

THE BATTALION

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"BALANCED RATIONS."

A short time ago, we were somewhat surprised at the results of Edison's questionnaires to college graduates. They proved, conclusively, that, as he saw it, an education derived from a modern college is worthless in-so-far as it equips one for the battles of the business and professional world. It is true that some of us do not agree with him and make light of his questionnaires, which even some college professors failed to answer correctly. Nevertheless, he has raised a question upon which it is well for us, as college students, to spend a few minutes of unprejudiced thought.

Just what is the purpose of a college education? What do we want, that a college offers, that we should spend the best years of our lives trying to obtain? Do we wish to acquire a large store of that knowledge which is derived from books only? Do we have a desire to be hailed as an athletic hero? Or perhaps it is one of a score of other advantages, which one is able to get at college, that we are striving for. Whatever our purposes and aims, are they wise ones? Have we really taken ourselves off to some quiet spot and firmly convinced ourselves, by a process of common sense reasoning, that we are sure of what we really do want, and are striving for that which will give us the broadest education? Too many of us are on the wrong road?

Do you know the man in your organization who studies and bones over books during all his leisure time and never goes out and mixes with the other students? He seldom goes to the games, and never takes any interest, personally, in athletics. If you were to ask him to name the men on his own football team, he would be unable to answer, but ask him a question on some technical subject, and his answer would make your head swim. Do you know him?

If you do not know him, you surely know his roommate—the one who "never cracks a book" and depends upon his luck to carry him through. He doesn't know the specifications for a good road gravel for a one course road, or how to balance a ration on a piece of paper, but he can tell you who pitched each game of the world series, and knows the first name of each player on the Aggie squad.

Which plan do you follow in your pursuit of the Goddess of Wisdom? Do you think either system a good one? Would it not be better to combine the two plans and add to that some part of every activity on the campus? Wouldn't this give us a better understanding of life as we have to live it among our fellow men?

After all, it is more or less an individual problem which each student must work out for himself. Beside the foregoing questions, the answers of which will influence your life irrespective of your school, ask yourself this question: What kind of a school would this be, if every student were like me?

You have often been forced to listen to the person who persists in telling how he keeps fit by taking cold baths each morning. He has told you how he has had to break the ice to get water for his morning adventure. You understand human nature to some extent so you listened to him for courtesy's sake, but at the same time you had your doubts as to the truth of his statements. We neither care to listen to this fellow's boasts, nor do we care to enter into the ancient argument as to the health-giving qualities of cold baths. We simply want to make this observation: No Aggies have been heard boasting about the cold showers that they are now taking.

It looks as if the Southwest is again making a bid for the recognition of the football world. In every one of the four intersectional games played in Texas this year, a Texas team has come out the victor with a margin of at least two touchdowns, while two of these victories were marked by lopsided scores. These results should make some of the boys in the North and East come out of their state of lethargy, and realize that there are other football groups besides the "Big Three" and the "Big Ten."

One of the officials of the College is credited with the statement that

his fear for the welfare of the student body will have passed when the students learn to say what they think. That is all well and good, but, before that state of affairs comes into existence, we should have an era of silence in which the students should learn to keep quiet on things about which they have no thoughts.

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