

Faculties have in recent years become acutely conscious of the importance of the first year of the college course, even if students have not. In consequence, there has been a great deal of tinkering with the freshman curriculum. Here at Colgate we have been as dissatisfied as anyone with this aspect of the college situation—so much so that we finally decided to grasp “this sorry scheme of things entire,” and remould it. How have we done this?

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WE have created five survey courses, which every freshman is required to take. These five courses occupy two-thirds of his class-room time; the other third is used as seems best in his individual case.

The student in his first year is given airplane views of (1) the field of the physical sciences, (2) the field of the biological sciences, (3) the field of the social sciences, (4) the field of philosophy and religion, and (5) the field of the fine arts. The analogy of the airplane is exact. The view of each field is rapid; it reaches to wide horizons; it ignores details in favor of the general lay of the land.

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WHEN the freshman has completed his survey course in the physical sciences, he knows what physics and chemistry, geology and astronomy are, and how each of them concerns itself with the problem of