LYRE TREE
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PRESIDENT ADDRESSES STUDENT BODY ON NEW COLLEGE PROGRAM

Dr. Bell Outlines the Purpose of the College—Institution New Able to "Pick" Enrollment

On Monday evening, January 30, Dr. Bell spoke to the student body about the purpose and the new policy of St. Stephen’s College. The college, he said, has passed through an eight year period of development during which time it has been handicapped by its inability to choose its students. St. Stephen’s, in recent years, has been able to pick the best prepared by the college. is to tell the world. The president college. is (Continued on page 4)

PRAYER TO CLOTHO

(By L. Archibald Douglas, University of the South)

Let me build dream castles High among the clouds; I would not have my soul Wrapped in sombre shrouds.

Let me be a singer Of lifting, minor tunes; Let me catch the stardust, And chimrion from the moons.

Give me stamina pain, And the blinding flash— Let me be bright-faced As a gypsy sash.

Why do roses grow, If not for man’s delight? 7 Let me take the night-time, For there comes the night.

Rather my life were dented As an old ship’s hull Than to have it finished Colorless and dull.

L’Envoi O Clothe, let my life-cloth Be never grey or wan— Let me ever reach for The colors of the dawn.

The president declared that St. Stephen’s would, in the future, work on the principle of making the student, and not the teacher, the center of importance in the educational program. The curriculum is now divided so that it is flexible enough to allow the student to concentrate on the work that interests him most. The student should be the integrator; he should have a "cohesive body of knowledge" gained from his years of study in college. The new principle will eliminate the traditional "student versus faculty" complex.

The curriculum is now so divided that there are practically two colleges, a junior college, and a senior college. After completing the first two years’ work, the student should concentrate on one or possibly two related subjects. The major and minor system allows him to concentrate on two subjects and the "honors" system gives him the opportunity to concentrate on one. The first system is "devoted" for students and the second "advised." The advantage of honors work is that, if done properly, the student will find that any one branch of knowledge leads to all knowledge, if it is pursued hard enough and long enough.

Dr. Bell’s outline of what St. Stephen’s is, and what it intends to be, is a satisfactory refutation of the tradition that there are practically two colleges given to American colleges by a Chinese student who had investigated them. Said the Chinesian, "American colleges are athletic associations where certain opportunities for study are provided for the feeble-bodied."

SAINTS OVERCOME BY ARMY QUINTE

Ricciardi and Fasces Shine in Defeat

On Wednesday, February 1, the St. Stephen’s fledgling hockey team met defeat for the second time in a 1-0 game, played on the home rink. On Saturday, January 21, at the hands of the Spring Lake hockey team of Poughkeepsie. The Saints, handicapped by lack of practice, were no match for the Poughkeepsie men, who kept up a successful offensive throughout the game. Several times our men pushed down the ice for what seemed like a goal, only to be repulsed each time by their opponents’ impenetrable defense.

Vail was high scorer for the visitors who dropped the disc in the net five times during the game. After the game both teams were served coffee and sandwiches in the Students’ Recreation Room. The line-up of the teams was as follows:

CATHEDRAL BOWS TO ST. STEPHEN’S FIVE

Scarlet and White Nose Out New Yorkers, 44-37, in Fast Game

The Scarlet Saint’s quintet nosed on the Cathedral five, 44-37, last Saturday night in a speedy game on the Annandale court. The Saints went into the lead at the first tap-off and from then on they were ever headed although Cathedral kept shifting substitutes in and out during the whole of the game in a vain attempt to break up the Scarlet and White attack.

Coach Banks started a new combination with Lesley at center, Ricciardi and Fasces at forwards, and Given and Quartman at guards. However, Lesley was soon outed via the personal foul route and Kerr

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Scientists have been known to dabble with religion, especially in recent years. Religionists have occasionally tried their hand at science, though less frequently. An editor with spare time on his hands will probably wander over all the categories of human knowledge and find here and there, something to write about. Psychology furnishes about as many suggestive topics for discussion as any other branch of knowledge.

What is the psychological explanation of the several methods of instruction used by teachers? Certainly this subject ought to interest students who have frequently been perplexed, and at times, even confused, about the methods of pedagogy taught them by various professors. To exhaust the possibilities of a subject like this would be too long a task even for one able to understand Dr. Matthew's work. The system by which the knowledge of pedagogy is pursued long enough and hard enough, leads to all knowledge.

But briefly, what are the several most familiar types of pedagogy? Where and how do they differ?

First, theoretically, comes the "good old method" of "assign and do" (it should be mentioned only with reverence for its venerable adherents). Contrary to advanced opinion, it has its advantages. It is restful. "What does the modern student need more than rest?" it is definite. The student can say to himself, "I have done my assignment conscientiously and I can now go skating, see Mary, talk, or study intensely some other subject that interests me more than my curricular activities." The system breeds a sense of complacency that really isn't half so bad, in its effects on the individual, as the resting and nervous educators claim it is. The old method allows the student to digest one thought till he has assimilated it. Very frequently not many thoughts ever become assimilated but is not this better than unassimilated ones? The professor, like a wise doctor, teaches his "patients" how to keep in good health by moderate daily exercise. He just now, and admit that the system has its advantages.

Next comes the "high pressure" method. The professor assigns three or four times more work the student will do. The student is supposed to absorb what he can, and leave the rest untouched. The advantage of this system is that it awakens the student to the appalling fact that for every morsel he can consume, there are three or four that he can't possibly assimilate. He concludes that humility isn't such a pitiful thing after all, for behold, he himself is humble! There seems to be only one serious objection to this method. The sly professor thinks that he can frighten the student into working a little harder than if the annulled method of the "old school" were used. Now to return to the theme of this article—is this system pedagogy? Does not the student sometimes become bewildered rather than humble? He is, presumably, an intellectually hungry man, but if he is given food on the condition that he must eat either ten square meals or none at all, what does he do? Is it not the part of wisdom to choose hunger to inevitable indigestion?

The third method has its roots in reason. Therefore, let only the most energetic attempts it! The simplest method and, withal, the soundest method, has withheld at the request of the writer. The only redeeming feature that for every morsel he can consume, there are three or four that he can't possibly assimilate. He concludes that humility isn't such a pitiful thing after all, for behold, he himself is humble! There seems to be only one serious objection to this method. The sly professor thinks that he can frighten the student into working a little harder than if the annulled method of the "old school" were used. Now to return to the theme of this article—is this sound pedagogy? Does not the student sometimes become bewildered rather than humble? He is, presumably, an intellectually hungry man, but if he is given food on the condition that he must eat either ten square meals or none at all, what does he do? Is it not the part of wisdom to choose hunger to inevitable indigestion?

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Saints Overcome by Army Quintet, 34-23

(Continued from page 1)

Close shots in the first period. The first half was very close, neither team holding the lead. The whistle blew with the score 13-11 in favor of the Army.

The second period began with renewed vigor on the part of both teams. For the first ten minutes the Cadets led by only four points, but toward the close of the contest they spurted and the game ended 34-23 in their favor.

Lemley, who sprained his ankle in the beginning of the second half, had to retire. He was replaced by Quarterman, who played an excellent game. Ricciardi and Fuscas gave a fine offensive exhibition, although Wilson, the star Army guard, held Ricciardi in check so that he was unable to keep up to his old scoring form.

The team was well supported by the rest of the college, who went to the game in buses and cars.

Scarlet Icemen Lose to Poughkeepsie

(Continued from page 1)

St. Stephen's (0) Poughkeepsie (10)

MacKean ........... c .............. Vail
Brewer ............. t. w. .............. Sweet
Andrews ............. 1. w. .............. Smith
Kroll ............... r. d. .............. Otis
Smith ............... l. d. .............. Bedell
Miller ............... Goal .............. Simmons
Referee: Dr. Phalen.
Substitutions: Brunot for Kroll, Blomquist for Miller, Armitage for Andrews.

Dance Preparations Continue

The committees in charge of the Freshmen dance report that considerable progress has been made in their work. An orchestra has been secured and an elaborate decoration scheme has been improvised by the men in charge of that part of the work. The college will serve meals on Friday night and on Sunday morning and noon to the men who attend the dance and to the guests on campus. In the intermission refreshments will be served in the recreation rooms in Albee.
Scarlet Five Defeats Team of St. Francis

Saints Score Fourth Victory of Successful Season—Ricciardi and Lemley Star for Home Team

On Wednesday evening, January 18, the St. Stephen's quintet staged the fourth victory of the season by defeating St. Francis, 46-34.

In the first few minutes of play Ricciardi sank a long shot, scoring the first points of the game. Lemley followed suit, and a lead was obtained for the home team which was held throughout the game. St. Francis retaliated, but failed to overtake the St. Stephen's aggregation, and the half ended 20-13.

During the first period neither team played up to standard; the shooting was poor and the pass-work was slow. The second half started much better. Ricciardi again began the scoring, making three baskets in succession, each from the center of the floor. Lynch of St. Francis proved a formidable opponent, scoring eleven points in the second half. Fucasa, back in his old position once more, gave a fine exhibition of pass-work, but failed to score more than once. St. Francis tried in vain to overcome the lead, but the game ended 46-34.

Another Donation Made to College Library

Rev. J. E. Barry Adds to His Gifts in the Past

The Rev. J. E. Barry, always a generous contributor to St. Stephen's College Library, recently has given the following books:

Churchill, Winston World Crisis 1916-1918
Sands, George Rome and Rome
Scott, Portrait of Zelido
Segur, Marie Antoinette Spender Changing East
Tarkington, Claire Ambler
Wertembaker, The First American 1007-1690
Wilder, Bridge of Sanbasey
Roberts, My Heart and My Flesh Westcott, Grandmothers
Asbury, A Methodist Saint Adams, Provincial Society

CATHEDRAL BOWS TO ST. STEPHEN'S FIVE

(Continued from page 1)

The combination immediately set things moving, due, perhaps, to Keen's ability to get the tap-off. Keen and Ricciardi were easily the outstanding lights of the game; each contributed six goals from the floor. Given his usual exhibition of close guarding, keeping his man to one two-pointer during the evening. Quarterman, however, capably filled Lemley's position as running guard by crashing through with four field goals meanwhile keeping his man scoreless. During the short time that Lemley was in, he also contributed four goals.