

WHAT SHOULD THE COLLEGE DO?

A report to the Faculty of the College of Liberal Arts and Sciences of the University of Kansas, drafted by John E. Hankins from materials obtained in group discussions of the Committee on the Statement of Aims and Purposes of the Liberal Arts College

The Committee:

Carroll Clark
Arthur Davidson
Kenneth Davidson
H. H. Lane
Clifford Osborne
Theodore Paullin
Edwin Stene

John E. Hankins, Chairman

What Should The College Do?

I

In times of crisis such as now exist in the world, men and women are brought to examine more closely the ideals by which they live, to slough off the complacent acceptance of things as they are, to seek within themselves and their past actions the causes of a catastrophe which they hope to avoid in the future. To no group is such self-examination more important than to the college teachers of America, who strongly influence at a most impressionable time of life the youth who are to be the mature citizenry of the most powerful single nation on earth. Such a responsibility, indirect though it may seem, is not to be lightly dismissed, and its increasing importance may be easily shown from the rising enrollment figures in American colleges during the past generation. It is easy for us as teachers to forget the dignity of our high calling, to judge its value by the somewhat meager financial and social recognition often accorded it, but a moment's consideration should assure us that those who guide the minds and help to form the characters of a nation's youth have much to do with determining that nation's destiny.

It is particularly appropriate that the faculties of liberal arts colleges should concern themselves with the aims and accomplishments of education, since within our system of instruction the college is the most advanced unit that concerns itself with general education, or education taken as a whole. Beyond it are various professional schools and specialized departmental programs involving intensive study within a limited range, but the college affords the last chance to give students a well-rounded training, to impart a comprehensive view of life and the ability to meet its problems. It is highly important that college teachers should never lose sight of this general and inclusive function, as their own interest in special fields of knowledge may sometimes tempt them to do.

In just this connection, however, the college today faces one of its gravest problems. Formerly, the traditional subjects of the liberal arts curriculum were almost the only materials actually taught to students through classroom instruction. Even such subjects as medicine and law were sometimes studied under private practitioners rather than in academic institutions; the apprentice system was the regular way of preparing for a specific trade or profession. How widely this system has been replaced by organized instruction may be seen from the bare reference to such professional schools as Engineering, Education, and Business, to the wide variety of practical courses offered in Agriculture and Home Economics, to the instruction in such manual skills as barbering, typing, and mechanical repair work. The systematizing of knowledge and techniques in these and similar fields has made it possible to master them more quickly by class instruction. And therein lies the college's problem.

We should do well not to deprecate the value of such practical courses as those just mentioned. For girls, a course in Shorthand or Child Care, and for boys, a course in Crop Rotation or The Manufacture of Textiles, may contribute more to their future happiness and well-being than any single course in science or languages. The economic basis of life cannot be disregarded. Furthermore, such organized instruction may be used to give the student a professional pride in doing well work which too often is regarded as unrelieved drudgery. Nursing is an excellent example of an occupation which requires arduous labor, nervous strain, and distasteful tasks, but which is often practised with an enthusiasm resulting from a professional sense of the importance of the work to be done.

It is clear, therefore, that into the realm of formal education has been obtruded a wide variety of practical courses involving particular techniques and skills which may be of great economic benefit to students in their future lives. There is no question that these courses will continue to be taught, but it may well be questioned whether they should be taught in the college or taught somewhere else. The tendency at present seems to be to include them in the liberal arts curriculum, colleges extending their programs to include professional and vocational courses, while many strictly vocational schools have added "cultural" courses until they have become in name, and often in fact, liberal arts colleges. The arrangement is often expressed as "learning to live while learning to make a living," or in some similar phrase. The danger here is that "learning to make a living" will dominate the student's thought to the exclusion of all else; hence we find many students and some instructors expressing impatience with such subjects as languages and higher mathematics when they might be spending time on something "practical." It is only fair to say that the reverse attitude is taken in some professional schools, where students are thought to have developed too narrowly professional a point of view and to need the broadening effects of a better general education.

In considering so important a problem, the college faculties should take the lead and approach it in a spirit of compromise. It is foolish for teachers of the traditional subjects in effect to draw their skirts about them and cry, "Away, ye unclean ones!" to the newer vocational courses. The basis for including or excluding the latter is a matter of first importance for consideration by college faculties, which should be willing to suggest possible ways of handling the whole problem in the most efficient manner.

As an approach to the problem, we may arrange the possible subjects of instruction in three separate groups: 1) work which involves primarily the acquirement of manual skills; 2) work which is designed to prepare the student for a specific profession but which requires a relatively high degree of mental effort and intellectual discipline; 3) work which is primarily cultural, preparing the student for a vocation only in the general sense that it develops his mind and helps him better to understand the world about him.

The material in this third group has traditionally been the particular province of the liberal arts college and should continue to be its primary interest. The college should seek to develop a student's mind by making him cognizant of the several fields of knowledge, by stimulating him to a thoughtful interest in them, and by assisting him to form a rational basis for the moral and esthetic judgments which will determine the course of his life. This must ever be the first duty of the college, and the major emphasis should always be directed toward the accomplishment of this end.

Granted this assumption, however, to what extent shall the college accept material from the first two groups, the vocational and professional subjects? It is at once obvious that there is a certain amount of overlapping. Chemistry may be a vocational course for a pharmacist and a cultural course for an artist. For prospective teachers, almost any subject that they may be called upon to teach is vocational. The test should be whether a course is cultural as well as vocational, whether it serves to broaden one's mental horizon or centers attention upon some particular skill or technique.

It is also evident that, by our tests of mental effort and intellectual discipline, many so-called professional courses are quite as difficult as the traditional subjects of the liberal arts curriculum. Here the important question for the college is, not how much of such professional work the student may be allowed to take, but how much of the traditional curriculum he can afford to omit. In recent years we have crowded more material into four years of college work and have tended to squeeze out those courses which seem not to have an immediate practical value. Such a procedure inevitably vitiates our ideal of a well-rounded education. Possible solutions are the development of curricula requiring additional time for completion and the granting of several different degrees by the college, some allowing more specialization than others.

As educators, we must also face the problem of those courses involving manual skills, which do not require a high degree of intellectual effort but which may be of great economic benefit to the student in his later life. In many cases this work is handled in vocational schools, where emphasis on cultural matters is distinctly secondary; yet there is an increasing demand for a program which will give the student both the manual and the intellectual training. Here the danger to the college is definite, arising from the fact that many applicants for the manual training will not have the intellectual ability or interest to do the work of the traditional college curriculum, in which case the general quality of instruction will inevitably gravitate toward their level. The college will find its aims and purposes changed in spite of itself, and a narrow careerism substituted for its former concept of a well-rounded education.

While vocational training will occupy a place of importance in the educational system, we feel that it should not be extensively adopted by the liberal arts college. The college may allow credit toward a liberal arts degree for a limited number of professional courses which require a high level of mental effort. Insofar as any manual arts courses are allowed

a place in the college curriculum, however, they should carry either no credit or greatly reduced credit toward a liberal arts degree. In many cases, the establishment of a competent vocational guidance and employment service would serve the students' needs as well as the introduction of manual arts courses.

It is important that our liberal arts colleges retain their essential character of places for the development of mind through a broad, general culture, for they are the only institutions in our society which serve such a purpose. Possibly some colleges would better serve themselves and society by becoming vocational schools, and possibly many students now in college should be in vocational schools; but the distinction between the two types of institutions should be clearly understood and preserved. We should not try to keep the liberal arts label while sacrificing its substance.

II

In seeking to preserve the liberal arts tradition, it is desirable that we ask ourselves what we expect from it and wherein its excellencies or deficiencies may lie. Let us come at once to the gravest question now confronting the colleges. In a conference of young college graduates, as reported by Dr. Robert M. Hutchins in McCall's Magazine for October, 1939, the group voted that "the greatest defect of the present educational system is that it is not primarily concerned with the aims of human life." The context makes clear that they were thinking in terms of ideals which should guide life. Elsewhere in the report, members of the group expressed the need for something that could be believed with conviction, for positive ideals worthy of unwavering support.

Without any question, this feeling of confusion and bewilderment, sometimes of futility, sometimes of "rootlessness," is widely felt among young people today. They seek for some stable support in the midst of a crumbling world. To many of them The Rock of Ages no longer suffices; religion as they know it does not seem a sufficient answer. Since their confusion is often shared by their elders, we may well ask what has brought such a condition into being. The following points seem to us pertinent:

1) Man's knowledge of the universe is derived through his senses, through his observation of the physical world, including himself and others of his species. To go beyond the range of his senses, he must draw conclusions based on such concrete observations as he has, and in his speculations on the ultimate cause he judges the character of the creator by the nature of the things created. Man's understanding of nature, plus the lessons of human experience, will determine his mores, or moral code, and the form of his religious and philosophic ideas. This is true, whether or not we accept the belief in divine revelation,

since the seer must always present his vision in terms which his audience will understand; i.e., in terms of the natural world as they know it. It follows that, as man's verifiable knowledge of the physical universe expands and changes, so will his religious and philosophic conclusions change, frequently in minor details, occasionally in more fundamental assumptions.

2) In arriving at general principles, man hungers for absolute certainty, while the best that he can attain is a tentative assumption--even our basic laws of natural science are unverifiable hypotheses. This craving for certainty drives men in different directions. A few seek to push the bounds of knowledge yet farther into the unknown and examine the basic assumptions of their age with a view toward modifying them. The majority find it easier to accept their assumptions as certainties, to let their thoughts become crystallized, so to speak. After every great period of discovery and mental ferment, such a crystallization tends to set in, with men resting comfortably in traditional views and occasionally defending them with fanatical intensity. It is not unusual for later adherents of a creed to be far more dogmatic and extreme in asserting its correctness than were those who formulated it in the first place.

3) In the present age, the accelerated speed of scientific discovery makes difficult the formulation of any system of thought based on the physical world which is not subject to immediate modification. Furthermore, the degree of precision attained in the natural sciences makes many people impatient with the less precise results which are possible in other fields of thought. The scientific temper which rejects conclusions not verified by experiment causes some individuals to dismiss contemptuously all religious and philosophic ideas which cannot be similarly verified. This tendency is unfortunately strengthened by the militant dogmatists who admit no possible error in an established religious creed and who breed an exasperated but equally ill-founded dogmatism in opponents to their point of view.

4) Modern college teachers have developed to a high degree the power of analysis, but to a much lesser degree the power of synthesis. Many teachers deliberately attempt to shock a student out of his previously held views which they feel to be incorrect, so that he may arrive at new conclusions on the basis of more accurate knowledge. Too often they leave him floundering, with a sense of lost values and a doubt that any values whatever are valid. He either tries to put the question from his mind or retreats into a shallow cynicism which masks his own inadequacy to cope with the problem.

It is just here that the teacher's greater experience should be of most aid to the student, in helping him to synthesize the various elements of his knowledge, to fit what he is learning into his previous scheme of facts and ideas. Often the teacher's most valuable contribution is not in imparting his own particular synthesis, or philosophy of life, but in making the student feel that an intelligent synthesis is possible, that there is no reason for despair.

Perhaps we may illustrate this process of synthesis by the most celebrated historic instance of scientific discovery in conflict with religious belief, the trial of Galileo for insisting that the earth revolved about the sun instead of the sun about the earth. The student might be shown that the Church's conception of the earth as the fixed, immovable center of the universe was formerly the best scientific opinion available and not merely a dictum borrowed from scriptural writings. Upon this conception the Church erected a vast system of symbolic teachings, with each planet having its particular significance and the entire universe whirling around the earth every twenty-four hours, moved by the blessed angels, whom God had created for this especial purpose. Small wonder that many sincere churchmen felt Galileo's theory to be dangerous for the Church. Yet its final acceptance had none of the expected dire consequences. Much of religion's symbolic superstructure lost its meaning, but the deeper idea of an orderly universe manifesting a central controlling intellect had as much validity as before. And this corresponds with the fact that the seeming opposition between the earlier theory of Ptolemy and the later theory of Copernicus and Galileo was not so complete as it appeared. Behind the disagreement as to which heavenly body revolved around the other was a more fundamental perception that the sun and earth had a definite pattern of motion with relation to each other, that this pattern could be accurately determined and used to predict eclipses and similar phenomena. The second theory was a modification rather than a reversal of the first; the first was not so much false as only partially true. Similarly, almost every belief, scientific or otherwise, which has been widely held by the human race, has an element of truth in it and is the foundation stone of later knowledge. Hence the vast importance of a historical perspective in every field of study, for we can understand the present only by knowing the past.

By such illustrations as this, and by other means, the teacher can help the students in the difficult problem of synthesizing their past and present ideas. Needless to say, he should never show contempt for their cherished beliefs, nor should he encourage such a contempt in them. An irritating result of our present emphasis on "independent thinking" is the self-assurance with which so many callow fledglings pass their ignorant verdicts on the accumulated wisdom of the ages. A respect for the opinions of other men, living or dead, does not preclude a refutation of their errors and is more conducive to genuine wisdom than an attitude of assumed superiority.

III

We shall agree, I think, that the attainment of an integrated view of life--what we may call a synthesis--should be a primary aim of the liberal arts college, and that academic studies, however excellently taught, are not complete unless the student gains some perception of their importance in the whole field of knowledge and in his own life. It is therefore well to consider briefly the several divisions of the curriculum from this point of view.

First we may mention certain utilitarian subjects which have a cultural value, but are primarily tool courses, furnishing the keys to unlock new horizons of knowledge. Such are the first courses in writing and in speech, the introductory courses in foreign languages, exercises in formal logic, and the study of laboratory techniques. These may be compared with learning the notes in music and practising scales on the piano in that they are preliminary to more satisfying work. They are all of the highest importance, though it is not always necessary to teach them in separate courses. For instance, John Milton agreed with some modern educators that extensive courses in Latin were not necessary. Instead, he suggested, after some rudimentary instruction all of a student's other courses, such as history, geography, and mathematics, should be taught from Latin textbooks and conducted in the Latin tongue, a procedure which would make unnecessary any concentrated study of the language as such. It was a heroic proposal, to which neither his own age nor ours has been able to measure up. But the principle is sound. Particularly as regards rhetoric and logic, effective self-expression and accurate reasoning from premises to conclusions are necessary in all fields of knowledge and should be the concern of every instructor.

Among the major fields of knowledge, the natural sciences, including mathematics, occupy a highly important place. They have to do with the nature of the physical universe, and since observation of the physical world must be the concrete basis for all speculative thought, science must be the foundation of philosophy. Conclusions based upon facts can have validity only in so far as the facts are correct. Every student should have some knowledge of scientific facts and of the methods by which they are ascertained. Natural science, properly taught, has several incidental values. First, it provides training in orderly thinking and the careful arrangement of one's knowledge. Second, it teaches the student to distinguish between evidence and proof, for an erroneous assumption is more glaringly revealed by the results than in any other branch of study. Third, it develops a practical turn of mind, the habit of solving a problem in terms of the particular factors involved rather than trying to force it into some general ideological mold. Fourth, it encourages a student to "face the facts" and to discard erroneous ideas which result from his own prejudices or from earlier teaching. A possible danger is that the student of science will deliberately narrow his vision by flatly rejecting all ideas and values which cannot be precisely determined by the experimental method.

In contemplating the universe, the human mind proceeds in two ways, the moral and the esthetic. The word "moral," used in its broad sense as derived from "mores," implies a study of human experience in order to determine a right conduct of life. The historian records the way men have acted in the past. The social scientist studies men en masse, the relations of social groups to each other and to their environment. The ethicist studies the conduct problems of individual men in their relations with other individuals. The psychologist seeks to determine why men act as they do, to find in man's physical organism the secret of his mental impulses. All

of them should have a common aim: through a study of human experience, to perceive the errors of the past and to avoid errors in the future, in order to increase the sum total of human happiness.

The esthetic approach adds to the rational contemplation of the world and man a stimulus of the emotions and a quickening of the imagination. It is concerned with a sense of beauty and is best exemplified in literature and the fine arts. It succeeds best by bringing students in direct contact with great utterances of great minds, rather than through a second-hand interpretation. It can enrich life and raise the mind at intervals above the pedestrian, workaday world. It can invest factual material with an intense and deeply felt personal meaning. One has only to think of Shelley's The Cloud or W. H. Carruth's Each In His Own Tongue as exercises in natural science, or of Edwin Markham's The Man With The Hoe as a study in social science, to realize how greatly poetic utterance can illuminate and give significance to such material. Whatever has been nobly felt in the world is the subject matter of the humanities, and to neglect it is to breed a generation of earthbound, trivial minds incapable of sensing the wonder of the creation with which they deal.

Finally, we come to those subjects which attempt to synthesize all the materials just mentioned, to use the entire range of human knowledge as a basis for the perception of ultimate truth. These are philosophy and religion. They have been lately somewhat neglected in academic work, partly because of doctrinal disputes, partly because of a feeling that they have grown static, that nothing new is to be said about them. Yet in every age they have represented the culmination of man's intellectual effort. Certainly it is hard to think of any person as truly cultured if he has not some knowledge of the history of philosophy and of comparative religion. Philosophy surveys mankind and man's background of the cosmos, then seeks to determine their ultimate cause and the eternal principles which rule them. Religion accepts the conclusions of philosophy and adds thereto the intense desire to orient oneself in the universe, to govern one's span of earthly life in accordance with the eternal principles, a desire which may or may not be accompanied by the expectation of an eternal reward. No other incentive to noble effort is half so powerful as the religious impulse or can inspire men to such enduring fortitude. It is true that religion develops a variety of opinions which sometimes result in acrimonious debate or open strife, yet most disputes are on relatively minor points and not on central principles. In the Christian religion, for example, men who think only of the validity of the miracles or the preferred forms of baptism should not forget the Commandments, the Beatitudes, the Golden Rule, and the supreme self-abnegation of the last hours upon the cross.

In teaching material of any kind, we can freely commit ourselves to one ideal, the search for truth. We can show that thinkers of the past with whom we may disagree were also engaged in this search, but that to them was vouchsafed only a partial revelation of the truth, as ours is also partial though somewhat clearer than theirs. We can suggest that this

eternal search is itself an ideal worthy of our greatest efforts, which may advance a little the mental horizon of mankind. We can point out the fallacy underlying the assumptions of modern totalitarianism: that, since man cannot attain to absolute truth, he is justified in taking some particular point of view and reasoning that whatever subserves that point of view is therefore the truth. No more pernicious error was ever set forth to perplex the human spirit. For this encourages men to do what they are too prone to do anyway, to rationalize their prejudices or their selfish desires. They can always say that their course is the true one from the point of view of personal vantage, or national interest, or welfare of their social group. Truth is the very reverse of this, seeking to divest itself of personal prejudices, antagonisms and selfish interests before forming a judgment. While mankind may not attain to absolute truth, the only valid ideal is to approach absolute truth as closely as possible. Only thus can ever be realized in its essential meaning the promise of the Great Teacher: "Ye shall know the truth, and the truth shall make you free."

March 19, 1941

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

Dear Dean Lawson:

This will acknowledge receipt of your good letter of the 12th instant. I have not replied to your letter of the 6th instant because of the reason that I desired to check our enrollment book very carefully.

We have had fewer errors since Mr. James Raport has taken over the work of Mr. Allphin. Mr. Raport is very conscientious and he checks and double checks with each of our teachers in an effort to cut errors to the minimum.

The fact that Miss Catherine Dunkel resigned to get married as of December 1 caused additional confusion and some distressing circumstances, but all of us have been working very strenuously to overcome these handicaps. The fact that another teacher had to take over the work before the semester was ended made it difficult indeed. We do not attempt to say that we will make no errors, but rather that we shall keep down errors to the lowest level that is humanly possible for us to do so. We are taking this and other opportunities to reestablishing in the minds of the members of the Department of Physical Education the five points that you kindly enumerated.

Would you permit us to kindly call your attention to another error that we believe was made in the College office. I refer to Mr. Thornton McClanahan. It is our understanding that an individual enrolled as an auditor should not appear on the College grade sheets. Mr. McClanahan's name evidently appeared on the grade sheets. If Mr. McClanahan obtained an auditors card from the College office such a record should have been on file at the College office.

We might have caught that error here if Miss Dunkel, who had the class originally, had reported Mr. McClanahan as an auditor. In the change from Miss Dunkel to Miss Ulm the liaison was broken. Am I correct that this was a College office error?

Thank you for your good letter and I assure you that we wish to cooperate 100%.

Sincerely yours,

Director of Physical Education and Recreation
Varsity Basketball and Baseball Coach

FCA:lg

THE UNIVERSITY OF KANSAS

COLLEGE OF LIBERAL ARTS

AND SCIENCES

LAWRENCE

March 12, 1941

OFFICE OF THE DEAN

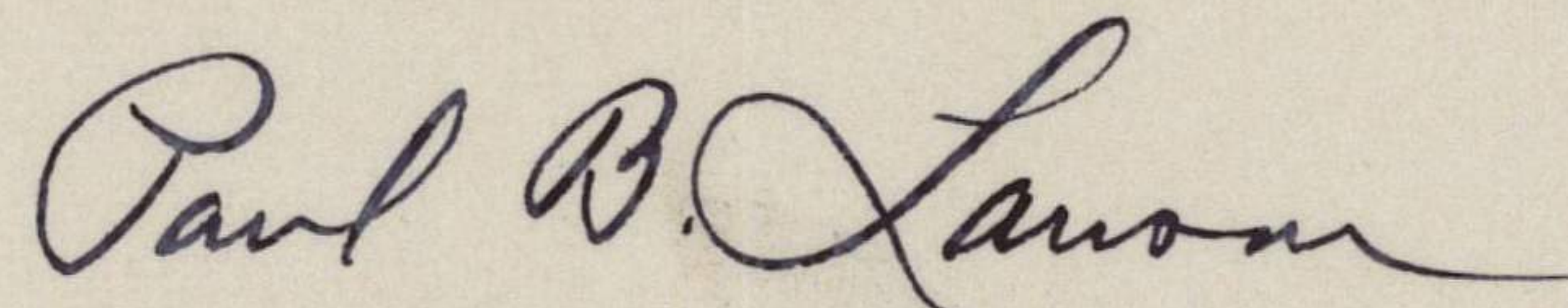
Dr. F. C. Allen
Department of Physical Education
University of Kansas

My dear Dr. Allen:

Just a note to beg your pardon for a mistake made in our office. On March 6, I wrote you about a confusion of grades in physical education given Miss Mary McNown last semester. Your instructors did not make any mistakes; instead, the error was made in our office in the copying of the grades.

I am very sorry for our mistake and apologize very humbly for accusing your folk when we were the guilty ones.

Sincerely yours,



Paul B. Lawson, Dean

PBL/blk

UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

March 10, 1941

Dr. F. C. Allen
Director of Physical Education
University of Kansas

My dear Dr. Allen:

I have investigated rather fully the contents of the letter from Dean Paul B. Lawson, addressed to you. I should like to point out a few facts concerning the errors indicated in Dean Lawson's letter. According to Miss Hoover, the probable reason for the error in reporting Miss McNown's grade was due to misscopying of the grade from the total enrollment book. The grade above Miss McNown's name was a C and Miss Ulm in copying the grade evidently made that error.

In regard to Mr. Thornton McClanahan's grade it is my understanding that an individual enrolled as an auditor should not appear on the college class grade sheets. Under such conditions then, as it appears to me the error was not Miss Ulm's but rather some error in the reporting at the college office. Mr. McClanahan's name evidently appeared on the grade sheets. If Mr. McClanahan obtained an auditors card from the college office such a record should have been on file at the college office.

I might point out that we might have caught that error here if Miss Dunkel, who had the class originally, had reported Mr. McClanahan as an auditor. However as I suggested above the error seems to have originated with the college office.

In checking with Dr. Elbel and Miss Hoover, it has been our observation that fewer errors have occurred this semester than in previous years. We do not attempt to say that we will make no errors but rather that we shall keep errors down to the lowest humanly possible level.

Dean Lawson enumerates five points in his letter which he suggests that our instructors should carefully observe. I am taking this opportunity of reestablishing in the minds of the members of our department these same five points.

This semester cards, for fencing classes and swimming classes have been sent to Dr. Elbel or Mr. DeGroot whereas their names are not listed as instructors in charge of those classes. May I suggest that activity course cards be sent to me so that I might thereby clear the names in our total enrollment book.

May I point out again that we are trying to keep and have kept errors down to less than previous years. May I also suggest that any difficulties arising be cleared through me since I will have a master enrollment book.

Sincerely yours,

James H. Raport

our error

*Grade
to the
withdrawing
error?*

College office

to the Report

Cards should be sent to instructor in charge of course

UNIVERSITY OF KANSAS
REGISTRAR'S OFFICE

The application of McKinnon, Mary
for {entrance, special examination} in Ed. Gov. 41a
{credit for completing work} Change of grade has been approved.

Hours _____ Dean.

193

Grade

A B C D I F

Leardine Elm Instructor.

193

UNIVERSITY OF KANSAS

REGISTRAR'S OFFICE

The application of Mc Horn Mary

for {entrance, special examination} in Sp. 2nd Planning 13a
{credit for completing work}

Change of grade has been approved.

Hours 1/2 Dean.

.....193.....

Grade

A B C D I F

Geardine Olson Instructor.

.....193.....

THE UNIVERSITY OF KANSAS

COLLEGE OF LIBERAL ARTS

AND SCIENCES

LAWRENCE

March 6, 1941

OFFICE OF THE DEAN

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

My dear Dr. Allen:

A few more errors in reporting physical education grades are before us. Miss Mary McNowen was given a "C" grade in Elementary Folk Dancing and a "B" grade in Elementary Golf. Obviously one of these must be changed to give her a single grade for the hour's work.

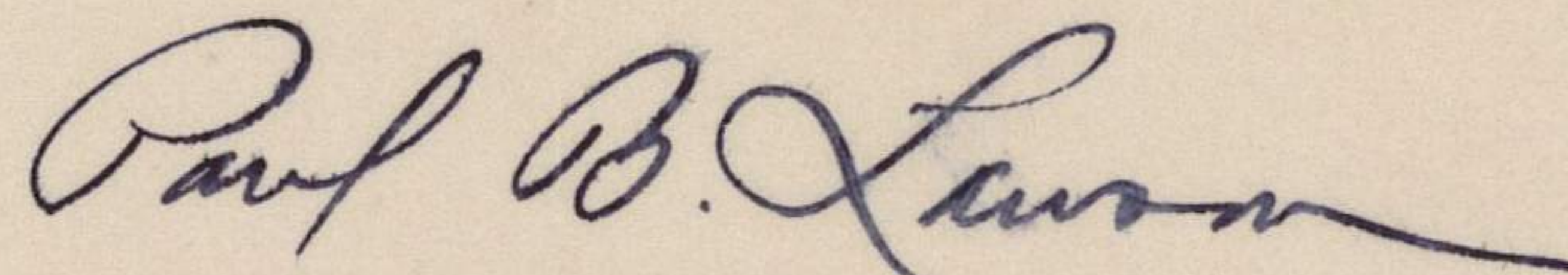
Mr. Thornton McClanahan obtained an auditor's card for Elementary Social Dancing and Intermediate Social Dancing, but at the end of the semester the instructor gave him an "A" for the semester's work, whereas obviously no grade should have been given since he was not enrolled regularly in the class at all but merely attended as an auditor. This case raises the question in my mind as to how accurately the instructor in charge is keeping records. I am, on my own responsibility, in this case changing the "A's" to a withdrawal, which is the same as cancelling the record.

Will you please inform the instructors in charge of these physical education classes that the following should be carefully observed:

1. That they should have a class card for each half of the semester for each student enrolled.
2. That they should check to see that the student is not repeating the course.
3. That they should carefully distinguish between auditors and those enrolled for credit. The former should not have grades reported for them.
4. That students who drop out should be reported promptly, and that students who do not appear for the second half of the work should also be reported promptly.
5. That the two grades for each half of the semester's work must be equalized.

I am writing this because every semester a number of the above points are overlooked in a number of cases by the members of the staff, resulting in mistakes and in extra work for somebody.

Sincerely yours,



Paul B. Lawson, Dean

PBL/blk
Enc.

March 19, 1941

Dean Paul B. Lawson
College of Liberal Arts & Sciences

Dean Fred J. Moreau
School of Law

Gentlemen:

I received a letter from Mr. Harry Levine, 343 Summer Street, Lynn, Massachusetts, the man who formerly shouted in a very vociferous manner, "Roasted, toasted, double-jointed California guberberries, 5¢ a sack."

Harry Levine, a Jewish boy from back East, ran the two-mile for the Varsity and worked his way through school handling the concession at the stadium and everything else that it took to make a nickel, dime, quarter, half dollar, dollar, five dollars or several hundred dollars. Harry was true to his ancient tradition. He was a good boy and a very good student.

I only write this to refresh your memory if it is not clear regarding this little fellow.

Sincerely yours,

Director of Physical Education and Recreation
Varsity Basketball and Baseball Coach

FCA:lg

NOTICE OF FACULTY MEETING

The February meeting of the Faculty of the College of Liberal Arts and Sciences will be held at 4:30 o'clock, February 18, in the auditorium of Frank Strong Hall. Only a few matters of detail will be presented, but it is hoped that we can spend most of the meeting in discussion of certain trends and of certain problems which are of importance to us as a college of liberal arts and sciences. Every member of the Faculty is urged to be present at this meeting.

CLASS CARDS

Familiarity does not so much breed contempt as it does carelessness; and some of us are quite careless with the familiar class cards. Will you kindly do the following with your class cards today:

1. See that you have one for every student attending the class. If not, inform the student concerned that he must go to the dean's office at once and see that this class card is produced.
2. See that the students' names are correctly spelled on the class cards.
3. See that the student has the proper prerequisites for the course both as to courses and class standing.
4. See that no student is duplicating the course.
5. Return to this office today class cards for students who are not appearing in the course. (Other class cards are not due in the office until March 10.)

Thank you!

ABSENCES

We pursue a conservative policy in regard to absences. On the one hand, we do not ignore them entirely, and on the other hand we do not report and hold a student accountable for every absence. Instructors of College classes should, however, record all absences, and whenever a student, except in cases of known illness, has accumulated more absences than the number of hours for which the course gives credit, he should be reported for excessive absences on the excessive absence card, which may be obtained at the departmental offices. This office then interviews these students, and most of them cooperate by eliminating further absences. Only in rare cases and then only when further excessive absences are reported does this office apply the faculty regulation regarding absences and withdraw the student from the course with a failure.

Some Faculty members feel that keeping class attendance and reporting excessive absences is high school stuff. It may be. But whether we like it or not, parents expect us to know whether or not their youngsters are attending classes regularly, and they expect us to tell them if they are cutting classes.

WHY ATTEND CLASS REGULARLY?

Some instructors assert that they do not care whether their students come to class or not, just so they can pass the final examination. Such instructors are assuming that the final examination is a completely adequate test of the work of the whole semester. We wonder how many final examinations measure up to this standard? Moreover, if students can do as well in a course by private study as they can through regular class attendance, why not present our courses by correspondence? We propose to continue to believe that personal contact between student and teacher is the single most important thing a student may obtain at this University and that there is no substitute for this.

WITHDRAWALS

No student should be considered withdrawn from a course until the instructor has received a withdrawal card from the dean's office. These cards are invariably sent out within 24 hours of the time the student has withdrawn. When withdrawals, therefore, have not been received and the student is not appearing in class, please report such cases very promptly. Cooperation here will not only keep the records straight, but may save students from receiving the failure which must be given them, according to the rules, if they drop courses without consent.

* * * * *

MODERN ART

One day a lover of art was visiting an art gallery. He approached a very strange looking daubed canvas and asked the attendant what it represented.

"That, my friend, is a jersey cow eating grass," explained the attendant.

"But where is the grass?" asked the puzzled visitor.

"Oh, the cow has eaten the grass."

"But where is the cow?"

"My dear sir, you would not expect a cow to stay around after she had eaten the grass, would you?" replied the attendant.

THE UNIVERSITY OF KANSAS

COLLEGE OF LIBERAL ARTS
AND SCIENCES
LAWRENCE

OFFICE OF THE DEAN

February 1, 1941

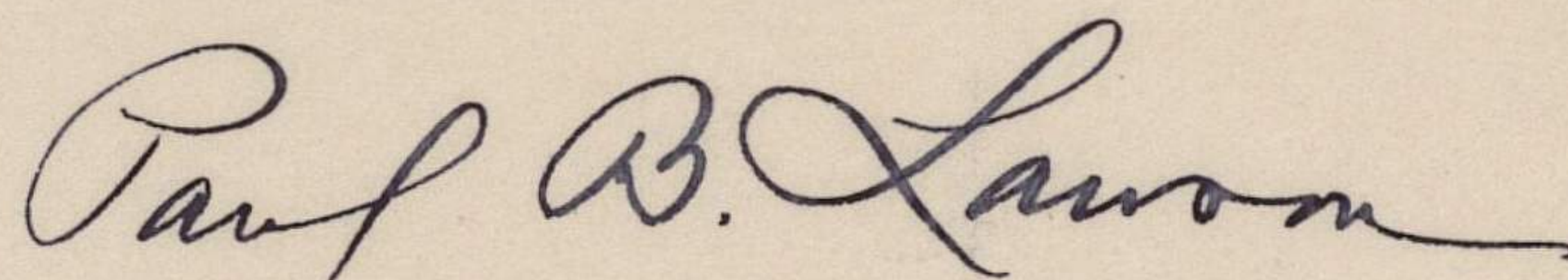
Dr. Forrest C. Allen
Director of Physical Education
University of Kansas

My dear Phog:

Thank you for your note regarding some recent publicity freely given me. I thought you would be interested in knowing that the young man who "posted" me came in the other day and made a very frank and manly apology. It was so clean-cut that I can't help but feel that the youngster is all right. A part of his trouble was the result of a typographical error, where because of the dropping of one letter, I was made to say that I was urging our entry into the war. Whereas, the statement was meant to say that I was not urging our entry into war. Incidentally, there were six other typographical errors in that same article. The poor boys over at the print shop have been apologizing ever since they published it.

I think it is time for all of us to take frank, and perhaps aggressive stands on the fundamental issues of loyalty, honesty, and character. I can assure you that your own attitude on these matters has been a help and an inspiration to me. Good luck to you!

Sincerely yours,



Paul B. Lawson, Dean

PBL:djs

January 30, 1941

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

Dear FB:

It is needless for me to tell you where I stand with the communists.

We all realize it is the little fellow that shoots at the bigger fellow, and as long as we are all on an even plane no one pays any attention to the other fellow, but when somebody gets out in front, then somebody wants to throw a rock at him. I am with you 100% and I thought your admonition was sane and without any flaw.

Congratulations. Keep up the good work.

Sincerely yours,

Director of Physical Education and Recreation
Varsity Basketball Coach

FCA:lg

COLLEGE COMMUNICATIONS

January 20, 1941

NO JANUARY FACULTY MEETING

We do not believe that there is sufficient business before the Faculty to warrant a January meeting, especially in view of the busy examination period and the flu epidemic. The Faculty, therefore, will not meet again until the 3rd Tuesday in February.

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.
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 in 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 Saturday, February 1. Every grade sheet not in by this time complicates our enrollment procedure.

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

Blessings on all instructors who do all the above! As to the others ? ? ?

DEPARTMENTAL MAJORS

The following departments of the College of Liberal Arts and Sciences have the largest number of majors this fall:

English	93
Journalism	66
Medicine	63
Sociology	60
Zoology	50
Economics	47
Home Economics	44
Bacteriology	43
History	40
Political Science	38
Chemistry	36
Psychology	35

THEY DIDN'T ALWAYS SHINE

It's inspiring to read about the achievements of the great, but it's rather comforting to know that: Beethoven found his first music lessons very distasteful and cried bitterly when subjected to them....Albert Einstein was slow in learning to talk and did so only after great difficulty....Benjamin Franklin was such a dunce in arithmetic his father took him out of school when he was only ten and sent him to work....Paderewski used to run from the house and hide in a tree when he saw his music teacher coming to give him a lesson.

Sir Walter Scott, Thomas Edison, Robert Burns, Daniel Webster, Henry Ward Beecher and Friedrich Froebel were all regarded as dumbbells by their teachers.

The Duke of Wellington was considered the dunce of his family....When he was graduated from West Point, Grant stood 156th in a class of 223....Lincoln often had difficulty in spelling the most common words. For years he spelt "very" with two r's; and up until the time he entered the White House he spelled "opportunity," o-p-p-e-r....Richard Wagner's first piano teacher told him flatly that he would never amount to anything as a musician.... Charles Darwin's teachers considered him dull and slow.

--Kathleen Masterson

DEFINITIONS

"What is a university?
A university is a place:
It is a spirit:
Men of learning,
A collection of books,
Laboratories where work in science goes forward:

The source of the teaching
And the beauties of Art and Literature:
The center where youth gathers to learn.
It protects the tradition,
Honors the new and tests its value:
Believes in truth,
Protests against error and
Leads men by reason
Rather than by force."

* * * * *

Successful Man: A man who does as much today as he plans to do tomorrow.

Fool: One who, when he can't see through a windowpane, smashes it instead of washing it.

Allen

Fr-So -- 1.50

COLLEGE COMMUNICATIONS

January 20, 1941

GRADES FOR 1939-'40

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 1939-'40; the second column gives the ranking in 1938-'39. The figures in parentheses to the right of the departmental names show the relative ranking for 1939-'40 of the College departments alone.

It seems that about 1.30 for Freshman-Sophomore work and about 1.65 for Junior-Senior work were the median College departmental indices for 1939-'40.

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>
1935-'36	16.8	33.2	34.7	8.8	1.8	4.7
1936-'37	14.6	33.0	36.0	9.4	2.0	5.0
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

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 nearly half of the grades given during these years were A's and B's.

According to our catalogue, grade A stands for work of marked excellence, grade B for very good work of much more than average quality, grade C for work of good average character. It would seem, therefore, that there should be an increase in the percentage of C grades at the expense of the A's and B's.

TABLE I

GRADE POINT INDICES FOR FALL '39 - SPRING '40

<u>Freshman-Sophomore Courses</u>				<u>Junior-Senior Courses</u>			
<u>Rank</u> <u>'39-</u> <u>'40</u>	<u>Rank</u> <u>'38-</u> <u>'39</u>	<u>Department</u>	<u>Index</u>	<u>Rank</u> <u>'39-</u> <u>'40</u>	<u>Rank</u> <u>'38-</u> <u>'39</u>	<u>Department</u>	<u>Index</u>
1	5	Musical Theory	2.29	1	2	Mathematics	(1) 2.44
2	1	Music (Applied)	2.28	2	15	Physics & Ast.	(2) 2.19
3	4	Design	1.89	3	3	Spanish	(3) 2.18
* 4	3	Religion	1.71	4	7	German	(4) 2.11
5	5	Latin & Greek	(1) 1.59	5	1	French	(5) 2.09
* 5	5	Philosophy	(1) 1.59	6	4	Latin & Greek	(6) 2.00
* 7	9	Speech	(3) 1.58	7	24	Musical Theory	1.94
* 8	5	Psychology	(4) 1.56	8	12	Education	1.82
9	2	Physical Education	1.55	9	11	Speech	(7) 1.77
10	10	French	(5) 1.45	10	9	Psychology	(8) 1.76
11	15	German	(6) 1.44	11	10	Philosophy	(9) 1.70
12	17	Entomology	(7) 1.41	12	21	Bacteriology	(10) 1.68
13	11	Physiology	(8) 1.39	13	13	English	(11) 1.67
*14	12	Sociology	(9) 1.36	14	16	History	(12) 1.65
15	19	Botany	(10) 1.33	15	18	Pol. Science	(13) 1.64
16	18	Military Science	1.31	16	5	Military Science	1.63
17	22	English	(11) 1.29	17	19	Home Economics	(14) 1.62
17	15	Home Economics	(11) 1.29	18	8	Botany	(15) 1.60
19	23	Pol. Science	(13) 1.26	18	17	Religion	1.60
19	13	Zoology	(13) 1.26	20	5	Zoology	(16) 1.59
21	21	Spanish	(15) 1.24	21	25	Chemistry	(17) 1.58
22	24	Geology & Geog.	(16) 1.18	22	13	Entomology	(18) 1.52
23	20	Economics	(17) 1.17	23	23	Sociology	(19) 1.51
*24	14	Journalism	(18) 1.16	24	22	Physiology	(20) 1.49
25	28	Chemistry	(19) 1.13	25	20	Journalism	(21) 1.45
26	25	Physics & Ast.	(20) 1.12	26	26	Geology & Geog.	(22) 1.30
27	25	Mathematics	(21) 1.10	27	29	Biochemistry	1.19
28	27	History	(22) 1.09	28	27	Economics	(23) 1.16
29	29	Drawing & Painting	.58	29	28	Business	.65

*Courses not open to freshmen

TABLE II

THE DISTRIBUTION OF MARKS IN THE COLLEGE OF LIBERAL ARTS AND SCIENCES
FOR FALL '39 - SPRING '40

		Number of Student Marks	A%	B%	C%	D%	I%	F%
Anatomy	Jr-Sr	5		20.0	80.0			
Bacteriology	Jr-Sr	255	14.5	49.0	26.3	5.9	2.7	1.6
Biochemistry	Jr-Sr	31		51.6	22.6	25.8		
Botany	Fr-Soph	275	13.5	33.5	30.9	15.6	.7	5.8
	Jr-Sr	96	14.6	45.8	23.9	9.4	2.1	4.2
Chemistry	Fr-Soph	298	15.4	25.5	27.9	17.5	1.3	12.4
	Jr-Sr	224	22.3	34.8	25.5	8.5	1.8	7.1
Design	Fr-Soph	43	14.0	55.8	25.6	2.3	2.3	
Drawing and Painting	Fr-Soph	10			60.0	30.0		10.0
	Jr-Sr	1			100.0			
Economics	Fr-Soph	1184	12.3	23.6	39.4	15.5	1.3	7.9
	Jr-Sr	262	14.5	19.1	43.9	15.3	.7	6.5
English	Fr-Soph	2133	11.3	31.3	37.9	12.1	1.4	6.0
	Jr-Sr	513	19.3	39.4	32.6	4.3	2.1	2.3
Entomology	Fr-Soph	219	11.0	32.4	43.8	7.8	2.3	2.7
	Jr-Sr	124	13.7	37.9	32.3	8.8	2.4	4.9
French	Fr-Soph	414	21.0	27.8	31.4	9.2	3.8	6.8
	Jr-Sr	24	37.5	33.3	29.2			
Geology & Geog.	Fr-Soph	512	8.2	25.6	44.7	14.4	1.2	5.9
	Jr-Sr	83	9.6	30.1	47.1	9.6	2.4	1.2
German	Fr-Soph	354	26.8	26.3	22.0	13.3	1.7	9.9
	Jr-Sr	19	31.6	47.3	10.5	5.3	5.3	
History	Fr-Soph	594	11.5	23.4	36.2	17.5	1.5	9.9
	Jr-Sr	441	15.0	46.7	27.2	7.2	1.6	2.3
Home Economics	Fr-Soph	402	5.5	33.6	45.5	10.5	1.7	3.2
	Jr-Sr	220	6.4	50.9	36.4	4.1	2.2	
Journalism	Fr-Soph	196	8.2	26.0	43.9	17.8		4.1
	Jr-Sr	426	10.1	36.2	43.7	8.2	.4	1.4
Latin and Greek	Fr-Soph	66	22.7	33.3	33.3	4.7		6.0
	Jr-Sr	18	33.3	33.3	33.3			
Mathematics	Fr-Soph	691	16.8	21.4	31.7	15.5	1.6	13.0
	Jr-Sr	23	55.5	30.5	13.0			
Military Science	Fr-Soph	271	5.5	29.2	56.8	7.8		.7
	Jr-Sr	54	18.5	38.8	31.5	9.2		1.8
Music (Applied)	All	99	53.5	36.4	9.1		1.0	

		Number of Student Marks	A%	B%	C%	D%	I%	F%
Music (Theory)	Fr-Soph	49	34.7	51.0	12.3		2.0	
	Jr-Sr	52	26.9	40.4	28.9	1.9	1.9	
Philosophy	Fr-Soph	243	18.5	37.0	31.3	6.2	2.5	4.5
	Jr-Sr	127	26.0	33.1	24.4	11.8	3.2	1.5
Physical Education	Fr-Soph	620	24.0	48.1	24.8	1.0	1.0	1.1
	Jr-Sr	37	16.2	32.4	40.6	8.1	2.7	
Physics and Astronomy	Fr-Soph	246	15.0	18.7	38.2	13.8	3.3	11.0
	Jr-Sr	33	42.4	36.4	12.1		6.1	3.0
Physiology	Fr-Soph	230	15.7	30.0	37.8	10.0	1.3	5.2
	Jr-Sr	72	15.3	36.1	34.7	12.5		1.4
Political Science	Fr-Soph	379	10.3	26.1	45.4	14.0	.8	3.4
	Jr-Sr	229	23.6	25.8	38.0	10.0	1.3	1.3
Psychology	Fr-Soph	399	13.5	35.3	43.1	7.2	.5	.5
	Jr-Sr	520	17.1	45.2	31.7	3.3	1.9	.8
Religion	Fr-Soph	72	19.4	37.5	41.7		1.4	
	Jr-Sr	135	14.1	31.1	52.6	2.2		
School of Business	Jr-Sr	50	2.0	10.0	50.0	28.0		10.0
School of Education	Jr-Sr	606	16.6	48.2	30.9	3.1	1.0	.2
School of Engineering	Fr-Soph	42	16.6	23.8	50.0	4.8	4.8	
	Jr-Sr	4	25.0	25.0		50.0		
Social Science Survey	Fr-Soph	103	13.6	31.1	38.8	12.6	1.0	2.9
Sociology	Fr-Soph	293	9.9	35.5	36.2	13.3	2.7	2.4
	Jr-Sr	715	10.2	40.6	37.2	8.2	2.4	1.4
Spanish	Fr-Soph	577	13.5	27.9	40.9	11.8	1.0	4.9
	Jr-Sr	47	25.5	66.0	8.5			
Speech	Fr-Soph	250	12.0	39.6	42.4	5.2	.4	.4
	Jr-Sr	219	15.1	48.4	31.5	2.3	1.8	.9
Zoology	Fr-Soph	246	15.0	18.7	38.2	13.8	3.3	11.0
	Jr-Sr	33	42.4	36.4	12.1		6.1	3.0
TOTALS								
Freshman-Sophomore		11,549	14.1	29.1	36.8	12.5	1.4	6.1
Junior-Senior		5,840	15.9	40.7	33.4	6.6	1.7	1.7
Total Marks		17,389	14.7	32.9	35.7	10.6	1.5	4.6