

tinguishing characteristic. The course deals with painting, sculpture, architecture, music, and literature.

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THE survey courses show the freshman what there is to know. Through them he discovers that knowledge is not made up of a multitude of unrelated subjects — history, chemistry, economics, religion, psychology, literature, and so on through the pages of the college catalogue—but is composed of a few broad fields, each with a unity of its own. When he looks over all of these fields, side by side, two things happen to him. In the first place, he comes to realize what the domain of human knowledge, as represented in the college curriculum, has to offer him. In the second, it begins to dawn upon him where his own principal interest lies—what he wants chiefly to study in college, and at what he would like to use his knowledge when he gets out into the world. This last is the really important happening, for college is either a preparation for life, or it is nothing. But it cannot be brought about without the first. Unless a student is shown in his first year what there is to know, how can he decide what he wants to learn during his later college years and to use thereafter?

Under the plan which we are carrying out at Colgate, it is essential that the student should make up his mind before the end of his first year what he wants to focus his efforts on during the rest of his course. Be-