desire to assimilate the newcomer infinitely more than we shall wish to be assimilated to him and to his ways.

Such an attitude does not preclude, indeed it emphatically presupposes, the most sympathetic and understanding treatment of the immigrant. It does not ask him to cut out of his memory all that part of his life which lies on the other side of the Statue of Liberty. But it does aim to occupy his mind so fully with our American ways of working and playing that he will become continually, and as speedily as possible, less and less dependent upon the elements, including even his native language, which differentiate him from us and invariably cause him to segregate instead of allowing himself to become assimilated. Here again Theodore Roosevelt has tersely expressed the essential thought:

We must have in this country one flag, the American flag; one only language, the English language, the language of the Declaration of Independence, Washington's Farewell Address, Lincoln's Gettysburg speech and the Second Inaugural; and but one loyalty, that to the United States.

W. A. BRAUN

The New Freshman Course in Columbia College

In September Columbia College will give for the first time a course which combines the work usually offered in several departments. It is called "An Introduction to Contemporary Civilization," will be required of freshmen, and will meet five times a week through both semesters. The course is interesting chiefly for three reasons: its genesis, its administrative policy, and its content. The idea for the course was taken from the War Issues Course given during the S. A. T. C. under the leadership of the Dean of the Faculties of Political Science, Philosophy and Pure Science. With the end of the war the faculty sensed the need for considering the issues of peace and felt that the students should be stimulated to reflection on present-day problems very

1 Such a course is broached editorially in Quarterly, 21, 74 (January, 1919). The idea is considered abstractly in "A Word about the New Wisdom and its Obligations" by Professor Keyser in Quarterly, 21, 118 (April, 1919).
early in their study. After much discussion and planning, the new course emerged as the solution.

In the administration of the course five departments are jointly interested. History and Philosophy have given up each a required course to combine in the new enterprise; and in addition the departments of Government, Economics, and Sociology have both contributed to the subject matter and will provide from their own staff instructors who will teach throughout the year. In its production and in its teaching the course is a cooperative enterprise. It has long been clear that each of the departments named considered the problems of the present; but for the first time it has seemed possible to unite their efforts to furnish students the facts, problems, and proposed solutions of the issues of our time. Earlier attempts to accomplish a similar end have been made by having a series of lecturers, each one presenting some phase of the subject. In a course administered by this method it was impossible to preserve unity and continuity; and the difficulty of presenting piecemeal the contributions of different disciplines remained. In the new course each instructor will teach the entire subject matter. This itself presents a difficulty; for from the outline of the course, which is given below, it will be evident that no one man knows in detail all the subjects which will be treated. Each instructor will teach for a portion of the time in a field which is not his specialty. This means that the teaching staff will be educating itself as well as instructing the students. It is not unlikely that this will prove a benevolent requirement, since it will tend to break down those "idea-tight" compartments in which learning too often isolates itself. The students, as well as the instructors, will have an opportunity to cooperate in the course, since each class will be represented in the monthly conference of instructors and students by one member, standing for election four times a year.

The content of the course is planned to introduce the students to the insistent problems of to-day through acquainting them with the materials of their situation: nature's resources and human nature and its recent history. At the outset, through map studies and the preparation of statistical graphs, a survey is made of
natural resources and of the distribution of races. An attempt is then made to present those human traits which are of importance because men have to work together and get on with one another in an orderly fashion.

With this background the controlling ideas of the world of today in the fields of intellectual, economic, and political endeavor are studied. The view of nature as subject to man's control through science, and of man as himself perfectible by natural means; the change in production methods from home to factory and the great social changes which have accompanied this economic revolution; the abandonment of monarchical forms of political control for democratic, nationalistic rule—all are treated with many concrete illustrations.

In the second semester the more recent history of the great nations is reviewed in order that the social and political forces operating may be understood, that light may be thrown on the final section of the course for which all the rest exist, the perplexing issues which men face and for which no ready-made remedies exist. Among these problems are: how to produce many and cheap goods without sacrificing human nature; how to achieve political and legal forms which are at once flexible and stable; how to eliminate human and material waste of every kind; how to preserve national integrity and still enjoy the benefits of international organization; and finally how to provide an education which will advance personal and social interests, cultural and industrial. To state these issues is useful; to present the proposed solutions is clarifying; to solve the problems with words is impossible. This fact is taken at its full face value by those who are sponsors for the course; but it is their belief that the first step towards solution is information.

The success of the course depends not so much upon its genesis, its administration, or its content, as upon the ability and the enthusiasm of the teaching staff. Men from the five departments named, History, Philosophy, Economics, Government, and Sociology, have worked together in the preparation of the course, and are convinced that it is an enterprise so important that any amount of effort will be worth while to realize the end in view, actually to
acquaint college students with the world in which they live and to encourage reflective participation in the issues which they will all have to face.

JOHN J. COSS

Tests for Admission to Columbia College

Some of the newspaper reports of the new method of admission to Columbia College, the method employing mental tests, have given a very erroneous impression. It was never for a moment the intent of Columbia to make it possible for students who had not had suitable preparation in secondary-school subjects to enter Columbia College merely by passing the mental tests. Applicants for admission by the new method are required to file a statement giving full information about themselves and their courses of study, about their outside activities in school and their activities outside of school. They are required to file a complete school record showing that they have completed with satisfactory grades the full requirements for admission to college and that they have graduated from an acceptable secondary school. They are required to file a recommendation from the principal giving his judgment of their standing in the following ten qualities: native ability, industry and faithfulness, originality, integrity, straightforwardness, clean-mindedness, fair play, public spirit, interest in fellows, leadership. They are also required to file health certificates, which are the result of a medical examination. If these are satisfactory, they may then be permitted to substitute the mental tests for the entrance examinations in individual subjects otherwise required. The new method is distinctly not a method for admitting students who are merely bright young men and who are not otherwise qualified for college work.

ADAM LEROY JONES