

Do You Have Success Syndrome?

(One of the funniest and most popular of the American innocents abroad is the newspaper humorist, Art Buchwald, who as been called the most comic American observer of the European scene since Mark Twain. His columns for the Los Angeles Times Syndicate appear in some 450 newspapers from Enid, Oklahoma to Israel. Since January, 1949, when Buchwald began turning out his columns for the European (Paris) edition of the NEW YORK HERALD TRIBUNE, Buchwald has been entertaining readers with his spirited and sometimes irreverent comments on the celebrities and tourists who came and went on the European scene. Mr. Buchwald presently has 16 books to his credit, including 14 collections of his columns and miscellaneous writings, two guides to Paris, and one novel entitled **A Gift from the Boys.**)

I know no one will believe me, but you're just going to have to take my word for it. I met a college student the other day who said that all he wanted out of life was success and financial security.

He asked me not to use his name because he didn't want to embarrass his parents, so I shall call him Hiram.

"Hiram," I asked him, "Why did you decide to take this revolutionary attitude toward society?"

"I don't exactly know when it happened. I was like most of the rest of the students. I wanted to tear down the school, the society, the establishment. I was just another conformist, and I never questioned why I was doing all the things that were expected of me."

"Then one day I thought to myself, 'There's got to be more to life than getting hit over the head by the cops.' I looked around me and saw nothing but sheep. Every student was doing his thing because someone else had done his thing; and no one was doing or saying anything new."

"So you decided to drop out of the student movement and become a millionaire?"

"Not at first. But I met this girl. She was really way out. She wore a cashmere sweater, a plaid skirt I couldn't believe anyone would dress like that. But I got to talking to her, and she started making sense."

"She said it wasn't enough to lock yourself in a building or go on a hunger strike in your dorm. If you really wanted to change the world, you had to make a lot of money, and then people wouldn't tell you what to do."

"That's radical thinking," I said.

"Then she gave me a book by Prof. Horatio Alger, and I guess no book I ever read has had more of an effect on me"

"Wasn't Prof. Alger the one who came out first with the success syndrome theory?"

"That's he. His story floored me. I mean a whole new world opened for me, and I knew no matter what the consequences were and no matter what other people thought, I was going to work hard and become rich and successful. Life finally took on some meaning for me, and for the first time I felt like a free man."

"What did you do then?"

"I discovered through this girl that there were other students on campus who felt the way I did—not many, but there were enough. So we formed a group called the 'Students for a Successful Society.' At first we had to go underground, because the administration wouldn't

acknowledge us as a legitimate campus organization. But as more and more students heard about us, the SSS kept growing. We've been able to radicalize at least 200 students who would rather be rich than do their thing."

"What are some of your activities to get more supporters?"

"We sell the WALL STREET JOURNAL on campus. We've open-

ed a coffeehouse where you can read back copies of FORTUNE. We have a stock market ticker tape in the back room, and on weekends we have readings from the National Assn. of Manufacturers Bulletins."

"Hiram, I know this all sounds great. But is it possible that this success syndrome movement is just a passing fad?"

"No, it isn't. I know everyone

calls us kooks and weirdos, but no one is going to push us around. We've already had inquiries from other campuses that want to set up similar chapters, and I wouldn't be surprised in the next few years to see what is now a minority movement become the strongest force in the country. After all, nothing succeeds like success."

Art Buchwald

Learning To Learn Is What We Don't Learn In School

"Why should we study this stuff? It's not doing me any good."

The teacher, bored at the prospect of answering this question once again, summons up one of his patented answers. "You need this to get into college" or "You can't graduate and find a good job without this course." Of course neither answer even pretends to define the true value of education to the student. But some teachers counter with the old maxim that reading Shakespeare, proving theorems, memorizing formulas, and performing other seemingly irrelevant mental exercises "sharpen the mind." This assertion is simply not true!

In his book of essays entitled **The Aims of Education**, Alfred North Whitehead attacks this idea, as well as numerous other fallacies associated with our educational system. First of all, Whitehead (who was a professor of philosophy at Harvard) points out that a developing mind is not a passive, inanimate tool to be sharpened like an ax; "You cannot postpone its life until you have sharpened it." Students are human beings, and as such they must utilize their faculties every day. Therefore, to truly benefit from an education, they must understand the connections which exist between "remote" knowledge and everyday activities.

At this point, everyone is probably saying, "I don't want some old teacher telling me what lessons of life I should learn from **Romeo and Juliet.**" This is just the point. When a writer produces a novel, when a scientist develops a new theory or when a philosopher discovers some great truth, their ideas are **alive** and an integral part of their very lives. It is through the artist or scientist himself that inanimate knowledge has significance to life in general. All true knowledge has unity and relevance because it is conceived by Man. When a teacher fails to impart this vital connection, the results are "inert" ideas which have no meaning to the student. But when a student begins to feel this connection, he can discover **for himself** what meaning the knowledge has to him as a unique individual.

So we are told that this universal unity of knowledge exists and that it has significance to modern man; what then is the solution; Whitehead claims that we must "eradicate the fatal disconnection of subjects that kills the validity of our curriculum." He also suggests that teachers keep in mind that "there is only one subject-matter for education, and that is Life in all its manifestations." In essence, the teacher's role is to give direction, meaning, and unity to the student's studies and thoughts. Also, they should realize the importance of teaching "general culture"—that vast body of in-

formation and understanding which makes someone not a successful technician or a successful businessman, but a successful human being. As Whitehead said, "there is nothing more boring than a merely well-informed man."

A teacher does not just hold a job, he plays a key role in the lives of many developing human beings. The mind of a young person is very delicate and very impressionable; what a teacher does in class, or just as importantly, what he does not do, can have far-reaching effects on individuals and on society as a whole. Another great scholar and teacher, Loren Eiseley, had this in mind when he wrote

that "the educator may be the withholder as well as the giver of life."

In this essay I have tried to give an idea of what students should ultimately be striving for and what teachers should be attempting to relate to them. It is appropriate that I should end with another quotation from Alfred North Whitehead: "What education has to impart is an intimate sense for the power of ideas, for the beauty of ideas, for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it."

By Newell Highsmith

Unfun In The Sun -- The New Schedule Causes Problems

The reader could well have predicted that an editorial on the new school hours would appear in HIGH LIFE. Well, despite a reluctance to rehash an issue already widely discussed, here it is. Never let it be said that HIGH LIFE dodges an issue (usually, we run from it).

The school board has, as you probably know, moved the starting times for all schools up one hour. The reason given is that this will keep elementary school children from having to wait in the dark for their school buses. Let's bring up one very interesting point. With Daylight Savings Time, daylight comes only fifteen to twenty minutes after the time that elementary children would normally have been picked up.

We'll get back to this point later. Right now, let's look at the problems the new schedule is causing for high school students. Approximately one-third of the students at Grimsley hold jobs, many of which begin immediately after school. Some of these students will lose their jobs, and many more will

receive less pay because they will have to work fewer hours.

Another problem caused by the new hours is in holding meetings after school. If lucky, a person attending an hour long meeting after school will get home at 6:00 p.m. Athletes will have an especially difficult time. After dressing out, practicing for two hours, dressing, and going home, many of them will not end their day before 8:00 p.m.

And, needless to say, having school buses in rush hour traffic is a dangerous practice.

Now, back to the second paragraph. As I said, daylight comes about fifteen to twenty minutes after the time elementary school children would have been picked up. There are two solutions, equally simple. One, have high school students picked up **before** elementary children. Two, run the schedules for schools fifteen minutes late so that school would start at 8:45 a.m. Either way, the elementary bus loads can be picked up in daylight and high school students will not have to put up with loss of pay of study time, and dangerous rush hour traffic.

"He who is unable to live in society, or has no need to because he is sufficient unto himself, must either be a wild beast or a god."
—Aristotle

Well, which one are you? HIGH LIFE was interested enough to poll every one at Grimsley (we even got around to those frogs you dissected in Biology).

Here's what we found:

WILD BEAST: 93%

PEOPLE: 387%

GODS: .02%

Since the only Gods left at Grimsley are the Fallen Angels of the

HIGH LIFE Staff, and since the Wild Beasts all subscribed last semester, ate the first issue, and died of ink poisoning, you People are left, you, People, you.

So, People, you need to know what's going on. You need to keep informed. You need your very own copy of the Senior Edition. You need something to occupy your time in school. You need something to wrap that big catch in on your next fishing trip. **YOU NEED HIGH LIFE!** And you can have it for the measly sum of \$1.00. Students of Grimsley, **SUBSCRIBE!**