

April 29, 1943.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

After checking with Mr. Shenk on the enrollment of Francis Laird in the 3:30 conditioning class last semester, we feel that he should be given a grade of "F", since he did not attend class after his operation for which he was given a two-months excuse.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

THE UNIVERSITY OF KANSAS
COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

OFFICE OF THE DEAN

April 23, 1943

Dr. Forrest C. Allen
Department of Physical Education
University of Kansas

My dear Dr. Allen:

Two more cases from last semester have just come to light, and we need to straighten them up. They are as follows:

Francis Laird was enrolled in the 3:30 conditioning class for no credit. We have no record of his withdrawal, yet the grade sheet reports him as withdrawn. According to the regulations, his grade should be a failure.

Theodore E. Lehmann enrolled in the 3:30 swimming class. The enrollment card shows the check made by the departmental scribe at the time of enrollment. His name, however, does not appear on the grade sheet at all, which means that his enrollment card was not returned to this office. I am sure I don't know what happened in this case--whether the boy did or did not take the course, and whether he passed or failed. I hope you can find the answer.

Sincerely yours,

Paul B. Lawson

Paul B. Lawson, Dean

PBL:BB

*2 mos.
exp. 40
appendix*

*"C"
keep
grade.
Army 4 F*

April 28, 1943.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I have your letter of April 23rd about Francis Laird and Theodore E. Lehmann, and am able to reply in part to your inquiry.

Francis Laird was enrolled in Mr. Shenk's 3:30 conditioning class last fall. He had a hospital excuse for two months on account of an appendectomy, but since Mr. Shenk is out on a speaking tour the early part of this week we will check with him upon his return, and report to you.

Theodore E. Lehmann had a hospital classification of "C", and a Selective Service classification of "4F". He, therefore, did not take the course.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

April 22, 1943.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I am in receipt of your note of the 20th instant regarding Gerald Ward's enrollment in Physical Conditioning the first semester.

Upon checking the class roll I find that the instructor had marked "WD" in front of Gerald Ward's name, and that he had a number of absences. However, he had hospital excuses covering his through the first of January. No grade was turned in for him, and we are assuming that our student clerks turned to the roll book to see what was recorded there.

Dean Lawson, I consider that we were given an almost insurmountable task, using 18 students instead of a staff of faculty members, and I am surprised that there aren't more of these cases because the students cannot realize what faculty members are forced to realize. These youngsters just don't see the picture that mature adults see.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

THE UNIVERSITY OF KANSAS
COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

OFFICE OF THE DEAN

April 20,

My dear O'Byrne:

Gerald L. Ward enrolled in the 8:30 Correlation class last semester & then changed to the 2:30 class. He did not withdraw, but the final grade sheet gives him a "Wd."

Will you please let us know what happened? According to the rules his grade should be an "F" because of unexcused withdrawal.

Sincerely

Paul B. Lawson

March 24, 1943.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

I have your memorandum regarding Warren Blair.
I assure you we will report any further absences.

He is on probation so far as this department
is concerned, and at the first absence his probation-
ary period ends. At a conference held Saturday after-
noon it was agreed that we would re-admit him to
physical conditioning class if all excused absences
would be made up and that there would be no further
absences.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

University of Kansas

MEMORANDUM

To..... Dr. Forrest C. Allen.....

In re: Blair, Warren.....

If Mr. Blair has any further absences, please report them to this office immediately.

(Signed) *Paul B. Lawson*
DEAN OF THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Per..... blk.....

LAWRENCE..... March 23, 19 43

16-116 7-35-2500

COLLEGE COMMUNICATIONS

March 6, 1943

THE LIBERAL ARTS

A student reared on deficient spiritual and intellectual diet is an easy prey for proponents of the totalitarian view. If his skills only are developed and his mind filled only with technical information, he will know nothing of man's emotional history or his practical experience as a gregarious animal. Not realizing the profound truth of Pascal's saying that human nature is both the glory and the scandal of the universe, he will tend to the extremes of blind utopianism or bitter cynicism. His development as a free man is crippled.

The ideal educational process should include at each level of maturity some continuing contact with those problems of human nature and human destiny which man has assembled under the headings of literature, history, and philosophy. The student in high school, in college, and in graduate school should be concerned, in part at least, with the words "right" and "wrong" in both the ethical and mathematical sense.

Unless he feels the importance of those general ideas which have been a deep-moving force in the lives of men, he runs the risk of partial blindness. Unless he has been concerned with evaluating human thoughts and actions, he will not understand the essential dignity of man. He will, therefore, fail in his comprehensions of the real basis of American democracy; he does not understand the cause for which we fight.

--President James Conant
Harvard University

* * * * *

HERE IT IS AGAIN

Yes, it's time for the mid-semester grades. Please have them in the office, if possible, on Thursday, March 11, and not later than Friday, March 12. Please remember that green cards should be used for the mid-semester reports of Freshmen and Sophomores and white cards for all others. Thank you.

* * * * *

NO MARCH FACULTY MEETING

We will not hold our usual monthly meeting in March.

* * * * *

PROFESSORS A AND B

Professor A is prompt and efficient in his dealings with the College Office. His class cards are sent in when they are due, excessive absences are recorded and reported as they should be, his mid-semester reports are in the office a day early, withdrawal cards are signed and returned the day he receives them, and the grade on his final grade sheet agrees with the grade he reported on the withdrawal card. Being human, he once in a great while may overlook some detail, but the word "business-like" comes to mind every time we think of him.

Professor B is tardy and inefficient in most of his dealings with this office. His class cards, due at the end of the second week, are still safe in his possession, and they probably won't be sent in till we call him up and ask for them. Excessive absences are either not reported at all, or are reported several weeks too late to allow us to do anything constructive with the student. Mid-semester reports are usually a day to a week late. The first withdrawal cards lie around his desk till they are lost, so duplicates and even triplicates must be sent him, and the record of withdrawals is often not recorded in his grade book. Being human, he once in a while looks after one of these matters promptly, but the word "unbusiness-like" comes to mind every time we think of him.

They seem so different--these Professors A and B. And they make us wonder. We wonder if they are just as different in planning their courses, in their daily preparation, in their class presentation, in their checking of each student's work, in their entire job as teachers. We wonder if their students, too, see these differences, and if they, like us, don't often wonder about the relative efficiency of Professors A and B.

A stinging nettle stings when touched lightly, but it doesn't hurt when grasped firmly. Professor A grasps these nettling business details firmly, decides them, gets them off his desk and then off his mind. Professor B lets them lie around his desk indefinitely, accidentally keeps touching them lightly--and keeps getting stung. He seems to enjoy their continued tingling. Funny chap, he.

P.S. In spite of the above, Professor B is a most interesting man who helps to make a cracking good faculty.

Allen

Phys. Ed. (Prof.)

Jr-Sr - 2.00

→ Allen - Phys. Ed.

Fr-SO-M - 2.40

Br-Sr-M - 2.10

COLLEGE COMMUNICATIONS

February 18, 1943

GRADES FOR 1941-'42

TABLE I

Table I shows the grade point indices, or the number of grade points per hour of credit, for each department.

Students from other schools of the University, though enrolled in College classes, are not included in this study. In other words, both tables deal with College students only.

The first column of figures shows the relative ranking of all departments giving College work in 1941-'42; the second column gives the ranking in 1940-'41. The figures in parentheses to the right of the departmental names show the relative ranking for 1941-'42 of the College departments alone.

It seems that about 1.43 for Freshman-Sophomore work and about 1.82 for Junior-Senior work were the median indices for 1941-'42.

We are enclosing your own grade point index. It might be interesting to compare it with your departmental index and also with the College index.

TABLE II

Table II is, we believe, self-explanatory. Note that the first column of figures shows the number of enrollments of College students in the several departments. Obviously the small number of grades considered in some departments detracts from the significance of the several percentages shown.

Below is a comparison of the percentages of grades shown in the last five studies for the College as a whole:

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>I</u>	<u>F</u>
1937-'38	15.0	34.0	34.4	9.9	1.9	4.8
1938-'39	15.1	33.0	35.2	10.5	1.5	4.7
1939-'40	14.7	32.9	35.7	10.6	1.5	4.6
1940-'41	15.3	34.9	34.7	9.2	1.6	4.2
1941-'42	17.7	34.7	33.1	8.8	1.5	4.2

Note the quite general agreement of all the percentages for all five years.

Many people, both students and instructors, might be surprised to note that about half of the grades given during these years were A's and B's.

Last year's grades show the highest percentage of A's and the lowest percentage of failures in five years. It is safe to say that never before have there been fewer poor students or more superior students in the College.

TABLE I

GRADE POINT INDICES FOR FALL '41 - SPRING '42

<u>Freshman-Sophomore Courses</u>				<u>Junior-Senior Courses</u>			
<u>Rank</u> <u>'41-</u> <u>'42</u>	<u>Rank</u> <u>'40-</u> <u>'41</u>	<u>Department</u>	<u>Index</u>	<u>Rank</u> <u>'41-</u> <u>'42</u>	<u>Rank</u> <u>'40-</u> <u>'41</u>	<u>Department</u>	<u>Index</u>
1	1	Music (All Applied)	2.22	1	1	German	(1) 2.14
2	9	French and Italian	(1) 2.04	2	2	French and Italian	(2) 2.05
3	2	Physical Education	1.94	2	5	Spanish and Port.	(2) 2.05
4	3	Design	1.85	4	3	Latin and Greek	(4) 2.00
5	14	Musical Theory	1.84	5	6	Musical Theory	1.99
6	7	Latin and Greek	(2) 1.80	6	9	Mathematics	(5) 1.97
* 7	5	Philosophy	(3) 1.78	7	11	English	(6) 1.94
* 8	6	Psychology	(4) 1.67	8	8	Psychology	(7) 1.93
9	11	German	(5) 1.61	9	16	Education	1.88
* 10	23	Journalism	(6) 1.60	10	11	Philosophy	(8) 1.86
* 11	8	Religion	1.53	11	10	Political Science	(9) 1.85
12	4	Speech	(7) 1.52	12	11	Speech	(10) 1.83
13	15	Physiology	(8) 1.50	13	17	Military Science	1.82
14	12	Home Economics	(9) 1.48	13	18	Home Economics	(11) 1.82
15	20	Entomology	(10) 1.47	15	7	Physics and Ast.	(12) 1.81
16	9	Botany	(11) 1.42	16	21	Religion	1.74
* 17	13	Sociology	(12) 1.41	17	11	Physiology	(13) 1.73
17	18	Political Science	(12) 1.41	18	3	Botany	(14) 1.71
19	17	English	(14) 1.39	19	20	Zoology	(15) 1.70
20	16	Spanish	(15) 1.38	19	18	History	(15) 1.70
21	29	Drawing and Ptg.	1.37	19	23	Sociology	(15) 1.70
22	25	History	(16) 1.33	22	11	Entomology	(18) 1.68
23	24	Economics	(17) 1.27	23	25	Geology	(19) 1.66
24	27	Physics and Ast.	(18) 1.25	24	23	Bacteriology	(20) 1.60
25	20	Zoology	(19) 1.24	24	30	Biochemistry	1.60
26	22	Geology	(20) 1.23	26	25	Journalism	(21) 1.59
27	26	Chemistry	(21) 1.21	27	28	Business	1.57
28	28	Mathematics	(22) 1.12	28	21	Chemistry	(22) 1.47
29	18	Military Science	1.08	29	27	Economics	(23) 1.38
				30	29	Drawing and Ptg.	1.27

* Courses not open to freshmen.

TABLE II

THE DISTRIBUTION OF MARKS IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES
FOR FALL '41 - SPRING '42

		Number of Student Marks	A%	B%	C%	D%	I%	F%
Anatomy	Jr-Sr	7	14.3	57.1	28.6			
Bacteriology	Fr-So	42	11.9	57.1	26.2	2.4	2.4	
	Jr-Sr	175	13.7	50.9	28.6	4.6	2.2	
Biochemistry	Jr-Sr	21		61.9	28.6	4.75	4.75	
Botany	Fr-So	211	17.1	33.1	31.3	12.3		6.2
	Jr-Sr	38	26.3	34.2	23.7	13.2	2.6	
Chemistry	Fr-So	458	15.7	28.8	26.6	16.4	1.3	11.2
	Jr-Sr	159	20.1	35.2	23.3	13.2	1.3	6.9
Design	Fr-So	45	28.9	32.7	28.8	1.3		8.3
	Jr-Sr	13	4.5	43.1	13.7	38.7		
Economics	Fr-So	867	14.9	25.5	37.1	15.1	1.0	6.4
	Jr-Sr	225	16.4	28.0	38.7	12.0	.5	4.4
English	Fr-So	1824	13.5	32.2	36.3	11.0	1.5	5.5
	Jr-Sr	441	24.6	44.8	24.7	.9	3.6	1.4
Entomology	Fr-So	117	12.8	34.2	43.6	5.1	.9	3.4
	Jr-Sr	86	22.2	32.6	39.5	3.5	1.1	1.1
French and Italian	Fr-So	157	37.4	40.7	17.3	2.3	1.3	1.0
	Jr-Sr	24	43.7	40.7	15.6			
Geology and Geography	Fr-So	386	8.2	26.5	37.6	21.3	1.1	5.3
	Jr-Sr	88	23.0	38.7	33.3	2.1		2.9
German	Fr-So	291	28.9	26.8	26.4	9.3	1.4	7.2
	Jr-Sr	7	42.8	28.6	28.6			
History	Fr-So	423	14.0	26.7	35.7	14.4	3.5	5.7
	Jr-Sr	338	16.9	40.2	31.4	4.1	6.2	1.2
Home Economics	Fr-So	336	8.0	39.4	41.4	7.1	1.8	2.3
	Jr-Sr	199	14.6	51.7	32.7	1.0		
Journalism	Fr-So	134	17.9	38.8	32.8	6.3	1.4	2.8
	Jr-Sr	288	15.3	38.2	34.7	8.7	2.1	1.0
Latin and Greek	Fr-So	82	24.5	46.4	20.7	4.9	1.1	2.4
	Jr-Sr	19	21.1	57.8	21.1			
Mathematics	Fr-So	621	16.9	20.9	31.1	16.3	1.0	13.8
	Jr-Sr	36	36.1	38.9	22.2			2.8
Military Science	Fr-So	562	11.1	40.6	40.6	6.7	.3	.7
	Jr-Sr	52	15.4	51.9	32.7			
Music (Applied)	All	296	48.9	36.1	9.7	2.3	1.0	2.0
Musical Theory	Fr-So	38	15.8	60.5	21.0			
	Jr-Sr	54	37.1	27.8	29.7		3.5	1.9

		Number of Student Marks	A%	B%	C%	D%	I%	F%
Philosophy	Fr-So	240	26.3	32.9	27.9	9.5	1.3	2.1
	Jr-Sr	86	34.9	25.6	32.5	4.7	2.3	
Physical Education	Fr-So	451	17.8	28.3	51.1	1.4	.6	.8
	Jr-Sr	217	8.7	86.9	4.4			
Physics and Astronomy	Fr-So	288	14.4	25.5	29.6	18.5	.3	11.7
	Jr-Sr	32	9.4	59.4	21.9	6.2	3.1	
Physiology	Fr-So	264	17.4	33.7	34.5	8.7	.8	4.9
	Jr-Sr	72	19.5	40.3	36.1	4.1		
Political Science	Fr-So	295	14.2	33.9	38.3	9.8	.7	3.1
	Jr-Sr	234	26.9	34.2	33.3	3.9	1.3	.4
Psychology	Fr-So	334	17.4	36.2	41.0	3.9	1.2	.3
	Jr-Sr	499	28.2	45.8	21.4	3.3	1.1	.2
Religion	Fr-So	33	18.1	36.5	45.4			
	Jr-Sr	120	13.3	40.8	45.1		.8	
School of Business	Jr-Sr	66	25.7	21.2	36.3	7.5	3.1	6.2
Social Science Survey	Fr-So	408	11.2	23.7	33.8	17.6	.7	13.0
Sociology	Fr-So	209	12.4	36.3	37.8	8.7	3.4	1.4
	Jr-Sr	507	15.2	42.2	35.1	4.3	3.0	.2
Spanish and Portuguese	Fr-So	780	18.5	28.3	34.7	13.2	.4	4.9
	Jr-Sr	58	25.9	55.2	18.9			
Speech	Fr-So	358	11.2	38.3	41.3	5.3	1.4	2.5
	Jr-Sr	131	16.8	56.5	22.9	3.0	.8	
Zoology	Fr-So	196	15.8	27.0	32.2	12.8	1.0	11.2
	Jr-Sr	235	17.9	45.5	27.2	4.3	3.8	1.3
TOTALS								
Freshman-Sophomore		11,119	15.8	31.9	35.2	10.6	1.2	5.3
Junior-Senior		4,508	22.4	41.7	28.3	4.3	2.2	1.1
Total Marks		15,627	17.7	34.7	33.1	8.8	1.5	4.2

COLLEGE COMMUNICATIONS

February 20, 1943

NOTICE OF FACULTY MEETING

The College Faculty will meet at 4:30 on Tuesday, February 23, in Fraser Theater. There will be some discussion of the status of the liberal arts college in America during the war period. A large attendance is desired, as it is highly important that we thoughtfully face both the problems and the opportunities of these days.

* * * * *

CLASS CARDS

Class cards are past due in this office. If you have not already done so, will you please return them at once so we can make the class rolls.

* * * * *

A DIFFICULT SEMESTER

We can face our difficulties this semester feeling sorry for ourselves, excusing ourselves and our students for second-rate endeavor and in general with a spirit of listlessness, or discouragement, which will inevitably result in our doing a mediocre quality of work.

If we permit such a spirit to dominate us, we are not worthy descendants of our fathers, who in every generation faced their own difficulties and mastered them. And certainly our own morale will not be high if we do not do our work with enthusiasm and with all the energy and devotion of which we are capable.

The things that war has done to colleges are done. We can view them, if we wish, as a series of unmitigated misfortunes, and sit down to bewail them. In this direction lie gloom, inertness, and unmanliness. God pity the colleges of America if this be our general feeling.

On the other hand, these days may be among the most interesting and the most beneficial to our colleges if we accept their challenge and look upon them as giving us the opportunity to make a valuable contribution to the winning of the war, and to develop a better and more worthwhile system of education.

* * * * *

MID-SEMESTERS

Mid-semester grades are due Friday, March 12. In order to do the necessary office work with these reports on that weekend, every class report should be in if possible before the twelfth, and certainly not later than that date. Your cooperation is earnestly requested, and we ask that you plan your quizzes so that you will have plenty of time to grade them and make your report very promptly.

* * * * *

I think it can be stated as almost an historical truism that the greatest civilizations of history have been the best educated civilizations. And when I speak of education in this sense, I do not have in mind what so many today claim as education, namely, special training to do particular jobs. Clearly in a technological age like ours, a great deal of training is necessary. Some of us must learn how to be mechanics, some how to be architects, or chemists. Some will have a special aptitude for medicine. And a great many will have--or think they have--a mysterious talent which induces them to undertake the practice of law.

But none of these specialties constitutes true education. They are training for skills by which men live. I am thinking, rather, of what we call the liberal arts. I am speaking of education for its own sake: to know for the sheer joy of understanding; to speculate, to analyze, to compare, and to imagine.

Look back across the panorama of history. Is it not true that the pinnacles of civilization have been achieved by the cities and states most proficient in the liberal arts and occupations? In their contributions to the enrichment of human life, the Greeks, I believe, tower above us all. Yet this is not because the Greeks were good navigators, which they were; nor because they were great architects, which indeed they were. It was rather because almost all their leaders--and many of their citizens whose names we do not know--enjoyed knowledge and revered the arts. The Greek cities conquered the eastern Mediterranean with the sword. But they conquered posterity with their minds.

--From a talk by Wendell L. Willkie delivered at Duke University

THE UNIVERSITY OF KANSAS
COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

OFFICE OF THE DEAN

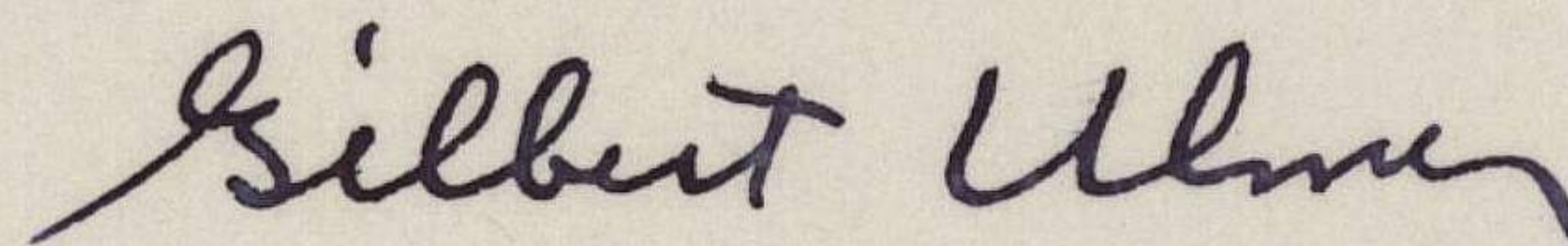
February 20, 1943

Dr. F. C. Allen
Department of Physical Education

Dear Dr. Allen:

Enclosed is a list of the College students who are on probation this semester. One of our College regulations prescribes that no student on probation may engage in extra-curricular activities of any sort except intramural athletics; and we hope that you will not allow anyone named on this list to take part in athletic activities under your direction this semester.

Very truly yours,



Gilbert Ulmer
Assistant Dean

GU:BB

The following students will be on College probation
for the spring semester of 1943:

Alexander, Betty

* Asher, John

* Ashlock, June

Aylward, Frances

* Bartlett, Dwight

Bell, Esther

Berg, Lillus

Binderim, Donald F.

Brown, Henry M.

Clymer, David H.

Conniff, William

Costello, Edward Vaughan

Cowperthwaite, Glenn Leonard

Dockstader, Ralph

* Dougherty, Warren Robert

* Duffy, John

* Elliott, Richard

* Gregory, Bettilou

* Hinshaw, Stephen Curtis

Ingram, Marjorie

Kern, Donald E., Jr.

* Koerner, Otto

* Kouri, Charles

* McComb, Geraldine

* McKay, James B.

* Meschke, Maureen

* Munger, Charles

* Pace, Mary H.

- * Pine, Ralph
- * Randell, John W.
- * Resler, Paul
- * Ripley, Prescott A.
- * Robinson, Willie Maude
- Shepard, Eugene
- Silvey, Beatrice Alice
- * Sime, Billy
- * Starr, William A.
- * Staver, Donald
- * Stone, Robert
- Windler, Edwin
- * Winterscheidt, Betty
- Young, Anna Mae

The following students will be on Registrar's probation
for the spring semester of 1943:

Cook, Catherine Joan

Manley, Patricia

Netzer, Edwin John

Reid, Barbara Jean

* Rose, Jean Helen

* Those students on final probation

UNIVERSITY OF KANSAS
SCHOOL OF ENGINEERING AND ARCHITECTURE
LAWRENCE

OFFICE OF THE DEAN

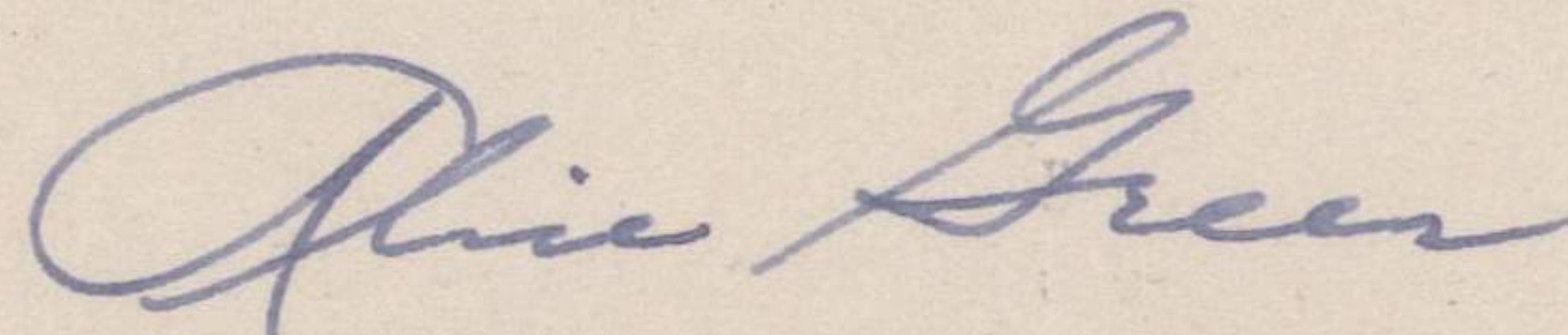
February 17, 1943

Dr. Forrest C. Allen, Chairman
The American Red Cross
Lawrence, Kansas

Dear Dr. Allen:

Your form letter addressed to Dean
J. J. Jakosky relative to the American Red
Cross has been received. Dean Jakosky is
in the East. As soon as he returns, we
shall call his attention to your communi-
cation.

Very truly yours,



Alice Greer, Secretary
School of Engineering
and Architecture

7 Replugle

Phys. Ed.

Fr-So-M - 2.50

> Replagle

-Phys. Ed.

(Prof.)

Fr-SO = 1.00

COLLEGE COMMUNICATIONS

February 18, 1943

GRADES FOR 1941-'42

TABLE I

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We are enclosing your own grade point index. It might be interesting to compare it with your departmental index and also with the College index.

TABLE II

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Below is a comparison of the percentages of grades shown in the last five studies for the College as a whole:

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>I</u>	<u>F</u>
1937-'38	15.0	34.0	34.4	9.9	1.9	4.8
1938-'39	15.1	33.0	35.2	10.5	1.5	4.7
1939-'40	14.7	32.9	35.7	10.6	1.5	4.6
1940-'41	15.3	34.9	34.7	9.2	1.6	4.2
1941-'42	17.7	34.7	33.1	8.8	1.5	4.2

Note the quite general agreement of all the percentages for all five years.

Many people, both students and instructors, might be surprised to note that about half of the grades given during these years were A's and B's.

Last year's grades show the highest percentage of A's and the lowest percentage of failures in five years. It is safe to say that never before have there been fewer poor students or more superior students in the College.

TABLE I

GRADE POINT INDICES FOR FALL '41 - SPRING '42

<u>Freshman-Sophomore Courses</u>				<u>Junior-Senior Courses</u>			
<u>Rank</u> <u>'41-</u> <u>'42</u>	<u>Rank</u> <u>'40-</u> <u>'41</u>	<u>Department</u>	<u>Index</u>	<u>Rank</u> <u>'41-</u> <u>'42</u>	<u>Rank</u> <u>'40-</u> <u>'41</u>	<u>Department</u>	<u>Index</u>
1	1	Music (All. Applied)	2.22	1	1	German	(1) 2.14
2	9	French and Italian	(1) 2.04	2	2	French and Italian	(2) 2.05
3	2	Physical Education	1.94	2	5	Spanish and Port.	(2) 2.05
4	3	Design	1.85	4	3	Latin and Greek	(4) 2.00
5	14	Musical Theory	1.84	5	6	Musical Theory	1.99
6	7	Latin and Greek	(2) 1.80	6	9	Mathematics	(5) 1.97
* 7	5	Philosophy	(3) 1.78	7	11	English	(6) 1.94
* 8	6	Psychology	(4) 1.67	8	8	Psychology	(7) 1.93
9	11	German	(5) 1.61	9	16	Education	1.88
* 10	23	Journalism	(6) 1.60	10	11	Philosophy	(8) 1.86
* 11	8	Religion	1.53	11	10	Political Science	(9) 1.85
12	4	Speech	(7) 1.52	12	11	Speech	(10) 1.83
13	15	Physiology	(8) 1.50	13	17	Military Science	1.82
14	12	Home Economics	(9) 1.48	13	18	Home Economics	(11) 1.82
15	20	Entomology	(10) 1.47	15	7	Physics and Ast.	(12) 1.81
16	9	Botany	(11) 1.42	16	21	Religion	1.74
* 17	13	Sociology	(12) 1.41	17	11	Physiology	(13) 1.73
17	18	Political Science	(12) 1.41	18	3	Botany	(14) 1.71
19	17	English	(14) 1.39	19	20	Zoology	(15) 1.70
20	16	Spanish	(15) 1.38	19	18	History	(15) 1.70
21	29	Drawing and Ptg.	1.37	19	23	Sociology	(15) 1.70
22	25	History	(16) 1.33	22	11	Entomology	(18) 1.68
23	24	Economics	(17) 1.27	23	25	Geology	(19) 1.66
24	27	Physics and Ast.	(18) 1.25	24	23	Bacteriology	(20) 1.60
25	20	Zoology	(19) 1.24	24	30	Biochemistry	1.60
26	22	Geology	(20) 1.23	26	25	Journalism	(21) 1.59
27	26	Chemistry	(21) 1.21	27	28	Business	1.57
28	28	Mathematics	(22) 1.12	28	21	Chemistry	(22) 1.47
29	18	Military Science	1.08	29	27	Economics	(23) 1.38
				30	29	Drawing and Ptg.	1.27

* Courses not open to freshmen.

TABLE II

THE DISTRIBUTION OF MARKS IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES
FOR FALL '41 - SPRING '42

		Number of Student Marks	A%	B%	C%	D%	I%	F%
Anatomy	Jr-Sr	7	14.3	57.1	28.6			
Bacteriology	Fr-So	42	11.9	57.1	26.2	2.4	2.4	
	Jr-Sr	175	13.7	50.9	28.6	4.6	2.2	
Biochemistry	Jr-Sr	21		61.9	28.6	4.75	4.75	
Botany	Fr-So	211	17.1	33.1	31.3	12.3		6.2
	Jr-Sr	38	26.3	34.2	23.7	13.2	2.6	
Chemistry	Fr-So	458	15.7	28.8	26.6	16.4	1.3	11.2
	Jr-Sr	159	20.1	35.2	23.3	13.2	1.3	6.9
Design	Fr-So	45	28.9	32.7	28.8	1.3		8.3
	Jr-Sr	13	4.5	43.1	13.7	38.7		
Economics	Fr-So	867	14.9	25.5	37.1	15.1	1.0	6.4
	Jr-Sr	225	16.4	28.0	38.7	12.0	.5	4.4
English	Fr-So	1824	13.5	32.2	36.3	11.0	1.5	5.5
	Jr-Sr	441	24.6	44.8	24.7	.9	3.6	1.4
Entomology	Fr-So	117	12.8	34.2	43.6	5.1	.9	3.4
	Jr-Sr	86	22.2	32.6	39.5	3.5	1.1	1.1
French and Italian	Fr-So	157	37.4	40.7	17.3	2.3	1.3	1.0
	Jr-Sr	24	43.7	40.7	15.6			
Geology and Geography	Fr-So	386	8.2	26.5	37.6	21.3	1.1	5.3
	Jr-Sr	88	23.0	38.7	33.3	2.1		2.9
German	Fr-So	291	28.9	26.8	26.4	9.3	1.4	7.2
	Jr-Sr	7	42.8	28.6	28.6			
History	Fr-So	423	14.0	26.7	35.7	14.4	3.5	5.7
	Jr-Sr	338	16.9	40.2	31.4	4.1	6.2	1.2
Home Economics	Fr-So	336	8.0	39.4	41.4	7.1	1.8	2.3
	Jr-Sr	199	14.6	51.7	32.7	1.0		
Journalism	Fr-So	134	17.9	38.8	32.8	6.3	1.4	2.8
	Jr-Sr	288	15.3	38.2	34.7	8.7	2.1	1.0
Latin and Greek	Fr-So	82	24.5	46.4	20.7	4.9	1.1	2.4
	Jr-Sr	19	21.1	57.8	21.1			
Mathematics	Fr-So	621	16.9	20.9	31.1	16.3	1.0	13.8
	Jr-Sr	36	36.1	38.9	22.2			2.8
Military Science	Fr-So	562	11.1	40.6	40.6	6.7	.3	.7
	Jr-Sr	52	15.4	51.9	32.7			
Music (Applied)	All	296	48.9	36.1	9.7	2.3	1.0	2.0
Musical Theory	Fr-So	38	15.8	60.5	21.0			
	Jr-Sr	54	37.1	27.8	29.7		3.5	1.9

		Number of Student Marks	A%	B%	C%	D%	I%	F%
Philosophy	Fr-So	240	26.3	32.9	27.9	9.5	1.3	2.1
	Jr-Sr	86	34.9	25.6	32.5	4.7	2.3	
Physical Education	Fr-So	451	17.8	28.3	51.1	1.4	.6	.8
	Jr-Sr	217	8.7	86.9	4.4			
Physics and Astronomy	Fr-So	288	14.4	25.5	29.6	18.5	.3	11.7
	Jr-Sr	32	9.4	59.4	21.9	6.2	3.1	
Physiology	Fr-So	264	17.4	33.7	34.5	8.7	.8	4.9
	Jr-Sr	72	19.5	40.3	36.1	4.1		
Political Science	Fr-So	295	14.2	33.9	38.3	9.8	.7	3.1
	Jr-Sr	234	26.9	34.2	33.3	3.9	1.3	.4
Psychology	Fr-So	334	17.4	36.2	41.0	3.9	1.2	.3
	Jr-Sr	499	28.2	45.8	21.4	3.3	1.1	.2
Religion	Fr-So	33	18.1	36.5	45.4			
	Jr-Sr	120	13.3	40.8	45.1		.8	
School of Business	Jr-Sr	66	25.7	21.2	36.3	7.5	3.1	6.2
Social Science Survey	Fr-So	408	11.2	23.7	33.8	17.6	.7	13.0
Sociology	Fr-So	209	12.4	36.3	37.8	8.7	3.4	1.4
	Jr-Sr	507	15.2	42.2	35.1	4.3	3.0	.2
Spanish and Portuguese	Fr-So	780	18.5	28.3	34.7	13.2	.4	4.9
	Jr-Sr	58	25.9	55.2	18.9			
Speech	Fr-So	358	11.2	38.3	41.3	5.3	1.4	2.5
	Jr-Sr	131	16.8	56.5	22.9	3.0	.8	
Zoology	Fr-So	196	15.8	27.0	32.2	12.8	1.0	11.2
	Jr-Sr	235	17.9	45.5	27.2	4.3	3.8	1.3
TOTALS								
Freshman-Sophomore		11,119	15.8	31.9	35.2	10.6	1.2	5.3
Junior-Senior		4,508	22.4	41.7	28.3	4.3	2.2	1.1
Total Marks		15,627	17.7	34.7	33.1	8.8	1.5	4.2

COLLEGE COMMUNICATIONS

February 20, 1943

NOTICE OF FACULTY MEETING

The College Faculty will meet at 4:30 on Tuesday, February 23, in Fraser Theater. There will be some discussion of the status of the liberal arts college in America during the war period. A large attendance is desired, as it is highly important that we thoughtfully face both the problems and the opportunities of these days.

* * * * *

CLASS CARDS

Class cards are past due in this office. If you have not already done so, will you please return them at once so we can make the class rolls.

* * * * *

A DIFFICULT SEMESTER

We can face our difficulties this semester feeling sorry for ourselves, excusing ourselves and our students for second-rate endeavor and in general with a spirit of listlessness, or discouragement, which will inevitably result in our doing a mediocre quality of work.

If we permit such a spirit to dominate us, we are not worthy descendants of our fathers, who in every generation faced their own difficulties and mastered them. And certainly our own morale will not be high if we do not do our work with enthusiasm and with all the energy and devotion of which we are capable.

The things that war has done to colleges are done. We can view them, if we wish, as a series of unmitigated misfortunes, and sit down to bewail them. In this direction lie gloom, inertness, and unmanliness. God pity the colleges of America if this be our general feeling.

On the other hand, these days may be among the most interesting and the most beneficial to our colleges if we accept their challenge and look upon them as giving us the opportunity to make a valuable contribution to the winning of the war, and to develop a better and more worthwhile system of education.

* * * * *

MID-SEMESTERS

Mid-semester grades are due Friday, March 12. In order to do the necessary office work with these reports on that weekend, every class report should be in if possible before the twelfth, and certainly not later than that date. Your cooperation is earnestly requested, and we ask that you plan your quizzes so that you will have plenty of time to grade them and make your report very promptly.

* * * * *

I think it can be stated as almost an historical truism that the greatest civilizations of history have been the best educated civilizations. And when I speak of education in this sense, I do not have in mind what so many today claim as education, namely, special training to do particular jobs. Clearly in a technological age like ours, a great deal of training is necessary. Some of us must learn how to be mechanics, some how to be architects, or chemists. Some will have a special aptitude for medicine. And a great many will have--or think they have--a mysterious talent which induces them to undertake the practice of law.

But none of these specialties constitutes true education. They are training for skills by which men live. I am thinking, rather, of what we call the liberal arts. I am speaking of education for its own sake: to know for the sheer joy of understanding; to speculate, to analyze, to compare, and to imagine.

Look back across the panorama of history. Is it not true that the pinnacles of civilization have been achieved by the cities and states most proficient in the liberal arts and occupations? In their contributions to the enrichment of human life, the Greeks, I believe, tower above us all. Yet this is not because the Greeks were good navigators, which they were; nor because they were great architects, which indeed they were. It was rather because almost all their leaders--and many of their citizens whose names we do not know--enjoyed knowledge and revered the arts. The Greek cities conquered the eastern Mediterranean with the sword. But they conquered posterity with their minds.

--From a talk by Wendell L. Willkie delivered at Duke University

January 27, 1943.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

Mrs. Hulteen has referred to me the matter of students with a hospital classification of "C" or "D". These students are automatically exempt and are not required to take physical conditioning. Dr. Mix stated that he was already overworked, and since the hospital has to pass on all these students anyhow, it is simpler to excuse them from the course. It is obvious that it would add more work for Dr. Mix.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

January 4, 1943.

Dean Paul B. Lawson,
College of Liberal Arts and Sciences,
University of Kansas.

Dear Dean Lawson:

Thank you for your courtesy in returning to this office the class cards which were incorrectly made out by the scribes at enrollment time. When the class cards first came to this office we naturally supposed they were made out correctly, and for that reason returned them to your office after they had been signed.

With appreciation, I am

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

THE UNIVERSITY OF KANSAS

COLLEGE OF LIBERAL ARTS
AND SCIENCES

LAWRENCE

January 1, 1943

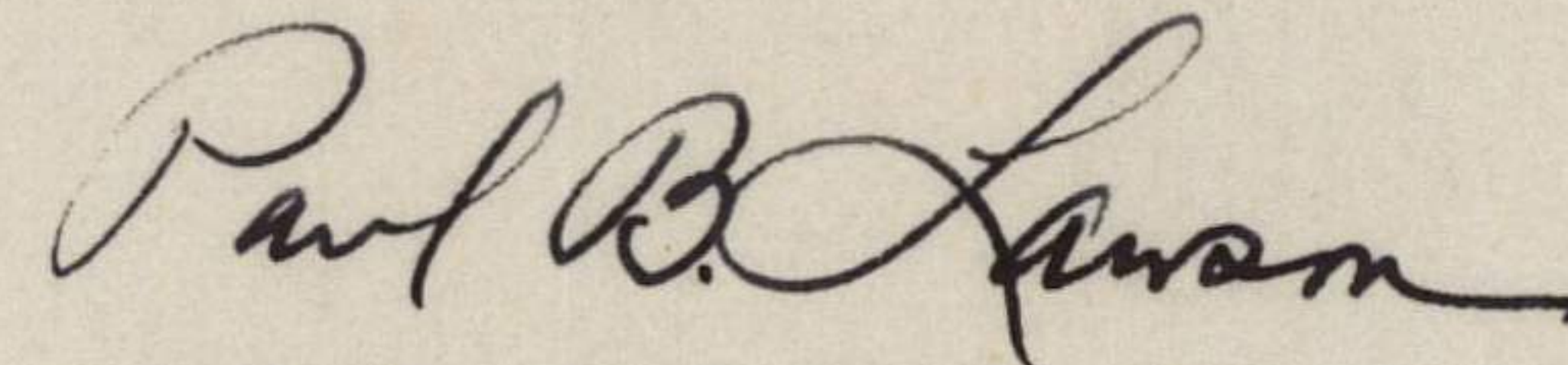
OFFICE OF THE DEAN

Dr. Forrest C. Allen
Department of Physical Education

My dear Dr. Allen:

I am returning a little package of cards to you which were incor-
rectly made out by the Physical Education scribes. None of these
is a College student, and, therefore, their class cards should not
be College class cards. I believe your office will want to make
out the proper class cards and send them to the offices of the
Deans concerned.

Sincerely yours,



Paul B. Lawson, Dean

PBL:blk

Enclosure

COLLEGE COMMUNICATIONS

January 11, 1943

TERM END FAVORS

Please help the College Office by:

1. Sending us at once a red card for each student who has withdrawn from your course with failure.
2. Sending us a red card for each student who fails at the end of the semester as soon as you know he has failed, and not later than your handing in of the grade sheet.
3. Sending us a blue card for each student who receives an Incomplete.
4. Turning in your final grade sheets very promptly. It would greatly help if you would send each sheet as soon as the grades of that class have been made out.

ALL grades are needed for us to determine whether students have met probation requirements and to check changes in classification. It is very important, therefore, that we have all of your grade sheets in this office not later than 24 hours after each examination. Every late grade sheet complicates and slows up our enrollment procedure.

Red and blue cards may be obtained at the departmental offices.

Blessings on all instructors who do all the above!

DISCIPLINE

There is a philosophy which stems from Rousseau that our youngsters come to us "trailing clouds of glory from God who is their home," and that all we have to do is to let their glory flower in the garden of freedom. No weeding, no cultivating, no fertilizing, no trimming, no pruning, no discipline. Well, we who have children and we who teach know that our youngsters, however lovable, aren't just like that, and they themselves know they aren't just like that, or most of them do. Strangely enough, they like discipline, if it be reasonable and fair discipline. We have all heard of the youngster who objected to marching with his mates because he had a sacred rhythm of his own, but we have also heard of the bored youngster in an ultra modern school who complained, "Please, teacher, do we have to do what we want to do now?"

--Former President George Norlin
University of Colorado

ADVISERS' MEETING

All advisers who help with enrollment are asked to meet at 3:30 on Monday, January 18, in Room 103 Frank Strong Hall. We feel that every adviser should be present at this meeting, for a good many changes have been made which should be brought to our attention. We plan to discuss in detail these changes and the problems of enrollment in the hope that all of us can do our work quickly and yet accurately during the one day which will be given to enrollment on Tuesday, January 19.

A POINT OF VIEW

Education has been concerned with teaching people how to learn rather than what to learn. It has taught the history of philosophy but carefully refrained from giving any guidance in evaluating philosophy. In his desire to be scientific and objective, the philosopher has carefully concealed his own opinions, forgetting that the great philosophers of the past were violently partisan. Men like Socrates, Plato and Aristotle frankly had an axe to grind and made no bones about it. They were exiled and put to death for the things they advocated. It is a bit difficult to imagine the conventional modern philosopher suffering any such inconvenience because of positions which he takes before his classes. The upshot of it all is, the schools have refused to face the most important questions the student asks--"what is the meaning of life?"

Education has been extremely vocal about techniques and strangely silent about goals.

We are now seeking the fruits of this type of education. Graduates emerge well equipped with skills but not provided with any purpose to give point and direction to these skills. They are launched on the sea of life with high speed engines and no steering gears. Thus equipped, they are in no sense free, even though they live in a free society with all restraints removed and the "lid off" to boot. The cold reality is there is no imprisonment more unendurable than purposelessness. What good is freedom to people that are lost in the woods with no sense of direction?

--Dr. Paul Calvin Payne in the
Coe College Courier