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NEW PLAN PRESENTED FOR STUDENT GOVERNMENT.

The new plan for reorganization involves many changes—some will be easily noticeable. Others will be detected only after a gradual appreciation of their worth. The most prominent changes take place in the structure of the plan—the redistribution of power to give more girls more responsibility, and this warranting better representation, and the application of the duties and functions to each organized department. The more subtle changes have to do with the administration of the newly divided powers.

In order to understand fully the operation of any kind of mechanism, it is profitable to know the contribution of each of its parts. It is the same with this new plan of government—the understanding of the whole is readily gained by the knowledge of the function of the various parts.

Each department seems to work in complete sympathy and co-operation with all others. In the matter of legislation, the Cabinet, the House Board, the Honor Court, or members of the Assembly, may propose legislative measures to be brought to the attention of the Senate. In this way a close bond is formed and unity of purpose is accomplished. As regards the judiciary branch, the Honor Court acts upon, besides its own cases of suspension and expulsion, the cases involving extreme campus penalties which have been beyond the jurisdiction of the Minor Judiciary and have been referred by that body to the Court. Thus a close connection exists between the two. It is the same with social matters. The House Board performs its duties and functions and acts in accordance with the other bodies by proposing legislation to the Senate and referring its extreme cases to the Honor Court. And, of course, all three branches are represented in the Cabinet—the final bond of union between them all. So by a minimum of effort, maximum results are obtained.

Besides these changes, there are several decided alterations which the new plan involves:

1. Revision of the Point System is necessary to accord with the introduction of several new offices.

The Student Government Meeting, held in the gymnasium on Tuesday, February 9th, was a crisis in the history of that organization. The need for a change in Student Government which has been evident for some time, culminated in a plan for reorganization which was presented at that meeting.

Miss Hewlett, President of Student Government, spoke of the present organization which has been in effect since the first year of the college. Unlike most other colleges which started from the beginning. The first class formed an organization which fitted their needs and which functioned well at that time. Since then, however, the college has grown and many changes have taken place. While there has been a raising of the academic standard and a growth in the recognition the college receives in the world, its inner condition has been static as far as Student Government is concerned. As the organization now stands, all power is in the hands of the thirteen girls who compose the council. There are too few people who understand the government or who are interested in it. Instead of cooperation from the student body, there is a critical undertone. The only solution, Miss Hewlett stated, seems to be in initiating a new system. From this larger organization it is hoped to distribute energies and effort more widely, to prevent one student's being burdened with double responsibility, to get a better representation of student opinion, and to obtain fuller understanding and observance of the honor system.

The plan was then laid before the student body. Under this plan, elections will be held in the spring and the new term of office will start immediately after spring vacation, and last until the following April.

The fundamental purpose of reorganization is to bring about a change in the spirit of the government. In the past the attitude of many has been that...
EDUCATOR INTERPRETS VALUE OF GRADES.

Find Yourself in Mr. Hyde's Scale.

William DeWitt Hyde has interpreted academic grades in a clear and indisputable fashion. For mid-years and vacations examinations are a rosy dream of the past, and there are only one grade. If you have worked in college life, it will prove helpful to understand what the first five letters of the alphabet mean, and to evaluate your half-year work accordingly.

“A” means that you have grasped a subject; thought about it; reacted upon it; made it your own; so that you can give it out again with the stamp of your individual insight upon it.

“B” means that you have taken it in and can give it out again in the same form in which it came to you. In details, what you say and write sounds like what the “A” man says and writes; but the words come from the book or the teacher, not from you. No “B” man ever can make a scholar; a creature, rather than a creator.

“C” means that you have been exposed to a subject often enough and long enough to leave on the plate of your memory a few faint traces which the charity of the examiner is able to identify. Poor and pitiful as such an exhibition is we allow a limited number of “D’s” to count toward a degree.

“D” means total failure. Two “E’s” bring a letter to your parent saying that if the college were to allow you to remain longer under the impression that you are getting an education, it would be receiving money without pretendence.

OPEN LETTERS,

To the 1600 Malayan Pythons?

Are grades really grades; are they anything at all? Does the time which we spend at college and which we in part habitually hurt the spinner as much as it does the spinner itself? Or are grades really registrable in the cerebral regions? So run the thought processes of the students in the State Department of Education in the order of an understanding as to what grades are all about and why they hang pen as they do they. Is it really just as painful to give a D as to receive it as the result of one’s effort and compre- hension?

It is probably the truth that many faces are better than one, and the manifesta- tion of facts by the apparent in- fluencing of classes. Similarly, it is unfortunately more brilliant than other classes, and the student is more brilliantly inert. No brilliant person should be allowed to be inert, just as no healthy person should eat much bad food or wise ruin her health. Some times some subjects are mentally so hard that we preserve the mental entity of the student, but make no impression on it, perhaps the faculty should be helped for not upsetting or otherwise injuring this most important man of posses- sions in fact, the one thing which makes one distinct the different: from birds and beasts.

But don’t the D givers ever tire of the blankness and illostories of their audiences; don’t they ever consider it possible to induce these singularly un- responsive, and more or less inimical creatures with any of the order of an animate amazon? Is the teaching profession—"Take it or leave it." If it hurts me that way forming, it is often so very hard. If only the students’ technicalities could be easily embodied, they would be so much more pleasantly received.

The writer appears bigoted, and youthful cynically, she will call the teacher a certain predominant resist knowledge which is painfully prevalent among student bodies. But the facts of the phinebus of her ad- mission of the painful and prevalent, and the influence that can be felt to post in the complete effect that a possible purpose for those students who are teaching might be breaking down this resistance, rather than the recognition of it in the giving of so many poor marks. Also to con- tinue in the policy of broadmindedness, it is possible if the faculty be made amenable to the doing away with this preoccupation. There is dead much to be said for both parties, but it is a fact that the students do their share where it is possible. A Would-Be Student.

To the Editor: At last it has come—

that longed for upheaval in our Student Government System, and with what vast details and pleasing changes!

Is there a single student who can help us consider it a matter of pride or pride of the new and democratic project?

In the meantime the Student Connecticut College have been chafing and murmuring against the present mode of organiza- tion as it stood, but had nothing to offer to the proposition. We all realized that we had overthrown our system, but we were determined to readjust it to our needs. Our Student Council had become, to borrow a simile as a nineteenth century engine trying to pull a twentieth century limited. This was an impossible situation and in order to remedy it, we needed to instil a modern engine for the ancient-

As the result of the concerted effort of a progressive group of girls, a new plan of organization has been put forward, which does away with the evils of the old situation. From prejudice to democracy! And the reorganization of the centralized pow- er, an attempt to make more of the government and equal responsibility for all, as well as creating a greater sense of student ownership. Our system is divided on the part of the student body, by the least possible vital connection with contact of student affairs. A load of abuse will be done away with sea, and the Student Council have looked upon the Student Council as the big Policeman, wielding the great stick of discipline over them, will realize that the Government, being of the students, and by the students, is for the benefit of the students as well. As a result it is hoped cooperation to come from the students for the benefit of the students as well. As a result it is hoped cooperation to come from the students, and not from the Government being of an interest to them, and is prevalent indirectly, that present interest the brilliant torrent. No brilliant person should be allowed to be inert, just as no healthy person should eat much bad food or wise ruin her health. Some times some subjects are mentally so hard that we preserve the mental entity of the student, but make no impression on it, perhaps the faculty should be helped for not upsetting or otherwise injuring this most important man of posses- sions in fact, the one thing which makes one distinct the different: from birds and beasts.

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THE MALAY DESCRIBED.

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The meeting at Convocation Tuesday afternoon was Mr. Carver's Carwell.

Mr. Wells, who is an Englishman, spoke of the Government during the six years that he spent in the Malay. The dec- page, turned out to be the genuine Informal talk, dwelt for the most part upon those times which are not very different from anything else.

Mr. Winslow was sent from England to the Malay as one of four engineers to build the railway from the far end of the peninsula. That which first attracted the engineer's at- tection was the sight of a fish climbing a tree. The audience seemed to take a great deal of interest in the story. Then followed a description of old cus- toms and manners and how these have changed. Having gotten his audience into the proper atmosphere, Mr. Wells, with the aid of slides, showed the Malay customs.

Overgrown with tropical trees, choked with brambles, swarms of insects, and great beasts, and studded with un- varying tangles, the Malay appeared to be a maze through which no man could break. Work was slow and tedious; however, Mr. Wells said his men pushed on.

While he worked he was discovering many strange things. As much as nine inches of rain might fall in one hour. For protection from lianas, snakes and other pests on the roofs of the huts, tents had to be placed inside the huts. A type of tree was so sensitive that with the slightest touch it drooped down to the ground. Rivers in many cases were two colored, due to silver weeds serve only by the royalty.

TEA DANCE TO BE VALENTINE CELEBRATION.

The festivities of Tea Dance week- end, Service League's annual social event, will begin Friday afternoon with an informal dance in Colonial House from eight until midnight. Garlands, arch- chairs will furnish the music. Satur- day afternoon there will be ten dart- ers from thirty-three to six, with Worth's Archery team from Hartford furnishing the music. Saturday evening will be entertained with a full orchestra, then a formal one, lasting from seven-thirty to midnight. Louisa Waller, Laura Danlison, Elizabeth Foster, Margaret Pierce, Elizabeth Martin, Miss R. Smith, Olive La Hur, Adelaide King, Carmen Girard, all Misses from Little. These costumes will be appropriate for Saint Valentine's Day. "The masque of Cupid," a black, the patron and patronesses of the dance are President and Mrs. Marshall, Dean Nye, Dean Henreit, Miss Wessel, and Miss Warner.

JAPANESE STUDENTS RAISE BROTHERHOOD SCHOLARSHIP.

Last year, the Japanese students of New York conceived the idea of stag- eing several Japanese drama plays at Interna- tional House and giving the proceeds to Founders College in Japan. Through their unwise decision, a few times, Eero Pau- konen is now available. Applications will be accepted from native born Americans, but must have been living in the United States between 25 and 35 years of age. The award will be made to the candidate who is judged by the Committee to be the best prepared for the award.

Inquiries should be addressed before April first to the University Scholarship Committee, International House, New York. The award will be announced on May first.
CONNECTICUT COLLEGE NEWS

COMMITTEES APPOINTED

The work of reorganizing student Government in accordance with the plan presented to the assembly on Monday by the president, Miss Hewlett, at the recent assembly meeting, will require the cooperation and participation of every student in college. Commit-tees to work on the details of the plan are being formed, and are in the process of organization. Anyone who has any suggestions for reorganization (and everyone must have suggestions) in some constructive or destructive way to the plan) is asked to present it, according to its phase, to a member of the following committees:

Faculty: R. J. Hewlett, L. J. Ferris.

Senate: (executive) - H. Hood.

House: (legislative) - K. Gallup, K. Whiteley, E. Pailey.


Committee: E. Dunnell, L. Lehman, C. Leesman, A. Gage.

Committee: P. Dake, A. King.

Faculty: P. Warner, H. Osborne, M. Elliot.

LANDSCAPE ARCHITECTURE AS A PROFESSION

Mrs. Cyrus W. Morrell, President of Lowell Woman's School of Landscape Architecture at Groton, Massachusetts, is to speak here on Landscape Architecture as a desirable profession for women. Those who have heard Mrs. Morrell describe her as an enthusiastic speaker and intensely interested in her subject. The lecture, which is to be illustrated with lantern slides, will be given in the gymnasium on February sixteenth at four o'clock. Any students who desire an interview with Mrs. Morrell may arrange for such an interview with Dr. Perlman of the Botany Department.

COLLEGE EDUCATION WORTH $72,000.

Based upon statistics of earnings of students and graduates of the college of business administration of Boston University and other colleges, The Massachusetts Department of Labor finds that the four years spent in college net the average college graduate $72,000. They report the total earnings of the high school graduate between the ages of 18 and 60 to be $74,660, while the college man's earnings from 22 to 60 they estimate to be $154,000—Intermediate World.

NEW PLAN PRESENTED FOR STUDENT GOVERNMENT.

Concluded from page 1, column 2.

2. The order of election for all officers must be carefully worked out to insure their rating in the list.

2. With the stipulation that all offices shall assume their duties following spring vacation, it is fundamental for all to cooperate during the next few weeks in order to complete the plan before March 25th.

4. The question of what terms shall constitute the academic average necessary to accept office is important. This involves the question of whether the minimum standing required for holding office should be raised.

6. The relationship between the faculty and the study bodies must be clearly defined.

8. A new Constitution will have to be written.

Devalon of all rules in the "C" will have to take place.

Method of selecting House President must be worked out.

It was Lord Bacon who said: "That which may change not for the better, time change for the worse." Let us be thankful that we have taken a step ahead of time by assuming man's responsibility to do the better deed.

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FORWARD PASS NEEDED IN EDUCATIONAL SCRIMMAGES

In an attack on standardized examinations, Mr. Lawrence F. Abbott, Editor of "Outlook," declares that College Board Examinations, in particular, stifle any real and human interest on the part of the student. After maintaining that the forward pass has brought into football the element of personal initiative that has really saved it, Mr. Abbott concludes his article by suggesting that what the American Collegiate system needs today is the introduction of the forward pass in its educational scrimmages. In this same connection Dr. E. A. Alderman, president of the University of Virginia, recently characterized college entrance examinations as "too wooden and too formal"—"Intercollegiate World.

PROPOSED REORGANIZATION DISCUSSED.

Concluded from page 56 as a part of a prep school student. If a new spirit of cooperation and responsibility can be obtained, reorganization will be considered worth while. Everyone was urged to discuss the plan, for only by thoughtful discussion and criticism can the utmost be hoped for in creating a keener interest and a new spirit in the college body.

Glee Club Dance and Trip to Waterbury.
February 14th, February twentieth, there will be a dance for the Glee Club. Those going to Tea Dance are invited to attend. No admission will be charged.

Friday night, February twentieth, the Glee Club will journey to Waterbury. It is hoped that they will give a concert. Several members of the Dramatic Club will accompany the Glee Club and present a play, "Thursday Evening," by Christopher Morley. Miss Margaret Batters will dance. President Marshall will speak on the Endowment Fund. After the concert, there will be a dance, followed by a midnight supper. The girls in the Glee Club will be accompanied overnight by members of the college in Waterbury, and will return to New London on Sunday.

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COLLEGE MUST INTENSIFY CREATIVE SIDE OF LIFE.

CANNOT HOLD ITS OWN WITHOUT DEVELOPMENTS.

"If the college of tomorrow is to be as different from the preparatory school of today as the college of today was from the preparatory school of yesterday the college must develop new roles, new interests and a new atmosphere. It must become a man and put away childish things," Dr. John H. MacCracken, President of Lafayette College, says in his report published recently. Dr. MacCracken describes the growth of high schools which are being opened at the rate of one a day, the increase of a million pupils in these schools and the advances made in the equipment of the same schools. Then he calls attention to the development of preparatory schools, pointing out how alumni are providing heavy endowments for larger institutions; how the interclass and interscholastic spirit is developed in the same as it is in colleges, and says, "there is little in the college life of the last generation which does not find its reflection and replacement in the life of the preparatory school of to-day."

He explains how these changes may be made, and tells of the proposal made at Johns Hopkins University, which may be followed by other institutions throughout the country. He calls attention to the freshman and sophomore years and making it an institution simply for students working for the higher degrees similar to the German universities. Apparently President MacCracken does not fully agree with this plan, for he says that he "is inclined to believe that we have in the American college an institution peculiarly well fitted to effect the transition from youth to manhood, and it is too valuable to be thrown overboard or to lose the German system. If the college is to maintain his claim to a position superior to the preparatory school, it must intensify its life, particularly on the creative side, in literature, art, science, politics and religion," he said. "The only way in which this can be done is by making the professor's chair more attractive by larger salaries and greater freedom from routine and from the drudgery of elementary instruction so as to satisfy the noblest minds."—New York Times.

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