

On the other hand, the position of the government in insisting upon the adoption of the new calendar is just as unassailable. In adopting the solar system of day reckoning, we have fallen in line with the practice universally adopted by all the other countries of the world. Unless we can convince the other countries of the feasibility of our old system, which may be regarded as a hopeless task, the next best thing for us to do is to follow the lead of other nations and adopt the system that is current among them. Once we have committed ourselves to the observance of the new system, there is ample justification for the government, by its effort, to eradicate the memory of the old. To let both systems exist side by side with each other would

involve costly mistakes and complications. It would mean an added expense to the people in that they will probably have to celebrate the great occasion in both calendars. In a country like ours where the people are too much given to ceremony and formality and to heavy expenditure in festive occasions, the government is acting right in doing all it can to discourage the public from celebrating the lunar New Year. No doubt it will continue its effort along this line. But if any great success is to be expected, it must needs handle the situation skilfully and with a clear understanding of position of the people that it has to deal with.

## Students Speak For Themselves

WHAT is wrong with the Chinese students? What are their ideas and ideals? What is their view of life and of society? Are they really serious-minded, or only apparently so? What do most of them expect to do when they get out of college? And why is it that many of them turn out to be misfits in society? These, and many others like these, are questions which are frequently being asked. Answers to these questions, of course, are sometimes furnished, but seldom as a rule by the students themselves. We know of their thoughts and desires and of their aspirations and disappointments only by superficial analysis; and the conclusions we reach about them are for this reason rarely of value.

For example, it has been said very often that the students of today never love knowledge for its own sake; they go to college merely for the purpose of getting a degree, and the fact that many of them do get one by no means indicates that they have mastered whatever they have been taught at college. This accusation, it must be admitted, is to a great extent true. But the fact that many of the students do not take their studies seriously is really a fault which lies partly with the students themselves, it is true, but also partly with the school authorities and the present educational system. With the students in the privately endowed institutions of learnings is this especially true, because their policy has always been to get as many students as they can, even if they have to lower the scholastic standards to achieve this end. As many of them depend upon tuitions from students for their annual income, it is no surprise therefore that they should make the acquisition of degrees as painless a process as possible for the students. To blame it all upon the latter therefore is not fair. Rather than wasting our breath in admonishing the students to study harder, it would be much more to the point to think out ways and means to put our private colleges and universities on a sounder financial basis.

Again, it has been said also that college graduates never make good in society. Many of them fail to get employment, while those who do are unable to make a creditable showing of themselves. Many of the banks, for instance, would never take them in, simply because

although they may have a profound knowledge of the theory of banking, they would still be ignoramuses as far as its practice is concerned. What is the use, therefore, of book learning, if one can not operate even an adding machine properly? And what is the use of all the theory about foreign exchange, if one does not know the difference between Haikwan tael and Kuping tael? Such opinions about our college students, we too would not gainsay, but here again we must not lay the blame entirely upon the students themselves. In fact, it only bespeaks the defects of our present educational system that the students are not taught the things which would be of use to them in society. Sufficient emphasis is not placed upon equipping the students for actual life, and the result is that our colleges become ivory towers, shut off from the rough and tumble of society itself. Such a defect must be rectified, but it will never be rectified by figuratively or literally shaking our finger at the students or by throwing up our hands. Above all, let us consider the truth that the youths are willing to be led, but if we ourselves are blind, we would naturally lead them astray.

In short, for educators, self-knowledge is necessary. But the readers may say: self-knowledge is difficult, and with them we agree. Precisely for this very reason, however, we are devoting this issue to articles by students in the hope that we who are self-acknowledgedly their elders and leaders may learn also something from them. We have been preaching and lecturing to them so often that we should allow ourselves to be preached and lectured at by our young friends just for a change. After all, it should do us good to know that we are not too old to learn, and if we should refuse to lend them our ears, it would only be a proof of our pig-headedness and lack of intellectual humility.

All the special articles, with one exception, are written by students in college. The one on Complaints Of A College Graduate is, as the title indicates, by a man who is no longer a student. All these articles are printed as they are, without any correction or editing on our part. We wish especially to call the attention of our readers to the article on Fascism And China, written by a blind man who is at present studying law in Shanghai. We print it not

necessarily because we agree with his views, but because it shows what one section of the Chinese students are thinking of the Fascist movement in general, and of the application of Fascism to China in particular.

The article on Mongolia written by a student of a local university is also worthy of notice, because it embodies his observations made on a trip to Mongolia. That student, such as he should seek to know the conditions of the country by travel proves definitely the accusation that the best of them are only bookworms is quite unfounded.

Both Mr. Liu and Mr. Zia have written on what they think of their life work, and what they have said ought to give our educationalists much food for thought. We

are especially impressed by what Mr. Zia said in the concluding paragraph of his article that "the great truth of today is that there will be no particular favor shown to the individual, although there is every hope for the rising generation as a whole." In other words, as Mr. Zia said, "when the nation is being built the citizens have to sacrifice themselves" and so long as we are willing to do that—so long as we are unselfish—we would "remain young". A "great truth" indeed!—but how many of us realize it and act accordingly? The trouble with most of us is that we are growing old. We have lost our ideals, and no longer look beyond the horizon. It is time therefore that we let the young speak for themselves.

## Complaints Of A College Graduate

By E. E. LIU (柳陸祺)

SOME days ago, I called upon one of my old chums in school time and had a very pleasant talk with him about our life after graduation. We found ourselves in perfect sympathy with each other. It had never occurred to me before that a man like him who was in every respect one of the celebrated students in our university should also find himself so out of tune with society as I am. Besides one or two points which may be considered as entirely personal, nearly all what he said rang true and realistic to me as something which had long been a weight upon my mind but for which I had not been able to find an outlet. Upon returning home after our tête-à-tête, I sat alone for one hour or so to pore over all what had been just exchanged between us. It suddenly dawned upon me that that something we hit upon regarding our life and experience after leaving our alma mater may not be just a lament of two peevish young men poured on each other to while away their dull hours, but should be of universal interest to hundreds and thousands of young men and women whose stream of life runs the same course as ours. Thereupon, I determined to write it down and have it published somewhere. In this poorly eventful age of our history when people are now engaged in tackling with all big and perplexing problems of vital and fundamental importance, I must be singularly sanguine indeed in hoping anybody's lending an ear to the complaints of just a college graduate. However, I can count on another hope to compensate me. That is, if these complaints ever reach the ear of those who are now college students or were once college students and stir up an echo in the bottom of their hearts, I think my purpose in writing this article will be more than fulfilled.

After a solemn and impressive ceremony known by the name of Commencement in the social hall of my alma mater, I took off the cumbersome cape and gown which I had hired with five dollars just for the occasion and stepped out from the shelter of an institution, where-in I had known peace and comfort for four good years, with nothing but a diploma in hand to "commence" my

career in that wild and unknown world outside which goes by the vague name of society. The first thing I could possibly do was certainly to return home where I intended to take a short rest after all the buzz and fuss of my graduation, and then I would embark in full readiness on my life adventure with that bit of knowledge and wisdom that I believed to be in me. You might be curious to know what knowledge or wisdom do I here refer to. To this, I may reply that I was a student majored in English literature and had duly swallowed up a good part of the undying works of such illustrious names as Shakespeare, Milton, Wordsworth, Scott, Dickens, Thackeray and many others that my school library could boast of. I was never sure whether all what I had learned from the above masters were of any worldly value and would prove of much use to me in cutting for myself a figure in this world. The thought had hitherto never entered my head. But since I breathed for so many years in such sanctified atmosphere amid this constellation of great men who constitute the chief glory of England, and was even once or twice hinted at by my professor that there was actually something in me which might be turned into good account if I knew only how to take good care of it, I was naturally imbibed with a sense of self-respect and complacency, and was determined to do something unusual and formidable for my country, although I did not know exactly what. However, either because I failed to find out that something for me to do, or because that something would not have anything to do with me, which meant no difference to me, my stay at home which was intended to be only a short rest for refreshing my spirits threatened to extend into an infinite length of dull and monotonous home life with no prospect of change whatsoever to cheer my future. I waited and waited in sheer bewilderment as you might suppose; but, in vain. Friends wrote me letters first upbraiding me for my inaction and retirement, and then reminding me of the importance of having an employment by a young man like me; and even some of my near relatives began to wonder what a college graduate was capable of doing after all. But the greatest pity was that after months of disappointment, I saw