

standards very far or very fast without the cooperation of the secondary school. Unlike France and some other continental countries, we have no governmental authority which may by edict change the educational practices throughout the land. Possibly a great financial crisis might quickly empty our colleges of students, but it would presumably leave academic standards unimproved and at best it would surely be an expensive method whereby to purchase educational reform."

J. R. ANGELL, Yale University, *Harper's Magazine*, No. 155.

A NEW SPORT FOR OUR COLLEGES.—"For our intellectual tepidity and lack of zip the professors are largely to blame. They observe the tradition that pervades our entire school system, to the effect that controversial matters are taboo. Any intellectual groping that may disturb established religious or political views must be promptly squelched. Opinions on such matters must be left to the daily papers and the clergy and woe to the professor who scales the college walls to seek out error in the market-place and give it however so mild a wallop. He must not interfere with the formation of public opinion.

"The result of this is that students believe there is no relation between what is taught in college and the fundamental facts of life. What they get in the classroom is never brought, head-on, against what they get from the morning paper or the Thursday evening prayer meeting. College erudition appears dead rubbish to be promptly cast off on commencement day.

"Intellectual turbulence and zest is what the American college needs—what the whole country needs. There is, in fact, a mild sort of warfare in the intellectual world, between the forces of truth and the forces of error, and it should be a prime function of college men to introduce some pyrotechnics into that struggle. They should enjoy the fight for the fight's sake and their interest should be further aroused by the fact that there is, as yet, little certainty of the outcome but a good chance for either side to carry it through to a Lloyd George 'knock-out.'

"It should be the pleasurable duty of a college faculty to poke truth and error into the squared circle and make them fight. Neither of the rascals shows much pugnacity in these piping times of peace. They prefer to give each other a wide berth and thus perpetuate a demoralizing and uneventful dualism. As Professor Wilson puts it,

'within three blocks of the meteorological laboratory, men pray for rain.' It is equally certain that within sight of petroleum institutes men locate oil wells with witch sticks.

"If professors and students want a new type of fun they should throw themselves into the task of directing public opinion on controversial questions. The clash would resound afar and they would experience new adventures in an intellectual world now somewhat dull and colorless. For the professors particularly, it might be very, very interesting."

GLENN E. HOOVER, Mills College, *School and Society*, No. 662.

HAZING—1927 STYLE.—"There is a newer and more genteel hazing in vogue now, not the work of sophomores, but of the universities themselves, who dignify their activity with the designation 'Freshman Week.' The freshman, once belabored with fence rails, barrel staves and fists, is now bludgeoned into conformance with lectures on the freshman's duty toward his university, instruction in note-taking, song services, socials, mental tests, and rallies. . . But why?

"Gets students adjusted earlier; freshmen 'get going' better; beneficial to freshmen and old students; less home-sickness and better spirit among freshmen. . .

"What of the rough-house methods? The student 'became adjusted earlier' and 'got going better' mainly through sophomore propulsion. But he was left on his own, and if he was not altogether the master of his fate, he at least to some extent was the captain of his soul. . .

"Left alone, to find his way about and to adjust himself, he is more likely to bridge the gap than he is under the present method of lecture-hazing, and be better off for having adjusted himself as an individual rather than as one part of a standardized whole.

"What is it all worth? One school authority answered, 'There are no advantages; it merely makes the teachers come back earlier.' And he might have added that it brings the inevitable ennui one year closer."

*The New Student*, October 5, 1927.