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ACTIVITIES—WHAT FOR?

The function of outside activities in a well-rounded University course consists in the fact that they furnish an opportunity to apply in a measure the knowledge gained from books. The run-of-the-mill student who gravely advises you that there is no educational value in debate, football or social life is mistaken. Equally mistaken are those who leave the University more finished in appearance and address than in depth and breadth of knowledge and who usually advise you that there is nothing in grades and that the chief value of college education is the acquaintances you form. The fact is that neither one of these extremes can be pursued as an end in itself. Both are only means to an end.

The trouble with the type of education that a grind usually recommends is that it consists to exclusively of the acquisition of bare facts. It teaches that the main object of education is to accumulate in the mind a store of data; to make the brain a substitute for an encyclopedia. It either ignores the training that is needed in order to develop the power to think, or it regards this part of an education as an incidental matter, a bridge to be crossed when we get to it. That kind of advice usually results in turning loose on the community the sort of human glossary that the world calls impractical.

On the other, advice that one should spend most of his time in school activities, ignores the fact that such activities are at best only substitutes for the real struggle; the struggle for an existence that comes in after life. We play at journalism, we play at athletics, we play at debate. The financial burden of much of this pastime is sustained by dad,

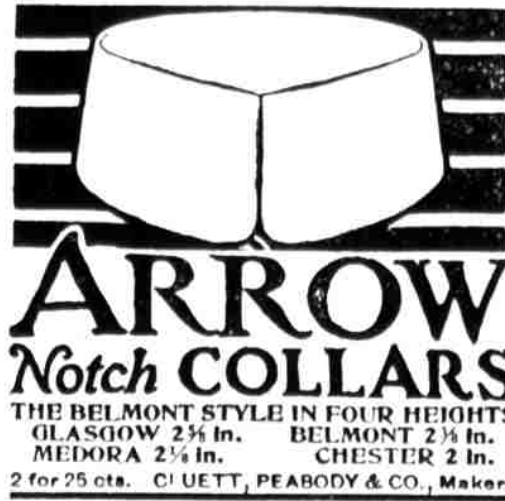
and as a result of this subsidized education few of these extremely active college men learn to capitalize their efforts. They go out of college less shrewdly intellectually than the hard student, usually superficial, and inclined to spend more money than they can earn. This kind of an education produces a mediocrity so refined and subtle that it is hard to wear off even by hard knocks.

The true way to consciously and constructively go for an education is to spend most of your time acquiring facts and the balance of your time applying them to some activity akin to your life work. The object of the right kind of education is to produce a mind that is a spontaneous and adjustable formula for the solution of all human problems. To accomplish this purpose our chief needs are a systematized encyclopedia and a mind that is trained to think.

APRIL FOOL VICTIMS ARE MANY THIS YEAR
(Continued from Page 1.)

As they passed the Star office they noticed a bunch of keys lying upon the sidewalk which someone had evidently lost. "Ah, a bunch of keys," said Doctor Maxey. Professor Gass thereupon stopped to pick them up. "Horrors! They were fastened down!" All three professors instantly turned several shades of pink and made a hasty and undignified retreat, leaving several spectators in the Star office convulsed with laughter. Let us draw a curtain over the sad scene.

But in spite of the fact that most of us have been the butt of at least one April Fool's prank, we enjoy being held up to ridicule occasionally and are glad that the day comes again next year in order that we can get some one else to be the "goat." "What fools we mortals be."



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