PRESIDENT MARSHALL DECLARES SOME NOT SUITED FOR ANY COLLEGE.

States Ideals for Student.

In a recent issue of "The Boston Traveler," the question of "What factors in culture, a recognition of the necessity and value of right thinking, and a love of truth. Right action depends upon a right habit of mind—college is a place for the training and development of that habit.

"As supplementary to the personal factors of mind and character a very wholesome task for us to take stock of the average student and the conditions that he faces. The problem is that the average college student is not suited for any college.

"There are, first, the personal factors, such as health, a sound body and a right mind. The prospective candidate should be possed of a vital, intense interest in the things of the mind, a love of learning, a desire for culture, a recognition of the necessity and value of right thinking, and a love of truth. Right action depends upon a right habit of mind—college is a place for the training and development of that habit.

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CONNECTICUT COLLEGE NEWS

There are no special rules to be followed except those usually found in English 1-2, with the possible addition that no work involving foreign languages will be accepted, and an additional stressing of the rule that pen and ink be used.

We have this week a sample story-the first of which we have to your judgment. The author was evidently too reticent to insert local color, but it did not seem to much of the human family, and is typical of the human life of the middle west.

"THE LOST RASPBERRY" OR "MOTHER LOVE."

"Yes," said the girl, "I have a banana, but I have lost my raspberry!" "Mercy me!" ejaculated her friend. "What can I do to aid you in its recovery?"

The girl, nonchalantly, did not reply. It was indeed a problem worthy of a mature mind—a mind flooded with conceptions and other things. The two young friends were literally "stumped" as to what to do next.

Their quandary was interrupted by the entrance of the girl's mother—She was surprised at the puzzling situation of her daughters, and her girl's friend. "What?" she said, address- ing them directly, "is the matter?"

"Mother," they chorused, "we have a raspberry, we have a banana, but the other fruit is scarce." "Ah," laughed the mother, and she drew from a nearby carpet bag the missing fruit. "I thought so dear girls—here is the raspberry, the banana, and these girls gaped audibly— "Our dear fruit!"

The banana contentedly. They had not only a banana, but a raspberry as well. The mother was the heroine—Mother Love had recovered the lost fruit. Banana!

"EDUCATIONAL MOVIES AT LAST!"

"Columbus," the moving picture which the Yale University Press is sponsoring, is one of the attractions at the Rialto and Empull'e theaters this week. The world's work says that at last we have educational movies, for this historical series is taken from the Yale University Press fifty-volume history "Chronicles of America."

Of the many Columbus legends, both Spanish and Italian, this scenario chosen by the Italian interpreters follows accurately the text of the book. No artificial contrivances are necessary to excite interest and to arouse emotion, for the story of Columbus is one of adventure and romance.

Through the weary years of waiting, while he tried to get a favorable audience with royalty, through the trying days of doubt and fear with only sky above and water round about, through these trials the picture takes us to the fulfillment of the man's dream—when he planted the Spanish flag on land lying at the other side of the Unknown World.

A moving picture, the story has great dramatic possibilities, but in some cases it suffers from lack of balance. For instance, it seemed as if the many feet of film devoted to the Portuguese and Spanish explorers, and not enough devoted to the mutiny on board ship. However, the picture was brought to a dramatic conclusion, and when Columbus and his men planted the Spanish em- blem on the shore of the West Indies, the naive audience at the Empire burst out with loud applause and a "Hooray!"

The settings for the film were very lovely, it was suggested, and the period coloring, and containing something of interest to those in all walks of life.

Wellesley Discusses Honor System

There are various opinions as to the worth and practicability of the honor system. Since we are opened to the request of Student Government upon that basis we quote this article on the honor system of Wellesley Student Government Association, in the hope that it may provoke thought, and perhaps expression of opinion in the Press Column.

I believe, scarcely any doubt as to the importance of the honor system in our associations which seek to regulate the lives of the students so that the best and fullest results possible may be gained by all touched under such an organization during their four years of college life. The con- demnation of the boarding-school-sys- tem of highly trained police agents, ever on the lookout for breaches of law and order, has been so general and wide-spread that it leaves only a broader system of student self-gov- ernment open to the individual and to the organized groups.

True group spirit can only live when every unit of the group realizing that it seeks and seeks in every way to cooperate, to the utmost run these aims shall be attained. It does not seem to me that student government based on any other principle than that of the honor of every student can possibly be a success. The spirit of those who, although practicing college government through the medium of the group body, do not uphold the honor system, and condemn it as idealistic and impractical, always that spirit of the system down with the evident critic- ism that it is impossible. It is indeed to be deplored if our systems of management and regula- tion in the colleges are anything but what is at the present practical. With a goal there can be no growth. It is better in my mind to aim at an ideal which may be approached through the public opinion, and such an ideal is the honor system, since we are operating on such a system, and in the hope that its gradual adoption may take their proper places as citizens in our commu- nity life for which college tries to prepare them.

You are thrown back then on the sense of honor as such, and every individual as the foundation of your system. Just as one person is concerned in personal standards, or in the standards, so one person alone ought to bear the responsibility of such ob- servance, and any breaches that be to be reported by that single individual which is such overruling element in the organization and no other. In order that the sense of honor grow as the stipulations of each College Government Association were not accepted by the individual student as his own, and not subjects for which her honor was responsible, a pledge sent out freshman year before college opens in the fall, stating the purpose and the whole of the honor system, has been found to work most admirably. These signed pledges are useful in cases of in- fringement of the honor system and also are a concrete evidence in black and white that your student body is acquainted with the honor system and unable to plead ignorance under any circumstances.

But such an honor system is ideal- istic in the present development of most of our organizations and needs a prep before it can be even in the least efficient. Such a prop is the suggestion that as well as accepting the ob- ligation to report herself a student also accepts the obligation to remind others of the duty and in the last extremity to report to the proper authority such in- fringements of regulations as have come

HONOR SYSTEM.

"Is there any other basis for an honor system? As honor—a nice sense of what is right, just and true with strict conformity thereto, according to Web- ster; or a definition which serves as the medium of group spirit, to which everyone is expected to subscribe, to take an individual on approval, to stipulate a code of honor, and white that your student body is able to plead ignorance under any circumstances.

Obligations of a student who wishes to remain a student and an associate of a college, the organization, are a concrete evidence in black and white that your student body is acquainted with the honor system and unable to plead ignorance under any circumstances.

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WELLESLEY DISCUSS HONOR SYSTEM.

Concluded from page 1, column 4

to her attention. The most important part of this stipulation is to me not to reporting of others which cases people do not feel oblied morally to reporting strong scruples against it—but the power one student has to remain another of her responsibilities. A case sometimes reminded me a student that some action is not what it should, will be in almost every case be more careful. Criticism from the unknown bears more weight than any other.

Many questions undoubtedly arise upon the suggestion of such a plan and many of the answers have yet to be found:

1. Is there another possible basis?
2. What is to be done with a student devoid of a sense of honor?
3. Will the large group respond to the appeal to its sense of honor when it concerns the little regulation of college daily life?

How can we awaken public opinion to interest in such a system, academic or nonacademic? One way in which this may be done is to bring before the student body the question of the honor system, its justification, its basis, and a discussion of possible substitutes. The college group is always willing to discuss changes, but very conservative on the whole in making them. There is no doubt in my mind that the honor system would triumph over any of its predecessors or rivals. All cases of breaches of the honor system without the name of the offender should be public property, not published but accessible to all interested. Discussion of the possible actions under certain circumstances and consideration of right and wrong do much to stimulate thinking and a sense of the work resting upon each individual. The more work and authority actually delegated to students under the college government system—so that its direct influence reaches a good many—the stronger public opinion is going to be and the more seriously a greater number reached through sharing responsibility, no matter how light, the more effective the control of student activity.

In consideration of penalties for failure to maintain the honor system an indirect method of strengthening the honor system may be found. It is in the nature of reward or punishment and works in the practical solution of problems very well. Between those who live the truth, uphold the honor system and carry out the moral obligation of self-reporting, and those who avoid these lines of action, there is a distinction made, the penalty for the former being lighter than the latter. One of the first questions in investigating a case is, "Did she report herself?" And one of the comments often heard upon a case is, "She should have reported herself right away. She deserves what she got." The penalties should be graded for offenses due to carelessness, and those due to intentional infringements. And these in turn should be subdivided to fit the various situations that come up even in the best of regulated communities. Each college has its aim and standards for judging such conduct, and for withstanding a penalty. Cases of different privileges—censure, exclusion, registration, etc., have been found very effective in making a careless student think, and probation has worked splendidly as a penalty for less serious offenses.

In regard to the academic honor system I do not feel qualified to speak as I have had no experience whatever along that line and have heard criticism of both favorable and unfavorable. It would seem to me, on the whole, highly commendable and I should like to see it at least given trial at Wellesley.

I do think that the most important part, that of training public sentiment in regard to the honor system, should not be taken up by the Alumnae but by the secondary schools. Girls enter college, trained in high school subjects and the elements of those lines to be followed in college. Is it not possible that as they are in things of honor as well, so that a system in the colleges based upon personal honor would be nothing entirely new, but a continuance and enlargement of the government with which they already acquainted?

NOTES FROM HERE AND THERE.

Mr. and Mrs. Oliver E. Stenson announce the engagement of their daughter, Mabel, to Henry A. Whitcomb, son of Mr. and Mrs. Whitcomb, of New London. Miss Stenson was a member of the class of 1911 of Smith College (formerly of Connecticut) and Mr. Whitcomb was graduated from Rhode Island State College in 1926. During the war he served in the United States Army and is now employed in the civilian branch of the war department of the United States Engineers.

Leah Pikes '26, recently sent the following items of interest:

I just received word from Lucy Marsh which may be of interest to you. She and her husband are in Vienna, where her husband (Dr. Haskell) is carrying on research work. In March they expect to travel and visit Italy, Switzerland, France and England. They will return to America in 1923 for her fifth reunion.

Francis J. B. Johnson is now living in Colom, Ismael Zaire, where her husband is stationed in the British Diplomatic service. Grace Cockings at a recent rummage sale realized one hundred seventeen dollars ($117) for the Endowment Fund.
FACULTY ENJOY MASQUERADE.

With the blare of drums and the shrilling of violins, the beat of drums and the shrilling of violins began the... Connecticut

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COLLEGE RISES FROM LETHARGY

D'Kip, who planned and carried out the Masquerade, Dr. Morris, Miss Post and Miss Bilhuber, and Dr. Gallup, who were bold buccaneers, were awarded to those mild mannered men, Dr. Morris and Dr. Gallup, who were held buccaneers. There was music for dancing for those who wished, while for those with a bent for card playing or an aspiration to Mah Jong, tables were provided on the platform. The palms for costumes were awarded to Miss O'Blacks and Miss Milhous. So far, no contributions have reached us for the Annual, notice is hereby given in order to truce, and, if possible, to reclaim the contents. We are not the affair was very enjoyable, and the members of the faculty who came were a rising vote of thanks to those who contributed, especially those who were not present, Dr. Kip, who planned and carried it out.

COLLEGE RISES FROM LETHARGY

Concluded from page 1, column 2, must be objected to the proposition that the majority for the common good. A suggestion was made that we get rid of the minority in this case, by strict enforcement of the rule. The person who suggested it is a consultant for the punishment for a violation of the rule.

The opposition argued that our trustees and other friends might not be flatterd as the men who were kept from the rule because of our better engagements.

RADIO GROUP FORMED.

Concluded from page 1, column 4.

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