

The Average American Student

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The average American student is too little concerned with the academic phase of his education. I believe that most American students continue their higher education for one of several reasons: to respect their parent's desire that they go to school; to continue in that pursuit of hedonism which graduation from high school has temporarily terminated; or in the case of some, to further their knowledge and stimulate their minds.

Too many students feel that college is a refuge, a sanctuary, where they will be sheltered for several more years from the realities of the world. Their outlook is immature when they enter college, and little better when they graduate. The amazing fact is that they do graduate. Every June thousands of "mentally under-privileged" students are graduated into a world which they are unprepared to cope with.

Perhaps it is the educational system itself which is at fault. I believe that the average student has limitless amounts of intellectual resources which are lying in a stagmented condition. He has fallen easy prey to the democratic school system, namely the elective system. At one time it may have been concerned with fostering initiative; however it has become nothing more than an effective aid for the

lazy imagination and intellect. Ambition, when not fortified with determination and will power, was quickly dominated by the American educational system. The elective system has greatly outlived its usefulness. The welfare of a nation as a whole must be considered; not merely the backsliding many who consider college nothing more than a pleasant interlude.

Our nation can be greatly weakened by an ineffective educational system such as now exists. The students in America have become dabblers in many subjects which are entirely unrelated to the careers which they have in mind. Many students are aimless and without ambition, and the elective system is the degenerate crutch upon which they lean.

I think that American students are inclined to frustrate their intellectual capacities with a variety of activities, sports, and too much concentrated effort on extra-curricular events is robbing them of their intellectual heritage.

If we are justified to take our place in training the world to accept democracy, we must first take drastic measures in a method of American re-education. Compulsory courses should be instituted and taught effectively. The result would be a citizenry with broader mental outlooks and discipline.