

dents like the group method better than the old way. Members of one class which had been taking a survey course—103 in number—were asked whether they preferred the lecture or the group discussion method. Ninety-five of them voted for the group method, only eight for the lecture way. This preference is strong evidence of the interest aroused by the courses. Young men would not choose to sit in small groups and discuss something which bored them. They would rather be bored at long range without effort on their part.

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WE found out other interesting things by questioning the students. We asked them if the survey course was "a good idea." Five out of six said it was. We asked if the course—it was in the social sciences—had stimulated their interest in any aspect of social phenomena. Three out of four said that it had. We asked if the course had aided them in selecting courses in the various social science departments. Seven out of ten said that they had been aided by it. In putting these questions we convinced the students that perfect anonymity would be preserved and that there would be no possibility of connecting any set of answers with the author of them. It is fair to presume, therefore, that they answered frankly and fearlessly.

The testimony of the faculty members who give the survey courses is to the same effect. They find the freshmen in the discussion groups interested and alive,