opportunities. If he would but manifest an interest in his fellow student it would not take long until a number of his classmates would take a genuine interest in him.

Likewise, if the student would indicate a little interest in the College and the programs it does offer, the College would take an interest in him and very quickly an intense interest in the programs themselves would follow. The members of the debating team are interested in their studies, genuinely interested in one another and greatly interested in the College and its affairs. The attendance at the inter-class debates was very small and naturally a disappointment to those concerned. The majority of the students could start right there in developing within themselves and within the College a true loyal class spirit. The number of ballots cast by students of the College in the recent radio debate was pitifully small. Of course there may be an excuse for that fact in that it does not look right when students vote in favor of their own team. But they could have had ten times as many ballots cast in the interests of good debating than there are students in the College if they had only solicited their friends to take an interest in the radio debate and they would thereby be avoiding any stigma of partiality. When we complain about the lack of college spirit very frequently we do not have to look farther than the nearest mirror for the original cause. If the student would only try the result that would follow in the wake of a little active loyalty and interest on his part in anything pertaining to the College, he would very happily find that going to school every night would become less of a grind and more of a pleasure.

CULTURE v. COMMERCIALISM

LARGE v. SMALL

At the last meeting of the American Philosophical Association held on the McKinlock Campus of Northwestern University there were some very sharply contrasted opinions rendered in regard to our modern universities. On the one hand typical great universities were scored as business colleges, weak in scholastic ideals in comparison with the average institutions of higher learning in Europe. Contrasted with this was the opinion that universities in the United States have admirable democracy. The point was made that the great student populations of our universities give extremely profitable opportunities for broadening of the average student mind. Then, on a third interview we are told that only through culture and learning democracy can be attained in our smaller universities and colleges.

These three opinions obtained on three successive interviews leaves us in a quandary as to just what is the fact. However, we have analyzed the situation and derive some satisfaction therefrom. Both the knocks and plaudits came from academic slow-speaking philosophers who were themselves links in the academic system of which they were talking. They made it apparent that philosophy as a whole has not made up its mind about the character and future of training for “culture” in America.

However, the real interest from our point of view as students of Chicago-Kent is summed up in the statement of President M. E. Penny of Millikin University when he said that he believed that small universities are preferable to

(Continued Page Eight)