

A. Kuram'in 1969 Eylül ?  
Aslıhan Konusması

AYFER

Mr. President, Faculty Members and Students of Robert College.

It is a singularly special occasion for me, one which is beyond the call of duty, to address this esteemed gathering for the first time at the first convocation of the academic year 1969-1970. Although I am new to the campus, the campus is not new to me. I spent a quarter of my life studying and living here. I am happy to be back on familiar territory not quite as a student this time, but filled with memories of my student days. I enjoy climbing up and down the countless steps - though I must admit it does require a little more effort now than it did when I was younger - enjoy walking through these venerable buildings whose faces are no different but which have undergone many an internal alteration and seem fated to have many more; enjoy watching the Bosphorus from the Terrace, and living once again among the familiar planes, pines and cypresses. As a student here I was never fully aware of the beauty of this campus. I discovered it with childish excitement when I returned here a few years afterwards. Likewise, it takes sometime for an alumnus to appreciate fully the quality of education he received here and to realize what he owes to Robert College. The realization comes slowly but surely as he begins to understand that education is not a simple process of learning but also of acquiring a philosophy of life, moral courage, self respect and self reliance. To provide these, a school must have a policy of education and this policy must sift through every level of the school's operation without extraneous pressure. Robert College is a school whose most precious possession is its educational policies. We shall safeguard this treasure.

Permit me to expound on the subject of education. Education to me is a two-pronged process which we may call academic development and intellectual awakening. The primary objective of the student is academic development, or the gathering of knowledge. But equally important is intellectual development which transcends the curricula. Placed inside a rigid frame the most perfect curriculum can only present the student with a scientific, scholarly or professional background in his field of study but in the process may stifle his imagination. The purpose of higher education should not merely be to cram the student with facts and formulas. Alongside with this, the student must be encouraged to think for himself, develop an analytical mind and learn to ask himself relevant questions. Certain natural reactions develop in the mind of the student who knows what to expect from one day to another year after year. The excitement of learning does not lie in the routine aspects of the academic program, but in the student's discovery of pertinent material for and by himself. Higher education, therefore, should elicit issues and point to ways for their solution. It should teach methodology but should not aspire to provide definitive answers. The professor's job should not be limited to that which has already been published but should include the search, in collaboration with his students, for that which has not yet been written. Dynamic education can be realized in direct proportion to the professor's ability and willingness to encourage ideas and research work that may surpass his own experience. Another factor that plays an important role in the self-development of the student is the opportunity to participate in related functions and decisions of the academic community of which he is a part for the duration of his schooling. Academic freedom stipulates that

all persons of a College community think freely and make their public without intimidation. So long as everyone respects the laws of the land and stays within the boundaries of academic courtesy, there shall be freedom of thought and speech on this campus. We cannot expect everyone to be of one mind. We must not resent others who do not approve of our ideas. I must make it clear, however, that when I say ideas, I mean the fruits of free thinking and not slogans; for a slogan is usually a generalization which has a grain of truth to it, but does not necessarily reflect the whole truth. A probing mind does not covet cliches but tries to see a problem from all possible angles. We must not forget that slogans are mental barriers that block the process of clear thinking. To achieve a true state of academic freedom there must be tolerance and mutual respect. It is the right of the person who knows how to listen, to be listened to. He who closes his mind to new ideas or the ideas he does not like, foregoes his right to be heard. In the sphere of ideas, we disapprove of strong handed methods but favor the course of deliberation. Ideas are transplanted by persuasion and cannot be eradicated by force. Just as purposeful misuse of authority cannot be condoned, so must unwarranted obstruction of academic activities be rejected.

In higher education, administration is an extremely difficult function. It is not akin to military, civil or business administration because, in a sense, the hierarchies of authority are not clearly delineated. The academic administrator must lead a community of equals. For this reason the only effective tool of academic administration is to keep open the channels of discussion. Since it is inconceivable in an academic community for everyone to agree on any one issue, regardless of what the administrator tries to

do, it is evident that some will not be satisfied. There will always be these opposed to the views of the administration. This is not unnatural, something must be wrong with an academic community where everyone agrees at all times. What is important to bear in mind is that whether he be a faculty or staff member, or a student, people tend to see problems from the vantage point of their own aspirations or the needs of the group that they represent. More often than not we tend to forget that we are a part of the whole. The central administration cannot view issues of problems as individual events. It considers them in a wider perspective. An administrator knows that he cannot please everyone all of the time. What he can hope for is his school's confidence that decisions will be taken in good faith and for the better short-range as well as long-range interests of his institution. In academic administration, the main function of the administrative organs must be to assist the teaching activity to run economically and without disruptions. It is the right of the faculties and the student body to expect efficient management. Administrators must forever bear in mind that any funds saved from auxiliary activities can always be used to reinforce educational needs. Likewise, all must bear in mind that, like most other educational institutions, the financial resources of Robert College are not unlimited. We must not aspire to do everything, but to undertake that which we can do well. What we lack in quantity may be compensated for by quality and high standards. In the past, this College made significant contributions to education in Turkey. We must see to it that she continues to make further and more significant contributions.

# Committee

Dear Sir,

I request the permission to take folklore TK 304 as an ~~one~~ to compensate a missing course. Since I have a ~~well~~ ~~prepared~~ strong background on the subject, I believe it won't be an "overload" for me

Sincerely yours

Ayfer Aksu

	④	⑤	⑥
Pr	ec 321 Orhon w-14	ec 311 genel w-14	ec 313 Bulutoglu p-3120
Sali			ec 410 McDowell w-14
Cans	ec 321 Orhon w-14	ec 311 genel w-14	ec 313 p-3120
Pers			ec 410 w-14
Anna	ec 321 Orhon w-14	ec 311 genel w-14	Math 341
C. G.			ec 410 w-14

Dear Students. Today Robert Kolej Yüksek Okulu begins her twelfth academic year. But behind these twelve years there are many more to count; this is the hundred and seventh year of Robert College. Many changes have occurred during those hundred and seven years. This is not a static institution. When times and demands changed in the past Robert College met the challenge with determination and courage. Should it be found requisite and expedient she will meet change with equal courage and open-mindedness. The past academic year was a time of surveys and investigation. The one which we start today promises to be a year of analysis and decisions. So, let us not talk of inevitable crises. Let us talk instead of solidarity and cooperation. We do not ask anyone to shed his personal, ideological and political beliefs. But we ask those who may have feelings of discontention and insurgence to leave these feelings behind at the campus gates as they enter them. Education is an exciting experience. Do not dilute it. I am confident that you will choose the wiser course. And I am equally confident that twenty years hence when you look back to these years you will, like many hundreds before you, tell yourselves, yours was an excellent education.

I extend my warmest welcome to our New Freshman class and wish you all a succesfull academic year.

Aptullah Kuran

AK/ly  
Sept. 18, 1969

18 April 1969

The School of  
To The Executive Committee of Business Adminsty.

and Economics  
Beket, Ist.

Dear Sir

The past academic year was a time of surveys and  
investigation. The one which we start today promises to be a year of  
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Due to a failure <sup>last year</sup> I would like  
to take <sup>Folklore 11304</sup> ~~an~~ <sup>instead</sup> to compensate  
my missing course, with your

permission  
Hoping that my request will be

considered I remain  
I extend my warmest wishes to our New Freshman class and wish you all

Aptullah Khan

Respectfully

AKA  
Sept. 16, 1969