

# The Working Student

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**T**HERE is a question in my mind whether one class of students should have extra consideration over another class. Each has its problems which need to be solved. The main difficulty is that too many people are ignorant or indifferent about the problems which lie before them. Only each one as an individual can solve his problem. Take the working student, for instance. I am quite sure that investigation would show that the working student who undertakes to do too much will show as much failure in the results of his work, as far as grades are concerned, as the student who does not have to work and who wastes his time. If the results were published, the records of the working student would be about as bad publicity as the antics of the loafing student. Intemperance is bad no matter what direction it takes, but we assign moral turpitude to intemperance in one direction and have a tendency to justify intemperance in the other direction.

The curriculum in any college is built with the idea that the student should spend his full time working at it. There should be sufficient work required to keep him busy. No one could deny that there is a place for extra curricular activities and that there would be some gain for each student to take some part in one of these activities, for he will have to admit that man is a social animal and must learn to live among his fellows. The thing that is necessary is to keep the perspective. In the perspective of the college, the curriculum is in the foreground; it is the central figure.

Then if the curriculum is built to demand the full working time of the student, what place has a student who earns all his living, or part of it, in such a program? In the first place, the working student has a tendency to take too much school work and at the same time to keep the fact hidden until he gets into trouble on account of it. He also has a tendency to play to the professor of maximum requirement and to slight the assignment of the professor who demands the least, hence he is among the first to complain against what seems to be an extra assignment.

Remembering that the curriculum is "the thing," what should the working student do about it? Of course, it is trite to say that he must plan his course. That is where anyone has to begin if he is to get

at a logical solution of the problem. Making his schedule is dividing his time into essential elements and giving each its proper share. What are some of these items? Sleep, meals, making toilet, recreation, number of hours enrolled in clock hours, and number of clock hours in preparation. These items consume all the time there is in the day. If there are other activities, such as extra curricular activities or work, only one adjustment can be made—that is to take less curricular clock hours.

A study of this problem has been made by Professor W. H. Carson, director of the school of mechanical engineering, relating particularly to mechanical engineering, but it can be applied to any curriculum with some adjustments.

If one has to spend sixty hours a week in working for living and other activities, such as social and home activities, he should take no school work at all. The other extreme is, thirty clock hours on the campus, including laboratory hours, plus thirty hours preparation. An adjustment must be made between these two extremes. If a person works for his board, taking twenty or twenty-one hours, he should take a twenty clock-hour schedule of work on the campus. If he is working in the oil fields with a thirty-six-hour N.R.A. schedule, he might possibly take twelve clock hours on the campus. This gives a working plan for the average student, who, if he is sincere, takes his professors' assignments seriously and expects to make due preparation. The slow student should take less school work because he will need to take more time for preparation.

This is said in another way in a pamphlet which I picked up in the University Book Exchange, entitled "Students' Guide



to Efficient Study," a manual based on the scientific investigation into the study habits of college students, published in 1931. The first thing suggested in solution of the problem is a schedule of things done during waking hours, and the conclusions for the working student are as follows:

"If you work one or two hours a day do not carry over fifteen hours of work, including physical education.

"If you work three or four hours a day do not carry over twelve hours of work, including physical education.

"If you work more than four hours a day—or if you work at night—do not carry over ten hours, including physical education."

Both of these studies practically give Sunday free. But you know Sunday is an institution of Christendom. We, if we are fully developed, need to devote some time to consideration of our fellow men, to inventory of our ideals, and to meditation and rest. If we do not we are liable to become worn out and worthless, and all our effort will have come to naught.

