

fore he enters his sophomore year, we ask him to select, as his field of concentration for the rest of his course, one of the Schools into which the College is divided. We do not let him, as the years go by, wander footloose as the fancy strikes him. He must commit himself to a single field, so far as his main efforts go, becoming a student of the physical sciences, of the biological sciences, of the social sciences, of the fine arts, of philosophy and religion, or of language, as his interest and his ability may indicate.

This aspect of our procedure at Colgate will be set forth fully in another paper. It is referred to here only because it constitutes a great part of the reason for being of the survey courses.

THIS is the third year for two of our survey courses, the second for one of them, and the first year for the remaining two. In developing them, we have found out the importance of having them carried on in small groups, where intimate, informal discussion is possible, rather than in large lecture sections or recitation divisions. College students should be encouraged—not to say taught—to think. Making them talk is a surer way to make them think than making them listen—or making them “recite.” Hence our insistence upon the small discussion groups in the survey courses.

We find ourselves justified by experience. The stu-