A change in rush policy

BY MADELINE M. COQUET, '32

FINALLY and after much deserved criticism the Women’s Panhellenic is doing away with the obsolete and impractical rushing and pledging system that has marred the university’s record of progress for the past few years. No definite plan has been decided upon but several plans have been discussed and before January one of these plans will have been accepted. Students and faculty of this university and other universities have wondered why a rushing system that gives a rushee an opportunity to visit only three houses when there are fifteen, is suffered. Then, from the viewpoint of the sorority girl, a twenty-four hour date with another twenty-four hour date starting the very second the first date ended, is a horrible nightmare. Sorority members during rush period have not one minute to spare for themselves and in addition they have the nervous strain of entertaining thirty or forty freshmen every minute of the day for three days.

At the end of these three hectic days the nightmare starts for the rushees. They have the frightening prospect of “bid-house” looming up before them. This bid-house is held in the women’s building where all the rushees are herded after the three day rush period. Here they must wait for an hour or two for the privilege of signing their second choice and then their first preference, and then if they do not receive a bid from that house they may be sent date cards, rushing and pledging. This bid list contains the names of three girls bid them so they have a second opportunity to visit, and see the majority of houses, when this plan is used. On this afternoon every rushee an opportunity to visit only three houses when there are fifteen, is suffered.

When National Panhellenic Congress recommends that a change should be made in this rush system and makes the statement that without a doubt the system used on this campus is one of the poorest in the United States, some new plan should be adopted that will solve all these problems and do away with the existing evils. The National Panhellenic Congress feels that there are two plans in the United States that are practically perfect—the plan used at the University of Illinois and the one in practice at the University of Pittsburgh. At the University of Pittsburgh the situation is almost identical with that here. At the last meeting of Panhellenic the Illinois plan was discussed and much enthusiasm was shown toward it. At this time every sorority on the campus and the fraternity women have the same opportunity to meet all the sorority women on the campus and the fraternity women have the same opportunity as regards the rushees. On the Monday, Tuesday and Wednesday following this tea two parties a day may be held at each house, one in the afternoon after lunch and a dinner date in the evening ending at an early hour. Silence will prevail between these afternoon and evening dates. Also every rushee except little sisters are restricted as to the number of dates she may have with one fraternity. There is no reason why a girl, strange to the campus and fraternities in general, cannot meet the majority of fraternity women and see the majority of houses, when this plan is used. Thursday night of rush period a preferential dinner is held at all the houses. The girls invited to these dinners are given the impression that they will receive a bid from the fraternity that invites them. However this is only implied and does not necessarily mean that the fraternity must give their guests bids. A party may be held Thursday afternoon, but most fraternities at Illinois have established the practice of doing away with this Thursday afternoon party.

Friday is a day of silence with the fraternities handing in their bid lists to the Panhellenic office and with the rushees sending their preference slips to the same office. These preference slips are written by the rusher in the privacy of the room where she is staying and contains the names of three fraternities, written in the order desired. At the Panhellenic office, officials and non-partisan clerks work Friday with the bid lists and the preference slips. These bid lists are peculiar in that the fraternity must name the number of girls they wish to pledge, and is not allowed to pledge more than that number. On these lists the first column will consist of the number of names that the fraternity wants and the names of that number of girls. These girls are the ones the fraternity really wants. Of course they will not be fortunate enough to have all these girls bid them so they have a second column on this list naming the girls in the order desired. Working these columned lists with the preference slips you have a bidding system whereby the fraternity and the girl get what they want in the ratio of the intensity of desire.

Rush starts on the Sunday before registration. On this afternoon every house has a tea to which every rushee on the campus is invited. The rushee may go to as many of these as she pleases and stay as long as she likes. In this way every woman rushee has an opportunity to meet all the sorority women on the campus and the fraternity women have the same opportunity as regards the rushees. On the Monday, Tuesday and Wednesday following this tea two parties a day may be held at each house, one in the afternoon after lunch and a dinner date in the evening ending at an early hour. Silence will prevail between these afternoon and evening dates. Also every rushee except little sisters are restricted as to the number of dates she may have with one fraternity. There is no reason why a girl, strange to the campus and fraternities in general, cannot meet the majority of fraternity women and see the majority of houses, when this plan is used. Thursday night of rush period a preferential dinner is held at all the houses. The girls invited to these dinners are given the impression that they will receive a bid from the fraternity that invites them. However this is only implied and does not necessarily mean that the fraternity must give their guests bids. A party may be held Thursday afternoon, but most fraternities at Illinois have established the practice of doing away with this Thursday afternoon party.

At Illinois no rushee can be asked for dates before the July 1 preceding registration. On this afternoon every house has a tea to which every rushee on the campus is invited. The rushee may go to as many of these as she pleases and stay as long as she likes. In this way every woman rushee has an opportunity to meet all the sorority women on the campus and the fraternity women have the same opportunity as regards the rushees. On the Monday, Tuesday and Wednesday following this tea two parties a day may be held at each house, one in the afternoon after lunch and a dinner date in the evening ending at an early hour. Silence will prevail between these afternoon and evening dates. Also every rushee except little sisters are restricted as to the number of dates she may have with one fraternity. There is no reason why a girl, strange to the campus and fraternities in general, cannot meet the majority of fraternity women and see the majority of houses, when this plan is used. Thursday night of rush period a preferential dinner is held at all the houses. The girls invited to these dinners are given the impression that they will receive a bid from the fraternity that invites them. However this is only implied and does not necessarily mean that the fraternity must give their guests bids. A party may be held Thursday afternoon, but most fraternities at Illinois have established the practice of doing away with this Thursday afternoon party.

Friday is a day of silence with the fraternities handing in their bid lists to the Panhellenic office and with the rushees sending their preference slips to the same office. These preference slips are written by the rushee in the privacy of the room where she is staying and contains the names of three fraternities, written in the order desired. At the Panhellenic office, officials and non-partisan clerks work Friday with the bid lists and the preference slips. These bid lists are peculiar in that the fraternity must name the number of girls they wish to pledge, and is not allowed to pledge more than that number. On these lists the first column will consist of the number of names that the fraternity wants and the names of that number of girls. These girls are the ones the fraternity really wants. Of course they will not be fortunate enough to have all these girls bid them so they have a second column on this list naming the girls in the order desired. Working these columned lists with the preference slips you have a bidding system whereby the fraternity and the girl get what they want in the ratio of the intensity of desire.

Saturday morning the actual bidding 

(TURN TO PAGE 92, PLEASE)
That this plan is an improvement over the system that is now being practiced here. But whether it will be the final plan adopted by Panhellenic is a question that no one can answer at the present time. However, it is a step forward to the right direction when the sorority women on the campus agree that the present plan must be changed this year and changed so that the rushing and pledging system will be as modern and progressive as the other projects of the university.

NEW FRONTIERS AND NEW FRONTIERSMEN IN EDUCATION

(continued from page 85)

was to follow the footsteps of his father. Then, too, his choice of things was exceedingly limited. In the matter of books, for example, his choice was largely limited to the Bible and Pilgrim's Progress. Because of this condition, the people of yesterday did not have as much occasion to think, evaluate, and judge as do the people of today. Our freedom extends to the boundaries of the world. A farmer's son may take up banking in New York if he so desires. He, by no means, is required to follow the footsteps of his father. And the multiplicity of things we must consider in making our choice is astounding. When we attempt to select a book, we must consider many—some good and some bad. We must choose our recreational activities from a great variety. We can go to the movies, to the dance, or to a club, or read, and the same thing can be said of every choice we make. This condition demands that people be able to think, to evaluate, to judge effectively before making choices. If we fail to think, our choices often lead us along undesirable lines. One of the difficulties of young people today is that this extended freedom of choice is not paralleled by an extended ability to think, evaluate, and judge. We have extended our freedom but we have not extended correspondingly our ability to make wise choices from the great variety of new things about us. This is the third outstanding characteristic of the new frontiersman. He, above all, must be a thinker, he must evaluate things carefully, he must judge and foresee the outcome of his actions before his actions take place.

Educating the Frontiersmen

This raises another important question. What kind of an education does the new frontiersman demand? How may youth of today secure the wider understanding of their world, develop along the line for which they are best fitted, and learn how to think, evaluate, and judge intelligently before embarking upon lines of action? The kind of education that prevails today will not, for the most part, equip boys and girls for the challenge of tomorrow. Education of today belongs to the age of the old frontiersman. True, we have made many changes in the vehicles of education but we have not changed our point of view in education. We are still teaching boys and girls about the past. The remarks of a high school girl in history indicates this fact. During the history class discussion, she very aptly remarked that she was tired of studying dead people and that she would like to study about some live ones. Then again, education of today gives very little attention to pupil thinking, evaluation, and judging. Teachers do this for the pupils. The most outstanding defect perhaps is the utter disregard to individual differences in the aptitudes of young people. Schools are doing very little in helping young people find their aptitudes and secure an education along that line. They still require all students to go through the same mould. We must change our whole point of view in education if we are to equip young people to grapple with the problems of tomorrow.

At the very outset, we must recognize the fact that no two boys are alike any more than any two blades of grass. They differ widely in physical and mental traits. Individual differences is a fact. Some boys are born with aptitude to engage in farming or some are born with aptitudes to engage in scientific investigations. Young people are born with differentaptitudes and every boy and girl is born with an aptitude to do something. They simply do not come into this world as useless beings.

The first objective of the school should be to help boys and girls to discover their aptitudes—the things they can do with joy. This demands that opportunities must be provided for young people to try themselves out in a great variety of occupations, for the purpose of discovering what they can do with joy. This work must begin in the elementary school and extend at least through the high school for it takes time to discover the real aptitudes of youth.

The second objective of the school should be to provide an opportunity for young people to develop along the lines of their aptitudes, and also, at the same time, provide an opportunity for them to understand some line of work in its bearing on the world at large. Opportunity must be provided for youth to study the beautiful in art, in music, in nature and in literature, as a means of spending their leisure time fruitfully. This is vocational education, plus