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MONDAY, APRIL 16, 1923

STUDENT GOVERNMENT

ONE of the proudest and in many ways the most justifiable boasts of Technology is the completeness of its student government. Several times its success has been threatened but always the crisis has been weathered and the strength of the system renewed. Yet strangely enough the majority of the undergraduates pay almost no attention to the powers which lie unheeded in their hands.

Nowhere is this more fully proved than in the various elections to office at the Institute. Class elections are carried by a vote very small in comparison to the total enrolment. The cap and gown question was settled by a minority, though everyone was urgently requested to participate. Now we have the dormitories naming their head for the coming year with only 70 of the 170 men there voting.

The people of the United States as a whole are notoriously lax in attending to their governmental affairs but they pay a heavy toll for their carelessness. Is it necessary that Tech men ape the national fault simply because they are Americans? That the indifference of the majority is always the opportunity for minorities to work their will is a warning which applies in full force to Technology's student government.

Like the national government it is about as good a working agreement as the limitations of men permit but to make it operate with the minimum of mistakes and misdeeds care is necessary. Popular neglect may do no harm for a time but it is a perpetual invitation for a clique to selfishly advance its own ends. The only prevention is to remove that invitation.

Democracy does not simply confer privileges, it involves obligations and duties. If Technology is fit to have student government, a democracy of the undergraduates, it is incumbent upon every man to meet his obligations and stop expecting a limited few, however able they may be, to do his work for him.

LEARNING TO READ OR THINK?

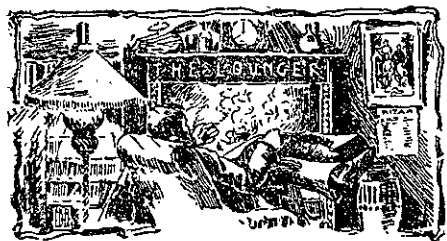
THERE is something indefensible, from the student's point of view, in the system of quiz-instruction now pursued in the economics courses. The emphasis is placed entirely upon extensive reading with detailed quizzes from memory, instead of intensive thinking and quizzes based on the ability of the student to reason out problems.

A number of textbooks are furnished for some of the courses in question. The student has impressed on him that each week's quiz will be based on careful reading of the text assigned. This method is adopted for two reasons: to make certain that the student, despite the fact that he may be a Junior or Senior with somewhat serious inclinations, "reads the assignment," secondly in the words of an economic professor, to make the quizzes "easy to correct."

Both of these reasons are nearly indefensible, if the student's welfare is the primary consideration. If a student reaches his third or fourth year without the desire to study, it is idle to try and force him by present quiz system. He can easily obtain from a friend a copy of the questions likely to be asked and with these thoroughly memorized go in to his quiz without reading the assignments. This has been done, in fact, it is known that many students merely try to puzzle out "what will be asked," instead of spending any effort on the material concerned. Furthermore those students who do read the assignments spend their time in concentrated reading and almost no thinking.

On the other hand if the student was impressed with the fact that his quiz will be based on reading, even though less in volume, but will involve thinking and reasoning from the material studied, a desirable habit would be installed. What is the benefit of reading a hundred pages to pass a quiz one week and forget them the next. It would be better for him to read half the amount, knowing that to pass his quiz he must think, so that by pondering on his material, reasoning by analogy and association, he will discover through his own mental processes what a textbook wastes pages to tell.

These factors are here evident, it is up to the faculty to decide whether they want students to study volumes and volumes of books which are soon forgotten about, or whether they will from the beginning emphasize the necessity of good mental effort and assign somewhat less material. Of course, if the present quizzes are made because they are "easy to correct," we bow our heads in humble submission.



At last the impossible has been achieved. The physics department has invented a new and startling device. No longer will it be possible for the slothful student to bluff his way through exams. The creation of the micro-intellecto-chronometer will tell to three significant figures the actual grade on any paper.

The invention came as the result of an investigation on an eight page hour quiz handed in by a determined Frosh the other day. The quantity nearly unbalanced the wise chiefs. In order to measure this volume the Department devised this unique device. Although there have been no patents

filed as yet, the intricate mechanism ensures it against theft.

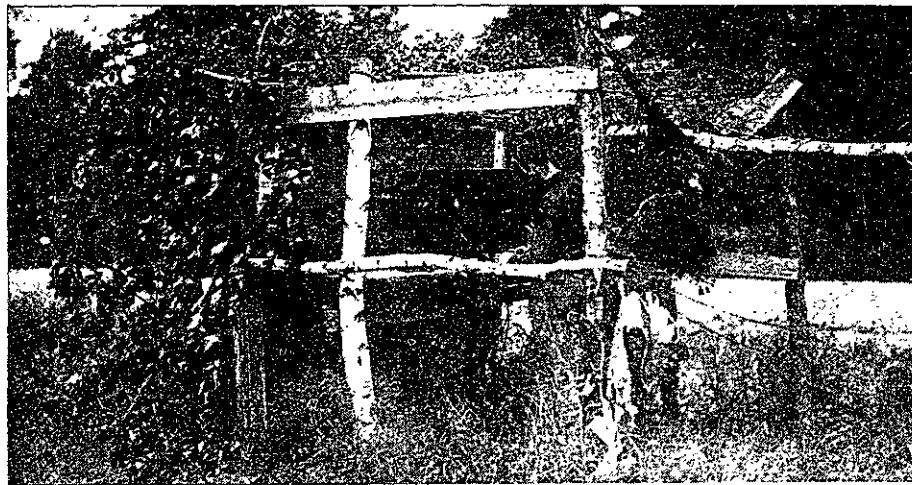
The principle is quite simple. Paper of a known weight is issued. At the end of fifty minutes the paper is placed in the micro-intellecto-chronometer which weighs the lead precipitated on the paper and lo and behold the extremely accurate grade appears on a small dial at the left of the device.

The Lounger feels that this is a revolution. It is by far a fairer method than the time-worn one used by the Military Science Department. A set of papers are given to a Sergeant who takes them to a nearby flight of stairs. Standing at the top the Sergeant gives the lot a gentle fling and then grades the papers according to the step they land on. Top step H, bottom step F, with variations in between. If the Sergeant is feeling strong, it is safe to say that not many land on the top step.

"Is this a second hand store?"
 "Yessum."
 "Well, I want one for my watch."

Communications Must Be Maintained

The Work of the Signal Corps,
 Advance R.O.T.C.
 By Capt. L. L. Clayton '17



Operating a Field Radio—R. O. T. C. Students from Ohio State University in a field station set up at Camp Vail, New Jersey, simulating combat conditions.

Signal communications are the means of linking together fighting units, making possible continuous control and coordination. They may be likened to a string binding together a bundle of laths. When the string breaks the bundle scatters. So, when communications fail, a fighting organization disintegrates into a confused, impotent mob.

Signal communication is an essential function of all combatant units, be they infantry, cavalry, artillery, or air service. It is handled by the Signal Corps only in large organizations made up of several arms of the service. One of the main jobs of the Signal Corps, however, is the study and development of communication systems and apparatus for all arms of the service, and instruction in their application even to "farming out" its officers in wartime to other branches if necessary.

Laboratories Open for Students

The R. O. T. C. course consists of two years of instruction at the Institute and six weeks of application at an advanced camp. The camp for this year will be located, as formerly, at Camp Alfred Vail, New Jersey. This is an ideal location in point of facilities for both technical instruction and pure enjoyment.

At Camp Vail are located the Signal Corps Radio Laboratories and the Signal School of the Army. The technical staff as well as the laboratories

from the Jersey Coast (the same as the rum fleet, but in the opposite direction), and 280 miles from Cambridge. Only the Ordnance camp can offer any greater travel. Only the Coast Artillery can even rival the bathing facilities, and only the Air Service is any closer to New York. No other camp can even compare with Vail if we consider all three of these desirable features.

In addition Vail is provided with excellent athletic facilities, is seven miles from Asbury Park, and within visiting range of Atlantic City. The camp attracts much attention among the summer colonists, and sufficient provisions are made for meeting members of the fair sex so that no man has the slightest excuse for loneliness (ask any of the boys who went last year)!

Only Course VI Eligible

The Signal Corps Unit has every right to the title of a small but select unit. Its membership is drawn only from among the students in the electrical courses, who incidentally are the only students eligible to enter all five of the R. O. T. C. units maintained at Technology.

The students accepted must also have a clear record in the basic course, and be recommended by Professor Jackson, representing the faculty. The Unit cannot efficiently handle more than forty new men per year and expects to accept somewhat less than that number. For next year forty-seven applications have already been received of which nearly one half will be rejected. This leaves plenty of room for more eligible students in good standing and application from such is welcome.



A Study in Hard Boiled Eggs—Divisional signal officer and aide in the trenches of the Meuse-Argonne during the American offensive.

of the school are placed at the disposal of the camp for instruction in the latest developments in apparatus and its application. The proximity of the camp to New York, the communication center of the nation, makes possible several highly instructive inpection trips.

Camp at the Three Mile Limit

The camp is located three miles

The Lounger is apprehensively wondering whether the freshman exponent on true love will follow the example of his Institute instructors and publish his knowledge in books during the summer for a GS course. If he does, the Lounger hopes that the two 500 page volumes won't cost more than eight dollars each.

The question before the Civil Engineering Department at the present time is this—
 Is a hearse, going over a bridge, a live load or a dead load?

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