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OUR BUSINESS LIFE AND THE UNIVERSITY.

This month the universities in Canada are holding their commencement exercises. Hundreds of students who have been taking a course during recent years are to be cut off from their university home. They leave the threshold of the college to step into the arena of life. They are armed with their degrees, their training and their commonsense. It means, too, that the professional labor market will receive a new supply of brain and vigor. Some will enter the medical profession, others will put to a practical test the book and model learned arts of engineering. Bridges are to be built this summer, and always. Railroad steel is to be laid according to railroad science. The student hitherto has divided his time between vacation and work. Some may be have badly mixed the two events. It may be an easy matter for a man with hereditary nerve to step out of the university building with his degrees and soon to find his level in this practical world. But the plunging from the home, from the school, from the university into a new sphere is an impressive job. Parents are not standing by to encourage, teachers have ceased to instruct, and professors are no longer rectifying passing errors. The props are taken away. The student remains supported only by his own enterprise. The feeling is somewhat akin to that experienced when learning to swim and the cork belt is taken away. To many students the seriousness of the situation does not appeal; for this reason. It is imagined that because they have obtained their degrees, immediate employment is ensured. That is obviously wrong. A university degree indicates that a man has received a training, that he has been given certain assets which will help him make a mark in Time's book. The degree is not synonymous to

employment. The employer does not desire to know what letters a man is entitled to place after his name. He wishes to learn what the student can actually do. Which cannot be demonstrated by a glib tongue saying: I have this or that degree. It can be proved only by labor. The degree, perhaps, is more useful later than in the early days of the ex-student. The wise young man will place his B.A., B.Sc., B.A.Sc. and M.B. upon the shelf for the time being. Starting out to prove his strength as a man, a useful opportunity will arise for utilizing the degrees. They will not require coaxing from the shelf; probably they will come down of their own accord.

The university as a career does not appear to be unusually attractive. The university as a training ground is of incalculable benefit to the professions. Just as when leaving school the pupil has much to unlearn, so the student, when leaving the university has much waste for disposal. That is to say, waste from the immediately practicable standpoint. From the disciplinarian view, little in the student's past career should be useless. The unfettered man is dangerous to the community. The man of discipline is valuable. He will be sought.

The university student commences with a good education and a well-disciplined mind. Discussions often arise as to the respective merits of university men and those who have not had the advantages of a course. Failures in both classes may be cited. So may successes. The kernel of this controversial nut is easily found. It is not a case of university versus the school of life. It is purely a question of individual merit. One man gets behind a year or two in the education given by the world at large. The other is receiving all the time his training in that school. The one starts later in life's school, but experience after is rapidly gained. The other lives