

The Wooden Horse

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Questions that Deserve Answers

At the outset of any criticism of the educational process a student is usually quick to question the value of that part which is distasteful to him. For instance, if he does not like his literature course he immediately queries, "Well, what good is this going to do me, anyhow?" If he is having trouble in pursuing a science course he may ask, "Now, just how is this going to benefit me in the 'life struggle' for happiness?"

Truly, these questions are disturbing. Their utterance by the student raises an educational problem which teachers cannot solve merely by laughing and by giving expression to a feeling of disgust over the fact that the student would ask "such a question." And yet, this is a problem which must be solved for the student before he can be effectively educated.

But many educators, it would seem, are failing to solve this problem. And they are failing because they are not meeting the student's questions with the proper attitude. These questionings are perfectly rational. They are not an evidence of lack of mental balance. They spring from ignorance and misdirected thought, it is true. But herein is represented one big reason why it is within the teacher's province and why it is his duty to aid in answering them. A teacher, as an instrument of education, has the responsibility of directing his students in their pursuit of knowledge.

Now then, to attack this subject in the particular and thereby to suggest a general way for the improvement of the attitude represented in the educational process—let us see how we would answer one of the questions which a student might ask, namely, "What is the case for literature in education?" The case can be established on two broad arguments—and, established, we believe, to the satisfaction of the questioning student; established, so that the student will, in the future, pursue his literature course not in the spirit of one "subjected" to it and seeing no benefit to be derived from it but in the spirit of one who recognizes the value to him personally of what he is doing.

In brief, these arguments are that literature, and the fine arts, through enhancing appreciation, serve a double purpose; first, they are intrinsically and directly enjoyable; second, they serve a purpose beyond themselves—they supply organs of vision, they form standards of worth, they fix taste, they create discontent with ugly conditions, they arouse a demand for aesthetic surroundings. If the teacher takes his time to present these arguments understandably to the satisfaction of the student, similarly may the value of science or any other study included on the educational curriculum be explained.

Education must not be continued as a mechanistic process. It is, therefore, a human process. All teachers must understand that they are put in charge of a class of students not to serve as parrot-like deliverers of knowledge—caring not in the least whether the moral, spiritual, and social life and understanding of their students are developed, or else feeling that this development will come naturally in time just so long as their students get the facts they are "dishing out." They must care personally

and intimately about this development (the moral, spiritual, and social life of their students). If many of their students cannot understand of what good a certain course is going to be to them, the teachers of the course are falling down. They should not continue to "dish it out," saying, "well those who deserve it will get it." They should have as their highest aim to get its meaning across to every student, thereby not lining themselves up with the "survival of the fittest" philosophy, but living, rather, a philosophy of "progress, in and through education."

Certain broad conceptions are universally accepted as beyond question—the doctrine of the Golden Rule, honesty, fair dealing. The promulgation of these and their inculcation in the life and thought of humanity—knowledge for the sake of these, rather than "knowledge for the knowledge's sake"—should be the deliberate purpose of every educational process and of every teacher!

The "Knows" Have It!

Delinquent taxes! Homestead exemption! These are words on every tongue. Why are they so prominent in popular discussion? Because governments everywhere in this country are finding it difficult to meet expenses while a large percent of taxes goes unpaid.

Now it is true that many people do not pay their taxes because they are unable to do so and it is also true that there are the so-called "chronic tax-dodgers." But that is not the whole story. There are many people, not now paying taxes, who would do so if they did not think them exorbitantly high. And if they were not so high many could pay who are not able to do so now. And why are taxes high? Because of the high cost of government.

Why is that cost so high? That is the question we are asking. As college students we well know that knowledge is the greatest aid in solving any problem. Knowledge is needed in this case. It is up to every citizen to know what the money he pays to his political representatives is being used for. This information is available. If it should reveal that many governmental expenditures are unjustifiable—and this is easily possible—the citizen by virtue of his control of the ballot can correct the situation.

If we learn no other lesson from college attendance, we should learn that it is always important to know!

The "Get-Acquainted" program calls to mind something we wrote in our Impression Note Book for Freshman Composition: "It is too bad that, in this world of speed and efficiency," we cannot find a few moments to use for the purpose of paying our respects to acquaintances, for the sake of friendliness, and not just because we want something from them—a few moments to indulge in little pleasantries.

The Agnes Scott scholarship offer is a good example of the kind of recognition that spells progress for the college. Dean Reed's remark, in this connection, that we are building a college around scholastic attainment, not around a football team, indicates continuance of a desirable policy.

Is there a professional tendency to hold in contempt the celebration of Halloween? We notice assignments for preparation Halloween night were as usual.

Pranksters on Halloween or any other night should find places other than the front balcony of S. P. J. C. for displaying their nefarious handiwork.

ANNOUNCING: "THE STUDENT FORUM"

In its next issue The Wooden Horse is reserving space for the publications of letters from members of the faculty and student body. We solicit your opinions, of college affairs and activities of general interest. It is necessary that they be signed before they can be considered. We cannot promise the publication of all letters received as space may prohibit. But, we shall be glad to receive them, and shall print all we can. Put your communications in the Wooden Horse mailbox in the Registrar's Office.

The Wooden Horse strives to be in deed as well as in name the college paper and we shall exert every effort to give everyone in the college who desires to contribute to the paper a chance to do so. If you have suggestions let us hear them; if you have a piece of work—story, cartoon, column, etc.—that you think might be suitable for publication let us see it!

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THIS DAY and TIME

A Summary of Music Interest—From Waldorf-Astoria Resident to Farmer Out Iowa-way
By AL ROBBINS

(Note: This is not intended to be a humorous column, but a few random jottings, some original and others found in passing.)

What is commonly thought of as "classical" music is usually considered, especially by young people, to be something quite extremely remote from their lives and of interest to none but the professional and pedantic. Every time they come in contact with it, they flee from it without giving it even a casual hearing. It was largely by chance that I took a course in music appreciation. Previously, I was of that same unworldly mind and whenever I happened upon any over the radio, I immediately turned it off or tried to get something else. Despite my former prejudice against it and the general tantamount attitude to it, I slowly came to realize that it was something more than a confused jumble of sounds and a thing to be avoided; and, to my great surprise, I found myself furiously listening when no one else was within hearing. It is basically the beginning of an understanding of another fine art. A great many people enjoy reading that do not like to hear good music or see fine paintings and such. This is merely because they have not been taught. While they were being taught to read, each one rebelled against such "useless" drudgery, and this simply because they could not see beyond their extremely limited noses; they were not aware of the great adventures in reading that lay ahead. Thus it is with liking good music or good art; it all depends, first, on the person's open-minded willingness and sportsmanship in this case.

Why is that cost so high? That is the question we are asking. As college students we well know that knowledge is the greatest aid in solving any problem. Knowledge is needed in this case. It is up to every citizen to know what the money he pays to his political representatives is being used for. This information is available. If it should reveal that many governmental expenditures are unjustifiable—and this is easily possible—the citizen by virtue of his control of the ballot can correct the situation.

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Alumni Notes

Joe McClure and Dot Wilhelm are thoroughly enjoying Agnes Scott. Joe says she would have thought Agnes Scott the best school in the world if she had not come to Junior College first. She is going out for the Journalistic Club.

Harold Riker crashed the first page of the Florida Alligator with a clever column. And Bob Barry both pledged Beta.

Elsie Shippey and Virginia Roush pledged Alpha Phi Sorority at Rollins.

Guilema Daves is thrilled with the Rollins dramatic department. She has designed the scenery for a play to be presented by the dramatic department this semester.

Paul Hanna is far away at Washington where he is attending George Washington and poor George Washington is away down here at Tallahassee.

Ed Turville is enjoying himself at Nashville and Lee University. Roland Moffat is singing over WGR and WBBF in Tallahassee with the Guide Chorus which won second place in the National contests last year.

Characteristic comments from our alumnae at F. S. C. W.: Marion Dore (referring to her nocturnal jaunt up to Tallahassee on the bus): "You know I always did hate to sleep with strange men."

Marie Good—"You know, it's the funniest thing but I got a letter from Vernon today!"

Cornelia Garrick—"Well, girls, Paul says . . ."

Jane Graham—"Can't you please stop about something besides love?"

James Long is pleased with the democratic, friendly atmosphere at Florida. He is impressed with the informality of the professors up there.

Paul Schuh and Kieth Templeton are enrolled at Georgia Tech. Scotty McConnell, after being stood up by one of the belles of Gainesville, is very much perturbed over the feminine situation at the University.

Harold Riker and Gene Corfar in an effort to save stamps have struck upon the plan of writing communal letters to a certain Junior College blonde.

Harry Black informs us that he is wearing glasses as a result of eyestrain caused by too much study in an effort to live up to good old Stetson standards.

Red Webb and Billy Meyer achieved distinction by appearing at a football game attired respectively in violent blue and yellow knickerbockers, giving a most unique interpretation of the Duke codes.

PARDON US

Editor's Note: We thought perhaps some of our students were still in high school and so we reprint this interesting article from the Palmto and Pine in which the class room status is reversed.

Although the teachers have seemingly, inexhaustible fountains of patience, they get tired of hearing students make flimsy excuses every day.

Suppose Miss Teacher surprised one of her English classes by walking in fifteen minutes late. "Class," she has several important announcements to make, so please pay attention. You will pardon my being late as I had to sharpen my pencils in a room on the third floor.

"Now, about those papers you turned in last week. I'm sorry I haven't handed them back yet, but now I couldn't get hold of certain references in time."

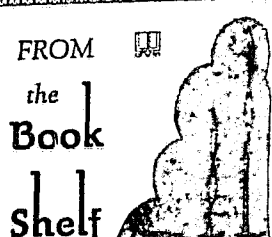
"Some of the papers are not going to be returned at all because I lost them out of my notebook on the way to school."

"Turn to this morning's lesson in dictionary work—you will find practically all of it in the study sheets that are published by the editors. Please do not get the impression that I copied my lesson from one of them. I happened to glance through one of these sheets and saw that it coincided remarkably with my thoughts on the subject. So, as you can get the material more completely from this source, I advise you to read it."

"And about our most recent test. Several pupils have complained that I gave them questions on assignments which had said on the board that they were not to be responsible for. What happened was that I lost my book and don't remember what chapters I had assigned, so I just asked questions here and there."

"You pardon my yawning at you so frequently, this morning, but it's a warm day and I'm rather drowsy. I didn't get home last night. Excuse me until I take a look at this morning's paper."

"As a matter of fact, you may as well go now as we have covered today's ground pretty well. Yes, but I know that fifteen minutes until the bell will ring. I didn't have time to put on my make up this morning because the alarm clock didn't ring and I want to apply it before the next class. You are dismissed!"



FROM the Book Shelf

Bachelor of Arts
By JOHN ERSKINE

Our great satirical John Erskine turns his subtle pen to an analysis of the modern college student.

The author of "The Private Life of John Erskine" tells us in Bachelor of Arts the thoroughly human and sometimes humorous story of Philip "Alce" Hamilton of Trenton, New Jersey, during his career at Columbia University. I have already been started the young man's name was Philip, "but as soon as the Dean and other orators had exhausted themselves in a preliminary week of advice to the incoming freshmen, the sophomore class took Philip in hand, and he had found himself one morning with several essential garments removed, reciting 'My Had a Little Lamb' in front of the statue of Alexander Hamilton. Before long, the Dean had been called to the Dean's office, and the Dean was left waiting on the dock."

He Just Couldn't Break the Shift Mr. Gager has broken his family tradition and bought a new car. It operates so differently from his former cement mixer, that Mr. Gager ran it all the way to town in second gear without knowing it.

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FACULTY RAILTIES

By JACK GARDNER
From a single weak impulse, into the dawn of a comparatively strong idea, these words of decreasing value are written.

Extra! Dean Reed in Jail on Honeymoon!!!
While traveling on his honeymoon, Dean Reed stopped in Syria. The time was just before the World War and the Turks were rapidly coming under the influence of the Germans. Our Dean had been there a number of times before and had found through experience that a passport was unnecessary. In fact he considered it quite beneath his dignity to bother with one. This time the conditions were very different. First, because it was his honeymoon, and second, because the Turks had passed a law requiring a passport from all foreigners. As a result, after the Dean had landed, the Dean was left waiting on the dock.

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