td>
<td>Science</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>1 and 5</td>
<td>Math 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 and 3</td>
<td></td>
<td>Greek 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Religion and all social science examinations to be arranged by Dr. Edwards. Please notify Babcock, Aspinwall 17, immediately of any conflicts.

CONFERENCE DELEGATES VOTE U. S. TO ENTER WORLD COURT

Resolution to be Presented to Congress and President Coolidge Favors Harding-Hughes-Coolidge Reservations.

The National Collegiate World Court Conference was held Friday and Saturday, December 11 and 12 at Princeton. The purpose of this conference was two-fold: first, to express the mature undergraduate opinion of the United States and the world court; second, to consider the formation of a permanent organization through which undergraduate opinion on national and international affairs may be effectively expressed.

The conference itself was ably handled by the Princeton committee, and especial credit is due to Lewis Robinson, Goodnow and Woods for this game which some other President Bell has recovered rapidly from the results of the thyroid operation which he underwent on Tuesday, Dec. 2.

It was found upon operating, that the condition of the left half of the thyroid gland was in the highest degree detrimental to the health of the president. The enlargement of the gland was such that the inward growth was fully as large as the external. This internal mass had so pressed out of shape the windpipe that it made both breathing and speaking difficult. The effected portion of the thyroid was completely removed only after a very deep incision. The operation, performed by Dr. Rogers, took about one and one-half hours.

Notwithstanding the apparent severity of the operation, it was possible to remove the stitches from President Bell's neck last Tuesday, barely a week from the time of operation. Probably the first public appearance of the president will be at the Board's Head dinner, Dec. 21. President Bell will not resume his official duties until the first part of January.
The LYRE TREE

WHY NOT?

To the Editor:

In a few weeks it will return from the Christmas holidays that we shall be confronted with the problem of placing men to fraternities. The considerable discontent was aroused last year by the inadequate mechanisms that was used for pledging, and, no doubt, the same discontent will be exhibited this year, unless we devise a system more orderly than the present hit or miss manner.

The whole difficulty seems to lie in the fact that there is no satisfactory point of contact between the faculty and the new man, and that the latter has no chance to make a rational judgment as to his affiliations. To solve the problem the writer offers two solutions. In the first the fraternities would file with the Dean the names of men whom they wish to pledge, and the men in turn would go to the Dean and ask for their bids in the order they desire. According to a second plan an inter-fraternity committee would act as the mediator. To this committee the fraternities would send their bids and the men their choices.

Several other ways may be possible for the adjustment of the problem, but the principle purpose of this communication is to bring the matter before the student body and to stir up the thoughts of those interested.

—One of '26.

SHE WAS THRILLED

C. E. Gerould, '16, now a practicing chiropractor at Franklin, N. H., has sent into the LYRE TREE the following article clipped from the Boston Post:

New Haven, Nov. 15.—While Princeton was going mad over the Tiger's victory at the Bowl, a fair young thing slowly wended her way to the exits with her escort, who wore a blue tie and a decidedly blue look. She was obviously terribly thrilled by the great spectacle of 65,000 people looking at two great teams. Listen to a scrap of her conversation:

"And Rochester hasn't lost a game all season till St. Stephen's came down for the last game of the year.

That was all the reporter heard, but the poor Yale man probably wished Rochester and St. Stephen's some place where he wished Princeton was just about then.

However, he was a gentleman and restrained himself.

PLAYS AFTER VACATION

Due to the recent operation of President Bell the plays of the Mummers have been again postponed. It was decided that they shall not be produced until he, who has been in some measure responsible for their success, should return to the campus. The probable date for the final production will be the first week after Christmas vacation, January 12.

Yuletide is to be ushered into St. Stephen's this year with real English ceremony. The activities, as usual, will begin with a carol service in the chapel, and for this the choir has prepared, under the direction of Doctor Shero, a very unusual and attractive musical program. Beyond this, any thing that might be said would be mere conjecture, but for those who are familiar with the color and jollity along with the real English Boar's Head dinner, there is assurance of a real treat in the fact that Father Bray is planning the dinner.

The dinner will be held in common on Monday evening, December twenty-first. The college closes on Tuesday at noon, for the official Christmas vacation. The date of the beginning of the vacation was advanced one day earlier than specified by the college. This change was effected by a petition from the students to the faculty stating that since the vacation were extended, some students would not have sufficient time to go to their homes.

FROM DECORATIONS

Because of an oversight the last issue of the LYRE TREE contained no notice of the decorations for the Junior Prom. The decoration committee, produced an original and pleasing effect from the girders streamers made from the comic sections from the Sunday papers so that a false wall was formed from the ceiling down to a height of about six feet. Then by lowering the lights and shading them, and by putting evergreens around the walls, a very cozy and attractive dance floor was made from what is usually a cold and bare gymnasiaum.

TEACHING IN AFRICA

Rev. Henry J. Saunders of the class of 1921 has sailed for Maran- boland, Liberia, where he will teach in a mission school in the jungles of Africa. Father Saunders is the third man from St. Stephen's who has invested his life within the past five years teaching the blacks of Africa.
Many Students at Wesleyan Parley On Am. Education

(Continued from page 1) 

Many Students at Wesleyan Parley On Am. Education

(Continued from page 1)

alumni, who are necessary evils. Both teachers and students in the future are going to be free. The American college has developed under very difficult conditions, although these conditions are purely external. There has been a general growth in freedom of mind, spirit and person. The minds of both the instructors and the students are free; they must make their own decisions. But the average college graduate is enslaved. They must make their own decisions, and yet they are not free to make these decisions. Third, the average college graduate is unqualified. Fourth, the average college graduate is unqualified. Second, the average college graduate is unqualified.

Wrote Dr. Meiklejohn, "is that we are manufacturers of canned knowledge which we try to give to others." It is as Lowell said, the process of stuffing minds-the professors'. His definition of the second-rate mind was the person whose work and influence is felt but over a single period, the period in which he lives. The faculty and students should both be studying, and the older group helps the younger group, the older group helps the younger group. In the future the student will become "intellectually dependent; he will learn how to think."

Although he said that the American professor had a third-rate mind in comparison with the minds of Aristotle, Spinoza and Shakespeare, he thinks that the American professor is the best, more so than the Greek. The Greek was the only man who possessed the wisdom to destroy himself. In this comparison, the American professor is the best, more so than the Greek. The American professor is the best, more so than the Greek. The American professor is the best, more so than the Greek. The American professor is the best, more so than the Greek.

Dr. Meiklejohn raised the question, "What conclusion do the professors arrive at in the course of their studies?" Dr. Meiklejohn raised the question, "What conclusion do the professors arrive at in the course of their studies?" Dr. Meiklejohn raised the question, "What conclusion do the professors arrive at in the course of their studies?"

A. Ed.

"What do we think about?" America, he said, was very efficient in doing things. The great danger today is that with all her facilities and equipment she will be terribly successful in studying the wrong thing. Does the subject studied meet any need in the country? Some professors study a subject because "they love it." Dr. Meiklejohn said, "If most looks as though they had an affair with the subject." This puts them in the same class with boys, according to the educator. The bee makes honey, but doesn't know he is making it for us. It also puts them in the same class with cows. They give milk, but they do not know they are giving it to us; they merely eat grass "because they love it."

Scholarship Basis

Someone thinks scholarship is worth while, but who makes the judgments as to what subjects should be studied, on what purpose those studies will serve? There are three ways in which they might be devised. First partly by drafting. This method is unintelligent. Second, men of affairs decide what shall be studied. These men, however, are not competent to make these decisions. Third, scholars themselves may decide. It is their business as to do. The guild of American scholars should take charge of scholarship and decide what should be studied. Then, if there be necessity to do this they must, first of all, come to some philosophy of scholarship, which means they must have an awareness of learning. The scholars of the present day are traveling in parallel lines, each one on his own special track. Our scholars should study the life of America. The freedom of the American scholar is that he must take in his own hands the direction of his own studies. The present scholar has a limited view. As Dr. Meiklejohn said, "He knows only a segment of knowledge; he is not a free controlling spirit; he leaves the judgment to somebody else or to no one at all." American life depends upon its scholarship. A significant thing we have done is an attempt at democracy.

Thinking must be founded on our spiritual undertakings. The scholars are the leaders. In the future the American student will stand on his own feet and try to be intelligent. The older generation will do the same.

Following the address by Dr. Alexander Meiklejohn, a spirited discussion took place in the gymnasium. Many questions dealing with educational problems and with his own ideas of a university were asked him. The discussion was continued later at the Phi Upsilon house.

Marking System

Dr. Woods led a round table discussion Saturday morning at nine o'clock at the Phi Nu Theta, or Kappa House. Dr. Kuhn's introductory remarks dealt with the marking system and the method of admitting men into college. He spoke, in part, as follows:

"Education now-a-days is measured incorrectly. It should be measured by what goes on in the minds of the students. Poor students lower the level, and injure the good students. The college fails to fulfill its primary purpose, which is to learn and to reach the student. By that I mean to learn about him and how he can best learn. The bright men are hindered by monotony and repetition. A student becomes stifled against education, if he has to take his subjects for four or five years and get an affair with the subject."

Dr. Woods continued by suggesting answers to four questions which he asked: "How should the college select its students?" The duty of the college to non-collegiate material is that it be kept out. "When should the student be selected?" After the fourth grade of grammar school the prospective college man should be distinguishable from the rest. "How may we award scholarships and degrees?" We cannot base them on grades, "What is a college graduate?" We should be surprised, if we should test the intelligence of the average college graduate.

President Goodnow Speaks

President Frank Goodnow addressed the Parley at eleven o'clock in the Memorial Chapel. Dr. Goodnow dealt largely with the cleavage between the first two years of college and the last two years, caused by the present method. The teacher must have time to be aware of learning. The scholars must study the life of America. The freedom of the American scholar is that he must take in his own hands the direction of his own studies. The present scholar has a limited view. As Dr. Meiklejohn said, "He knows only a segment of knowledge; he is not a free controlling spirit; he leaves the judgment to somebody else or to no one at all." American life depends upon its scholarship. A significant thing we have done is an attempt at democracy.

"What do we think about?" America, he said, was very efficient in doing things. The great danger today is that with all her facilities and equipment she will be terribly successful in studying the wrong thing. Does the subject studied meet any need in the country? Some professors study a subject because "they love it." Dr. Meiklejohn said, "If most looks as though they had an affair with the subject." This puts them in the same class with boys, according to the educator. The bee makes honey, but doesn't know he is making it for us. It also puts them in the same class with cows. They give milk, but they do not know they are giving it to us; they merely eat grass "because they love it."

Scholarship Basis

Someone thinks scholarship is worth while, but who makes the judgments as to what subjects should be studied, on what purpose those studies will serve? There are three ways in which they might be devised. First partly by drafting. This method is unintelligent. Second, men of affairs decide what shall be studied. These men, however, are not competent to make these decisions. Third, scholars themselves may decide. It is their business as to do. The guild of American scholars should take charge of scholarship and decide what should be studied. Then, if there be necessity to do this they must, first of all, come to some philosophy of scholarship, which means they must have an awareness of learning. The scholars of the present day are traveling in parallel lines, each one on his own special track. Our scholars should study the life of America. The freedom of the American scholar is that he must take in his own hands the direction of his own studies. The present scholar has a limited view. As Dr. Meiklejohn said, "He knows only a segment of knowledge; he is not a free controlling spirit; he leaves the judgment to somebody else or to no one at all." American life depends upon its scholarship. A significant thing we have done is an attempt at democracy.

Thinking must be founded on our spiritual undertakings. The scholars are the leaders. In the future the American student will stand on his own feet and try to be intelligent. The older generation will do the same.

Following the address by Dr. Alexander Meiklejohn, a spirited discussion took place in the gymnasium. Many questions dealing with educational problems and with his own ideas of a university were asked him. The discussion was continued later at the Phi Upsilon house.

Marking System

Dr. Woods led a round table discussion Saturday morning at nine o'clock at the Phi Nu Theta, or Kappa House. Dr. Kuhn's introductory remarks dealt with the marking system and the method of admitting men into college. He spoke, in part, as follows:

"Education now-a-days is measured incorrectly. It should be measured by what goes on in the minds of the students. Poor students lower the level, and injure the good students. The college fails to fulfill its primary purpose, which is to learn and to reach the student. By that I mean to learn about him and how he can best learn. The bright men are hindered by monotony and repetition. A student becomes stifled against education, if he has to take his subjects for four or five years and get an affair with the subject."

Dr. Woods continued by suggesting answers to four questions which he asked: "How should the college select its students?" The duty of the college to non-collegiate material is that it be kept out. "When should the student be selected?" After the fourth grade of grammar school the prospective college man should be distinguishable from the rest. "How may we award scholarships and degrees?" We cannot base them on grades, "What is a college graduate?" We should be surprised, if we should test the intelligence of the average college graduate.

President Goodnow Speaks

President Frank Goodnow addressed the Parley at eleven o'clock in the Memorial Chapel. Dr. Goodnow dealt largely with the cleavage between the first two years of college and the last two years, caused by the present method. The teacher must have time to be aware of learning. The scholars must study the life of America. The freedom of the American scholar is that he must take in his own hands the direction of his own studies. The present scholar has a limited view. As Dr. Meiklejohn said, "He knows only a segment of knowledge; he is not a free controlling spirit; he leaves the judgment to somebody else or to no one at all." American life depends upon its scholarship. A significant thing we have done is an attempt at democracy.

Thinking must be founded on our spiritual undertakings. The scholars are the leaders. In the future the American student will stand on his own feet and try to be intelligent. The older generation will do the same.

Following the address by Dr. Alexander Meiklejohn, a spirited discussion took place in the gymnasium. Many questions dealing with educational problems and with his own ideas of a university were asked him. The discussion was continued later at the Phi Upsilon house.
VARSITY MEETS FORDHAM TONIGHT — FOOTBALL DISCUSSION

New York Team in Excellent Condition for Season's Opener

The varsity football team will stack up against the strong Fordham quintet at New York tonight. This will be the first game of the season for the New York team which last year lost but one contest in sixteen starts. Coach Brax will probably start Milliman at center, Harding and Wilson as guards, Kennedy and Stolp as forwards. The varsity realizes it has a team battle to fight and will do its utmost to provide Fordham with real opposition.

Coach Keller of Fordham, has been drilling the squad for the past month and has his men well lined up for the opening game and the other hard contests that are to follow. The same system used so successfully last year by Keller will again be employed. This season, that of starting the second team and finishing with the regulars, Keller found that he could do this a year ago when only exceptionally good players reported for the quieted and with only one man lost from the first two teams he will again be able to use the same method. Fordham is well stocked with material and expects another banner year on the court.

The probable make-up of the first team for the opening game is Captain Joe Manning and Tom Roban at the guards; Jim Zakenski at centre and Johnny White and Tip O'Neil at the forward posts. The second team will lineup with Landry and Schmet at forwards; Delaney at centre and Leary, the newly elected football captain, and McMahon at the guards. Captain Joe Manning, who holds the distinction of being leader of three teams, being football captain this past year and also basketball helmsman last year, will be at his usual position of guard, although he was not expected to play for some time due to an injury which he suffered on the football field. The chipped bone in his left shoulder has healed so rapidly that he will be able to swing into action for the opening game with St. Stephen's on Wednesday night.

If it's a "BERG" you have the best hat in the Burgh.

Just step in either of the corner doors to LUCKEY'S MEN'S SHOP

LUCKEY, PLATT & CO.
Poughkeepsie

COLLEGE FOOTBALL UNDER DISCUSSION

Rigid Curtailment Expressed in Wesleyan Parley Resolution

A rigid curtailing of big and little college varsity football was expressed in a resolution offered at the final session of the Intercollegiate Parley held at Wesleyan, December 4 and 5. A committee of undergraduates, composed of R. B. Brooks, '26, president of the Wesleyan student body; Edward Duffy, editor of the Bowdoin; W. J. Hitch, editor of the Harvard Crimson; Robert R. Thurber, of the Princetonian; and E. L. Houghton, of the Bowdoin Quill.

The report of the committee reads in full as follows:

"This was expressed for under-

graduate consideration of how the purpose of the American college can best be furthered, granted that the purpose is primarily the training of the mind.

"Very subordinate to this purpose is that of athletics. All intercollegiate ath-

letics were incidental in their origins and they encourage friendship be-

tween colleges and foster unity with-

institutions. But one sport, foot-

ball, has taken such a hold on under-

graduates, alumni and the public that its importance over the course of the playing season looms larger than any other aspect of the college, especi-

ally at the primary aspect—intellectual thinking.

"We believe that this situation would be obviated largely by the col-

leges scheduling only four games each season, each game with a team in its own class and in its own vi-

cinity.

The reasons which lead us to this conclusions are:

1. Schedules of only four games would render impossible the present annual elimination contests among the teams of the country, and conse-

quently would render impossible the choice of mythical national and even sectional champions. Many teams would remain undefeated instead of a few.

2. With this aspect removed, less publicity would be given the game by the press and the public imagination would not be whetted so that the fever of interest would be forced up within undergraduate bodies.

3. The necessity for spring and early season training would be done (Continued on page 6)
CONFERENCE DELEGATES VOTE U. S. TO ENTER WORLD COURT

(Continued from page 1) and trade, and saying, "America is good enough for me."

The next thing on the program consisted of round table discussions. These discussions were held Saturday at 10 o'clock at the various eating clubs. There were several interesting topics led by distinguished leaders from all parts of the country. Among the most interesting of those topics were: "Education as a Preventive of War," led by Dr. Mary T. Woolley, president of Mt. Holyoke; "Imperialism and the World Peace," led by Norman H. Thomas, socialist candidate for governor of New York; "The Significance of the Locarno Conference," led by General Henry T. Allen, Commander of the Rhine army of occupation.

At 12:30 P. M. on Saturday, a picture conference was taken on the steps of Nassau Hall, famous for its traditions and historical associations. This building is most revered on the Princeton campus.

Open Forum

At 2:30, an open forum was held in McCosh Hall. The topic centered about the entrance of the U. S. into the world court. There were five main topics; first, "The U. S. should not enter the court;" second, "The U. S. should enter the court with the Harding-Hughes-Coolidge reservations;" third, "The U. S. should enter the court without the Harding-Hughes-Coolidge reservations as a last step toward securing peace;" fourth, "The U. S. should enter the court and as soon as possible thereafter, the League of Nations;" fifth, "The U. S. should enter the court under the provisions of the Harmony Peace plan." These points evoked a great deal of discussion, much of which was without policy. After the discussion, a standing vote was taken in order to decide which of these resolutions committee should incorporate into its resolution, which was to be presented to congress and to President Coolidge. The result of the vote was that the majority of the students favored entering the court as provided under the second topic. This accomplishes the primary purpose for which the conference had been called, that is, to crystallize the student opinion of America as to its entrance into the court. In this first attempt on the part of American undergraduates to discuss and express their opinions on national affairs, there was much floundering, blind-groping, and aimless discussion. However, this was viewed in a healthy light, since it is proved that the majority were at least willing and anxious to grapple with new situations.

Dr. Vincent Speaks

The final meeting of the conference was held in Alexander Hall at 8 o'clock. At this meeting, Herbert S. Houston, a member of the American Committee of International Commerce, gave an address lauding the students for their initial efforts in the direction of world peace.

Dr. Geo. E. Vincent, president of the Rockefeller foundation, the next and last speaker of the evening, talked concerning what other students have been accomplishing in other countries along lines similar to those which this conference initiated. The sum and substance of his speech was to raise the question in the minds of the students as to whether their sincerity and enthusiasm on this matter would be a permanent and lasting thing in the majority of those present. It was his belief that in five, fifteen, or even twenty-five years, that very few would still cling to the high ideals which they had just now so glibly espoused.

It was the consensus of opinion among the delegates that Dr. Vin- cent's address was the most stimulating and thought-provoking they had ever heard. It also was the opinion of many present, that Dr. Vincent was among the few first-class minds of the country.

Would Establish Union

After the last address of the evening, a discussion as to the feasibility of establishing a permanent union of American students took place. Although, after lengthy deliberation, the delegates voted to adopt a constitution outlining the purpose of such a union, the second purpose of the conference received a severe setback when the racial question entered into the election of such executives. As a result of this complication it appears that the ultimate success of the union will depend upon the future attitude of the Southern undergraduates.

FACULTY REFUSES TO ABOLISH MILITARY TR.

The demand of the students of the College of the City of New York for the abolition of compulsory military training was rejected by the faculty which is to be presented to congress and to President Coolidge. The result of the vote was that the majority of the students favored entering the court as provided under the second topic. This accomplishes the primary purpose for which the conference had been called, that is, to crystallize the student opinion of America as to its entrance into the court. In this first attempt on the part of American undergraduates to discuss and express their opinions on national affairs, there was much floundering, blind-groping, and aimless discussion. However, this was viewed in a healthy light, since it is proved that the majority were at least willing and anxious to grapple with new situations.

Dr. Vincent Speaks

The final meeting of the conference was held in Alexander Hall at 8 o'clock. At this meeting, Herbert S. Houston, a member of the American Committee of International Commerce, gave an address lauding the students for their
Many Students at Wesleyan Parley On Am. Education

(Continued from page 3) requirements of professional schools. He believes that colleges are losing their intellectual liberal character, and that they are now relegating elementary instruction to the high school, where it belongs. He pointed to the junior college as an effort to relieve the great pressure on the first two years of college. One hundred and sixty-six junior colleges have been established since 1910. In most cases these colleges have wisely been formed by adding two years to the secondary school. If the junior colleges will provide special treatment to bright students such time could be saved for professional or advanced work.

Dr. Goodnow stated, “The line of cleavage between secondary and advanced work is drawn at the mop-"er place, so that the use of secondary methods is entirely protracted and the use of methods best suited to advanced work is unduly postponed. This cleavage is a purely historical one and is no longer justified. It is in view of these considerations that I have proposed that the Johns Hopkins University shall at some time in the near future abandon the existing work of the first two years of college, and shall consolidate what is now, roughly speaking, the work of the last two years of college with its present graduate work, applying to all this advanced work essentially the methods and standards that are applicable to our present graduate work.

“The question of degrees, while theoretically not supremely important, is practically significant. Dr. Deere is given and sought as a reward for the accomplishment of work. The teacher's degree has had a varied history in different countries. If we could adopt the French practice and give this degree at the end of the presupatory periods, he would become a junior college degree. The higher degree, Master and Doctor, would then be reserved for advanced work.

That this solution is at present possible is hardly to be hoped. But it is conceivable that an institution wishing to devote itself exclusively to advanced non-professional work might, after the manner of many law and medical schools, cease giving the A. B. degree and give merely an advanced degree.

What is Learning?
Dr. James Harvey Robinson, author of "The Mind in the Machine," and "The Humanizing of Knowledge," spoke Saturday evening at the Eclectic House. Dr. Robinson's main topic was "What is Learning and How does it Happen?" He spoke of every aspect in the real knowledge which we acquire during our life-time. It is not what we are taught, said Dr. Robinson, that makes a human being; it is what we discover for ourselves, by dint of much groping and revery, finally think out for ourselves. Revery is a stimulant to the intellect; it can be likened to the weary hunter who walks through the forest, his mind far away from any thoughts of prey. Suddenly he is confronted by a deer. The effect is instantaneous, for his faculties are immediately awakened to the possibilities before him. Dr. Robinson declared that the present college is not operated, as it should be, exclusively for the students. Rather it is a means whereby divers officials, the president, the professors, the secretaries, the typists, and the what-nots may earn their respective livings. Until the tables are turned the students will be the mere gret used to keep such persons content in their positions.

If one is to judge from the speakings by the delegates and Wesleyan undergraduates, the presentation of American college education is not to be passed over lightly by the students of our institutions. The questions with which the speakers were plied during the discussions which followed their addresses showed a profound and keenly intelligent interest. Wesleyan University deserves considerable praise for having conducted such a worthwhile parley.

COLLEGE FOOTBALL UNDER DISCUSSION

(Continued from page 4) away with, since the four games would be played on successive weekends beginning late in October. Practice, as at present, could start two or three weeks before the first game.

4. The increments of interest at present, extending over eight games, would be limited to four games; and so the large percentage of attention given football now would be lessened by the cutting down of the length of the season.

5. Colleges playing teams only in their own class and vicinity would minimize the commercial angle and schedule making, and no small college teams would be called upon to sacrifice themselves in order to make money for their institutions—as at present. This altruistic motive given for these set-up games, the making of money to support other sports, is in no sense a defense for football. Appropriate taxes on undergraduates would serve instead, if such a step were necessary.

"We would also inaugurate the following rules within the college." 1. That graduating coaching systems be instituted, and that no coach be paid a salary beyond that of a professor and 2. That coaches be not allowed to sit on the players' bench during the game, but that captains alone direct their teams so that undergraduates would be playing undergraduates and not coaches playing coaches.

Colleges scheduling only four games each season, each game with a team other than its own class and in its own vicinity,-