

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 Sending us at once a red card for each student who has withdrawn from your course with failure.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