

YOUR AFTERSSELF

Your first duty in life is toward your afterself. So live that the man you ought to be may, in his time, be possible, be actual. Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself. What will you leave for him? Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased, a will untrained to action, a spinal cord grown thru and thru with "the devil-grass, wild oats"? Will you let him come and take your place, gaining thru your experience, happy in your friendships, hallowed thru your joys, building on them his own? Or will you fling it all away, decreasing, wantonlike, that the man you might have been shall never be? This is your problem in life - the problem which is vastly more to you than any or all others. How will you meet it, as a man or as a fool? It comes before you today and every day, and the hour of your choice is the crisis in your destiny!

David Starr, Journal of National Education Association

OFFICIAL COMMUNIQUE

All major advisors are asked to inform the prospective July and August 1945 candidates for graduation to secure and file their senior standing blanks with the Registrar's office at once. These blanks must be signed by the major advisor and the Dean of the College. No individual is considered for graduation until he or she has filed said blank.

OFFICIAL MEETINGS

1. Coordinating Committee, Thursday, June 14, A207, 3:00 p.m.

MEET THE NEW TEACHERS

1. James A Bond, M A, Professor of Psychology and Education, Knoxville College
2. Miss Rosemma Burney, B A Spelman College; M A Columbia University, Instructor in Foods and Nutrition, A and I State College
3. O Anderson Fuller, Ph D, Professor of Music, Lincoln University, Missouri
4. Mrs Marcella Martin Hubbard, M S, Associate Professor of Art Education, Wilberforce University

DIVISIONAL REORGANIZATION

At the general faculty meeting on Tuesday, June 5, President Davis announced the following reorganization of the Divisional set up: (1) The Division of Liberal Arts has been abolished and in its stead there has been created three new divisions, namely the Division of Humanities with Dr T E Poag as Director, the Division of History and Social Studies with Mr Merl R Eppse as Director and the Division of Science with Dr H B Crouch as Director; (2) The Graduate Division will be directed by an Executive Committee composed of the president, dean and three research professors; (3) There will be an Executive Committee of the college composed of the president, dean and three additional persons to be selected.

SUMMER THEATRE PROGRAM

1. Drama and Music Recital
Friday Evening, June 29, 1945
2. Presentation of Three One-Act Plays
Friday Evening, July 6, 1945
3. Presentation of a Three-Act Play - "Outward Bound"
Monday Evening, July 9, 1945
4. Presentation of a Three-Act Play
Friday Evening, August 17, 1945

GENERAL EDUCATION NEEDS FLEXIBLE STANDARDS

General education, if we are to accept the claims of its proponents, directs its efforts to social as well as personal ends. It aims to fit the student harmoniously into the social pattern and at the same time insure intelligent and constructive participation in the direction of social change. It must, therefore, in setting standards of achievement, consider both the nature of the student and the nature of the society of which he is and will be a part.

First of all, standards must be based upon a recognition of the fact that students go on living regardless of "grades" or "credits" in a record book. Note the difference in the professional school: the student does not go on into professional practice until he has successfully completed his specialized training. Note also that in the traditional liberal arts college, the "final mark of culture" is denied if the student's record shows "failure" in any of the hallowed "requirements" for the college degree. But in the light of the objectives of general education, what attitude should be taken toward "failure" or "low grades" in a particular "subject"? Does inability to distinguish oneself in the translation of French or the application of trigonometric functions imply a basic unfitness for citizenship? When a student is "failed" in a course, does it mean that the school says, in effect, "We have despaired in our efforts to make this individual into a useful member of society"? Such an attitude would be contrary to the democratic basis upon which the philosophy of general education is built. To achieve in fullest measure the objectives of general education, standards must be tailored to the individual student, with due regard to his potential contribution to society.

Stephens College News Reporter, May, 1945

NOTE: - Classes listed on the schedule as 12-2 will meet at 1 o'clock for the first three weeks of Summer School, after which (July 1) they will meet at 12 o'clock.