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Bee Gee News July 17, 1935

Bowling Green State University

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"Bookworm" Is Discussed by Open Forum

An enjoyable discussion as to whether or not the bookworm is a misfit in society was the pastime of the Open Forum at its third meeting on Tuesday, July 9.

The main speaker, Dr. Florence J. Williamson, prefaced her definition of a bookworm by means of apt illustrations, with the statement that society depends for its growth on the sharing of experiences. She proceeded to show why the intrinsic merit of education was not in the words of Dr. Bryan of Ohio university, "the transfer of material from the teacher's notebook to the students' and back, without ever passing through the minds of either."

The chief argument against the bookworm's fitness was that he does not create. There are two kinds of adjustment; one in which the individual makes himself fit his environment with as little "to do" as possible; the other serving as means of growth for the individual because he uses environmental conditions to his own ends. Practical people rarely consult the bookworm's advice.

An interesting case was cited concerning a girl who dropped her doctor's degree.

(Continued on page 4, col. 1)

STUDENT OBSERVES ATTITUDE TRENDS

It has been a source of interest to some of us who continually attend B. G. U. to observe the transformation that takes place on the campus when the summer term begins.

Of course, it wouldn't be news to anyone to read that the student personnel looks much more mature than in the winter terms. Anyone can see that. But we have noticed something that everyone can't see because they can only be seen in comparison.

First of all, is the studious attitude that prevails. It hardly seems that we are in the same university when we walk into class in the morning and see every seat filled. What a contrast to winter classes when anywhere from one-third to one-half the class is missing with 'headaches,' 'toothaches,' 'book-aches,' or some other kind of aches.

When we walk into the library we get another surprise. It is usually fairly well filled with students who are actually studying, not just sitting in some lonely corner holding a "ete-ete" with a special friend.

(Continued on page 3, col. 1)

FOLK DANCING PROVES POPULAR

On Monday evening, July 1, a group of about fifty students met in the gymnasium of the Administration building either to be initiated into the art of the folk dance or to renew their acquaintance with it. Despite the heat, these people, under the leadership of Dr. Swanson, entered whole heartedly into the fun. A similar group was conducted by Dr. Swanson during the winter term and both American and foreign dances were learned. At the meeting last Monday such dances as the American polka, the reel, and the Kolo were learned. It is hoped that this group can continue to meet throughout the summer term.

UNIVERSITY LISTS AIMS

Let us look at university life and the institution as a whole and see what things they are trying to develop in the individual. The most satisfactory list that I have ever seen is to be found in the Oberlin Bulletin. Many of our faculty members are graduates of this institution, their success undoubtably due to the high aims of that institution.

The list given is as follows:

To train them in the methods of thinking and in the use of the main tools of thought;

To acquaint them with the main fields of human interest and to direct them to the acquisition of knowledge therein;

To guide them in the integration of knowledge;

To afford intensive training and to encourage creative activity in a given field;

To prepare for further study or occupation after college;

To establish in them the habit of continuous scholarly growth;

To develop their power to enjoy, and create, the beautiful;

To develop their physical and mental health;

To develop their social resourcefulness;

To develop their moral and religious life;

To prepare them for intelligent, effective, and loyal participation in the life of the family, community, nation and the international order.

Are we making these the aims of B. G. S. U.? Let us promote such groups and organizations as would foster these. The open Forum and the Emerson Parliament are steps in the right direction. Let us give them our whole hearted support.

Budget Transfers Killed By Court

July 10, the Supreme Court of Ohio gave an unanimous decision in a test case regarding the authority of the Board of Control to transfer funds from a budget item passed by the General Assembly and approved by the Governor, to an item in the budget vetoed by the Governor.

Such transfers are not within the legal powers of the Board of Control.

This decision leaves the various state departments and state supported institutions without funds for those items of their budgets that were vetoed.

To remedy this situation, it seems that a special session of the legislature will be necessary. Governor Davey announced there would be a special session of the legislature called early in September to consider a tax program. In the meantime, the departments and institutions of Ohio will have to do the best they can until legislative action is taken to remedy the situation.

STUDENTS HEAR FINE MUSICAL PROGRAM

A joint recital featuring the tenor, Forest Lamont, and the cellist, Louise Essex, with Edward Karhu at the piano, was enjoyed by members of the student body in the college auditorium, July 9. Mr. Lamont included in his renditions, "Las Boheme" from Puccini, and Clarke's "The Blind Plowman," while Miss Essex played numbers from Corelli, Debussy, Saint Saens, and Schumann.

The program was continued in the chapel hour on Wednesday by Miss Essex on the cello. The various groups of classics were announced by her able accompanist.

Miss Bower Offers Resignation

Miss Janet Catherine Bower, instructor in English at B. G. U., since 1929, sends her voluntary resignation to President Williams. The surprise being Miss Bower is to enjoy some other occupation.

The News regrets the loss of our friend and wishes Miss Bowers continued success in her work.

CORRECTION

Mrs. Taylor is the instructor of the swimming class and not Mrs. King.
THE GLEANER

You must certainly think about the things which happen on the campus. Your thoughts are just as interesting and worthwhile as those of the other students and faculty members. The Gleaner repeats its plea for your ideas. Jot them down, sign them (initials will do), and drop them into the Bee Gee News box under the office window. Don't wait for us to come to you, come to us. We represent your paper. This is one of your chances to help us. We're depending on YOU!

Of course, one of the main topics of conversation during the past week was the picnic.

Before—"Oh, you're going to the picnic, certainly! We'll have loads of fun!" Last year's picnic was so much fun. I know this one will be, too." "All work and no play isn't fair. Of course, I'm going!" "Where is Otsego?" "What will we have to eat?" "Can we go in swimming?" "Oh, there will be some way of getting out—busses, cars. Don't worry."

During—"My, what a driver he turned out to be! My poor head!" "Time to eat already! Why, I've only been in for fifteen minutes." "Tickets, please." "That committee sure knows its food! Um-m. Ice cream bars." "Look, the merry-go-round's started! Hurry!" "Oh-h, I'm so dizzy after that aerial ride." "There comes a boat. Let's get it." "There's the orchestra!" "Dancing only until 9:30? Oh-h!

After—"That was a swell picnic!" "Didn't we have a grand time?" "How'd you get home?" "Isn't she a good dancer?" "Oh, I'm so sleepy! It was—when I got in." "Wasn't the river lovely in the moonlight?" "That penny dance idea is great!" "We're for picnics! Let's have 'em often!"

And that brings up another subject. Many comments were heard concerning the necessity of the library assistants having to work during the picnic. It does seem that, when something is going on which is of so much interest to the general personnel of the University as an all-college picnic, the entire staff of the college should cooperate. Others of the staff who had student assistants excused them from work during those hours. After all, these people paid as much for their student activity tickets as anyone else and should be permitted the same advantages. It might be interesting to take a count of all the people who went to the library during the time of the picnic. Without a doubt, had other arrangements been made, those people would have gone to the library at some other time without any serious inconvenience to themselves.

Credit should go where credit is due, however. These same library assistants, as much as they had counted on attending the picnic, were very stoical about their lot. They are to be commended for their acquiescence.—A. O. G.

WHAT PRICE ECONOMY?

We are sometimes led to wonder about the value of economy which, when practiced by one group, tends to become a handicap to others. In Governor Davey's worthy attempt to cut the expenses of the state to help the taxpayers, he seems to have failed to anticipate the incumbrance such action may have imposed upon other, as well as many of the same, people.

Several new courses were instituted in the curriculum for the summer with the express purpose of giving to the students something more beneficial and useful than heretofore offered in the same departments. But, due to the cut in the appropriation for the state-supported universities, the materials necessary to vitalize these courses—materials which in most cases would be inexpensive in consideration of the value received from them—cannot be purchased now when they are most needed. In such cases the proposed value has been almost completely nullified.

The work in the laboratory courses has also been seriously hampered. The students pay fees of varying amounts for these courses. They are entitled to certain returns. In each department there was not enough material to meet the needs of the students. More was ordered but, due to lack of funds, the order has been held up indefinitely. This particular material was the cheapest of several kinds available, hence the department had not been extravagant in its choice. As this material is an essential basis in the work of the course, several of the projects cannot be completed until it is available. Other laboratory courses have been affected in similar ways. It does not seem fair that students should furnish material for which they have already paid fees, and which preceding students have had furnished to them.

Most of the members of the student body are the present and future professional men and women of the state; many of them teachers. Certainly they have a right to the best possible training to be offered. How can this training be accomplished when the curriculum so planned cannot be carried out because of lack of materials?
We watch them walking across the campus with their arms loaded with books; we listen in on conversations and hear talk of A's and B's, assignments, papers, books to read, etc. We stand in the halls and watch them hurrying past with no time for idle chatter, and then we realize that these people are here for an education.

Another contrast we can see is in campus activities. We go to a concert and the auditorium is filled with students who listen and applaud as though they had heard and had appreciated what they heard.

If it is a campus forum, we find a large group of students out; if it's a college sing we find them all singing, and if it's a dance—well, there you do find some of them following the B. G. tradition and just standing around.

It's on the dates that the girls notice the big difference. It's just too much to believe when the fellows take them out in automobiles and spend some money on them. When they get home they say—"Was that a dream, or was it really I who did all of that?" and it takes a second or two to realize that they were here for an education.

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Miss Leedom; he has quite a Shakespeare liberty.

Dell Hathaway—a former classmate of Mr. Leedom; has quite a Shakespeare Library.

C. D. LaRue—a jovial person, one of the new graduate students.

Lois Kemmis—A constant reader of the Journal of Home Economics.

Don Woody—one of those quiet unsuspecting persons who teaches in East Liberty.

Carson Marshall—You may see him at Emerson Parliament each Wednesday.

**BEE GEE NEWS**

**Personalities Worth Knowing**

The summer term is half over, there may be several students whom you have not met. Rush around and make their acquaintance these few remaining days. Here are a few suggestions:

Ruth Powell—She's just as full of vim as her brother, the Industrial Arts instructor.

Dell Hathaway—a former classmate of Miss Leedom; has quite a Shakespeare Library.

C. D. LaRue—a jovial person, one of the new graduate students.

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**CALIFORNIA BEAUTY AND BARBER SOLON**

141 W. Wooster—
from Columbia under Dr. Thendike at the age of 24. While a teacher at Ohio State University, her nearly sightless eyes (brought to such condition by unadulterated reading) failed to grasp actual life situations, and students disliked her because she never expressed an opinion of her very own.

A mother of several sons, all of whom were very learned is known to have said, "I wish I had one with common-sense."

An example of a well-proportioned individual as far as interests are concerned was Theodore Roosevelt. When he was informed that he was to give a lecture on biology in New York on a certain Monday night, he invited an eminent authority in the field to the White House for the preceding week-end. After "pumping him dry" with questions, he delivered the lecture on said night in terms which a child could understand.

Ensuing comments from students included these questions: Haven't bookworms accumulated and preserved important facts, statistics, etc., with which such civilization as ours could not possibly have grown? Are our schools swinging too far to the activity side? Should we erase the satisfaction which bookworms get out of pursuing their chosen activity? How prevalent is this disease? Could people so constituted be made happy with other people? Do the pupils suffer materially when the teacher is a bookworm? Why such high premiums on grades if bookworms are not desirable?

In her rebuttal, Dr. Williamson pointed out that what we need is a reorganization of education to eradicate the traditional views which have permitted such queer eccentricities to exist. In order to make our pupils prove socially-capable, our methods should be changed from rote memorizing to problem-solving, and more emphasis should be placed on the development of individual personality.

The meeting on July 16 will be led by Dr. C. C. Kohl at 7:00 o'clock.

**SAFE AND SANE**

**OPPOSITION**

"Now Professor, it seems to me after reading all the references upon the topic, that there is ample opportunity to draw some quite divergent conclusions from the events and conditions under consideration. After careful deliberation, I reached conclusions quite contrary to those you suggest. I was disposed to believe you had made a mistake or overlooked some of the essential facts in the case.

"In order to be fair to you and myself, I have repeatedly gone over the facts to the best of my ability and am obliged to confess that I am under the painful necessity of admitting full agreement with your conclusions."—John P. S. Needless to say I need a good grade.

Editor's Question: "Did John get a good grade?"

John's Answer: "A fat A".

Nuf sed.

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The reason some people never climb the ladder of success is that they wait for the elevator.

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**BEE GEE NEWS**

*OPEN FORUM*

(Continued from page 1, col. 1)

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