It has been over two years since the directors of the new Antioch College launched their novel plan of co-educating a semicircular educational experience that has taught students the real value of this form of training and be able to compare it with the results of the more conventional academic curriculum to be found in many other educational institutions.

On the face of this plan there is much to consider it. It is evident that the Antioch education is not completed by the mere imparting of facts as to the student's preparation. It emphasizes the necessity of integrating the student's training, but students are prepared to work with fixed standards based so nearly as possible on the prospective student's integrity, character, and personality, rather than on the artificial standards of a symmetrical development of the student at the beginning of his educational career.

The structure of the courses is similar in many respects to courses at other institutions, with a notable exception. Students undertake a six-year curriculum, alternating five with two periods, spent in school and then in industry. An apparent effort is to obliterate the two or three years that most graduates find necessary in order to orient themself toward a definite career, which has been demonstrated. Any co-operative plan still seems to be open to widely conflicting opinions and this experiment will probably be no exception to the rule that makes a real attachment to the curriculum to bring about a symmetrical development of the student from the semester of his first year forward. Such a manner of freedom is an extraordinary path of knowledge in which his greatest personal interest is to be found.

Of no little consequence are the weeks as wage earners. It is possible for students to earn enough during working periods to support themselves through the following college period. This may be a contributory solution to the much-maligned tuition problem. If tunsions are raised it is more than probable that the students would neither meet them as they go along by working than by exemplifying themselves with obligations which would have to be met in that crucial period immediately following graduation. The Inter-Fraternity Council suggests an inter-fraternity, upper-class-minded league, supported by an assessment of one dollar upon the members of all classes comprising. Having failed to reach any definite agreements on this matter, they will agree to rule out loaded dice and prohibit talking to them.

LECTURES AND THE STUDENT

Every now and then a student realizes that his efficiency has decreased in alarming degree. His concentration has become hazy; a shadow of his former self, his mind hovers between and thither and seems to have completely lost the ability to keep pushing ahead in any direction until the project he has accomplished; his memory has failed him beyond all semblance of its former power; his ambition has become a novelty; he is slopping in lectures.

There are many reasons for such a condition: to begin with, a poorly-aired lecture hall, the memory of an incident of yesterday, the mischievous tampering with the dose presence, these and a thousand more permitious distractions may evert their powerful influences and incitements soon become a habit, and the habit grows.

The member in attending our lectures even though we are in such a shabby audience, he has no mind toward us, he leaves and bages a vague impression after it all over which merely chatters the mind with unassisted deeds and does more harm than good. Perhaps we attend because of the attention it now requires to keep it going. We want to get something worthwhile out of it; perhaps because we haven't anything better to do anywhere. Perhaps we have been doing it, in some effortless way, just enough knowledge to get us by. This is just one of the many things that will be thoroughly bad habit of unnecessary attendance and the complete neglect of the lecture.

A professor got a spate in the Course V:A bowling match the other night. We propose this to mean only one class in the main passed the exam.

The European critic who says America has no idle class has never been to Tech men in a dark room. Or a light one either for that matter.

The present snow at least serves to hide us from the barren tincture of the expense of pelhles in the Great Court.