

# The Post-War College

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If I were about to enter college as a freshman, I should choose a school that specializes in liberal education, liberal in the classic sense. I should want to know that my degree, when earned, would mean that for four years I had devoted my thoughts and energies to the contemplation of political, economic, social, moral, and scientific problems; to the reading of great books, and to the development of independent thought. I do not ask that any school help me adapt myself to conditions as we know them now; I should far rather be made to realize that the world today must not be the world of tomorrow, and why.

The school has become a tool of industry, preparing the student for occupational dexterity, and even worse, helping him to feel satisfied with the economic systems of this age. Further, the school, as a step-child of the business world, has obligated itself to the continuance of this "don't-think-just-work-we'll-show-you-how" kind of education. The program of study must be changed; it must teach the "why" of existing institutions as well as the "how." A curriculum must be formulated which will dissipate the ignorance, prejudice, and narrow-mindedness prevalent among college students and graduates.

Can a girl of twenty-one assume the responsibility of working in the capacity of a teacher of high school students if in college she spent most of her time learning how to teach instead of learning what she will teach? Does she know enough history to distinguish between truth and falsification? Is she familiar with all theories of government? Does she know

how to use the English language? True, she knows how to give intelligence tests, is familiar with education journals, and respects problems of discipline, but can she really teach? As another example, we have well trained doctors in our communities, but are we making social progress if the doctors themselves do not understand the social significance of their work? Under the present system, medical care is available to the very poor in our cities and to the very rich, but the people of average income and our rural population have not been provided for. The practice of medicine is being taught only as a means of earning a living; it has not risen to the plane of true service. Yes, prepare our teachers, our doctors, our lawyers, our ministers, our bank presidents, and our corporation officials, but do not prepare them for these tasks only—first, make them men!

What are men? Science teaches us how man is different from other animals, and also how much like other animals man is. This knowledge is essential. If we are to live well, we must know how life developed, how life is to be maintained, and how life can be made better. We must understand man's relationship to the physical world. However, there is more to man than science can teach us. Man can think, he can dream, he can build new civilizations, new worlds. He can create objects of eternal beauty. He has the capacity to conceive Heaven on earth. To illuminate this vision of man's potentialities is the obligation of the university.

How, specifically, should the curriculum of the college be planned? The stu-

dent must learn to think. He must learn to express his own thoughts, and learn to understand the thoughts of others. In order to fulfill these basic needs, the English language must be studied and understood. The exact meaning of the words of our language and the use of these words in sentences must be known; then when the student reads he will understand, and when he writes he will be understood. However, this is not enough. Communication must be international, and the language habits of other peoples must be known. Foreign language study is becoming more and more obsolete in American schools, and yet we ask our students to think in international terms. If we cannot read German literature, cannot understand the German language, how can we understand the German point of view? And how can we plan world peace?

The peace to come, if it comes, will be a political and economic achievement. Our colleges must open wide the whole field of political and economic thought. The real significance of "We, the people" will have to be disclosed. This phrase does not refer only to the government of the United States; rather, it connotes political and economic order for all peoples of the world. Cease to prattle the wonders of our democratic nation; for our government has weaknesses to be recognized, understood, and removed, and our political life will be modified to fit a world order. In our colleges, teach the principles and theories of all social systems, in order that peace may be won.

Language emphasis, political thought, and scientific study are not sufficient; the college curriculum must include an aesthetic appreciation. True, absolute Beauty should be as much an object of thought as any scientific idea or economic plan. Is it not Beauty that survives all natural or man-made catastrophes? Beauty stands as an eternal monument to man's creative genius, is the manifestation of man's vision of perfection, is the objectification of man's dreams.

What, then, is to be the basic thought in the planning of the curriculum of the post-war college? Are our universities going to give us men, or give us mere technicians? I plead for a generation that thinks, rather than a generation that fights; for a generation that loves, rather than a generation without feeling; for a generation that builds, rather than a generation that destroys. Give us men with vision, and men who can dream. Give us teachers who teach Truth; give us doctors who serve every man; give us lawyers who practice Justice; give us statesmen who love Peace; give us ministers who live the Faith; give us artists who love Beauty . . . . . and give us wise mothers. Teach men to work together to build houses that are works of art, to print books that are beautiful, to sell merchandise that is genuine. Teach men Freedom.

If the faculties and students of our colleges do these things, they shall be called blessed: *Blessed are the peacemakers, for they shall be called the sons of God.*