

entering actively into discussion, questioning, and debate.

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THE interest which the freshmen show in the survey courses—in fact I think we might truthfully say their enthusiasm for them—is no more than we expected. A student enters college with eager anticipations of the new studies, the new environment, and the new methods which he believes are before him. If, as so generally happened in the past, he finds when he enters the freshman year little less than a continuation of his high school work—a little more French, a little more English, a little more mathematics and history and science—his expectations are dashed and his enthusiasm rapidly wanes. But when, under the new plan, we introduce the student to a broader field of knowledge, to a new way of looking at studies, not as single subjects but as parts of a general whole, and to a more intimate and personal method of approaching those studies, he finds that his hopes are being realized. College becomes no mere continuation of preparatory school, but a new experience justifying his anticipation and his interest.

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WE did not invent the survey course idea at Colgate. A score or more of other colleges have experimented with it. But Colgate is the first to carry the idea to its logical conclusion. Our five courses,