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SHALL THE STUDENT LIVE?

The alleged ineffectiveness of college graduates in business is largely due to the fact that only a few students take a constructive part in planning their college course. Under a mistaken notion that the university is only a place to prepare for life and that this preparation must be done entirely under the direction of other people, the student is sent to college and pushed through. He is sent to college by his parents who decide to fit him for a certain profession. In their zeal to realize their hopes, in utter ignorance of what preparation for a technical profession means, fathers and mothers join upon the student the taking of certain courses. Then when the youth reaches the university, his advisers, who often know too much about what he ought to take to prepare him for a technical course, command him to take certain other courses. The parents' prescription and the advisers' prescription seldom if ever agree. And from the conflict no one suffers more than the student himself. He never sits in judgment on his own abilities. He seldom even develops or expresses a preference for a certain calling. He certainly does not always decide what he is going to take. He does not decide what he is going to take to prepare himself for his profession. And either his habits of study are never formed or others form them for him. All this ground is fought over between parents and advisers. The result is that while a man is in school he never gets practice in living a real civilized life; in college he never learns to adjust his own acts to his own ends. The college has prepared him for a mechanical existence; has made his brain the storehouse of certain facts and their more obvious inferences, but it has not taught him how to live.

Sometime between his freshman and senior year every student ought to set up for himself certain educational aims and standards in addition to, collateral to or supplemental to those aims and standards which the university fixes for him. The university standards in a general way are admirably designed to fulfill the general needs of public education. But they rarely satisfy the specific ideal which a live student wants to make of himself. Conflicts between the degree he wants to get from the university and the ideal educated man he wants to make of himself are easier settled when the arbitration is between himself and his instructors than between his parents and

his instructors; for the student by degrees the point of view of his instructor—a position the parent never attains. The student should, therefore, acquire an independent aim apart from the hopes of fond parents and apart from the hobbies of over-specialized advisers. Be master of your own destiny, and be able to defend your dominion.

A student with an independent aim will live in a manner quite different from the reading machine he now is. He will read a little less and he will see a little more. He will recite a little less and discuss a little more. He will study a little less and think a little more. He will major a little less and specialize a little more. He will learn a little less and infer a little more. He will acquire a little less and practice a little more. What's more, even in his recreation, the student with a definite aim and plan will always be busy. His very pleasure will become a part of the general scheme for making himself what he wants to be. His spare time will never hang heavy on his hands. What other fellows are doing will never trouble him. And instead of leaving college with a mortar board he will go out with a personality.

Loeb's Orchestra, Phone L-7629.

VANDERBILT A gigantic enterprise in New York City is nearing completion. The wonderful terminal building of the New York Central Railroad is a triumph of engineering. The public has but a faint conception of what it means to excavate nearly 50 acres to an average depth of 45 feet and build a magnificent new station without disturbing existing traffic or stopping a train. Thirty-two miles of track have been laid. Twice as much steel has been used in erecting the new station with its viaducts and auxiliaries as was required in the construction of the existing subway in New York City and Brooklyn. The new station covers an area of seventy acres, which makes it over seven times as large as the Boston South Station. It has a total of sixty-eight tracks as against thirty-two in the Boston and St. Louis stations and four separate levels—first the gallery, below this the great concourses with forty-one tracks for express trains, then the third level with twenty-seven tracks for suburban trains and below all these subways for the handling of the baggage. There are no stairways, as inclined planes or ramps with very easy grades take their places. The new station has twelve separate entrances and the arrangement of the ticket, baggage and other offices has been made with studied care for the convenience of the passengers. The concourse for inbound trains holds 8,000 persons and for outbound 15,000, while the waiting room will accommodate 5,000 more, so that 30,000 persons can be taken care of without crowding. Passengers come in at one side of the station and go out at the other. With the opening of this magnificent new terminus February 2, the public again realized what the name Vanderbilt means.—Leslie's Weekly.

Frolich's Orchestra, Phone L-7363.

Freshmen as well as older students will receive a hearty welcome, courteous treatment, and the best of service at Green's Barber Shop and Bathhouse, 20 N. 11th St.—Adv.



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