

The material in this third group has traditionally been the particular province of the liberal arts college and should continue to be its primary interest. The college should seek to develop a student's mind by making him cognizant of the several fields of knowledge, by stimulating him to a thoughtful interest in them, and by assisting him to form a rational basis for the moral and esthetic judgments which will determine the course of his life. This must ever be the first duty of the college, and the major emphasis should always be directed toward the accomplishment of this end.

Granted this assumption, however, to what extent shall the college accept material from the first two groups, the vocational and professional subjects? It is at once obvious that there is a certain amount of overlapping. Chemistry may be a vocational course for a pharmacist and a cultural course for an artist. For prospective teachers, almost any subject that they may be called upon to teach is vocational. The test should be whether a course is cultural as well as vocational, whether it serves to broaden one's mental horizon or centers attention upon some particular skill or technique.

It is also evident that, by our tests of mental effort and intellectual discipline, many so-called professional courses are quite as difficult as the traditional subjects of the liberal arts curriculum. Here the important question for the college is, not how much of such professional work the student may be allowed to take, but how much of the traditional curriculum he can afford to omit. In recent years we have crowded more material into four years of college work and have tended to squeeze out those courses which seem not to have an immediate practical value. Such a procedure inevitably vitiates our ideal of a well-rounded education. Possible solutions are the development of curricula requiring additional time for completion and the granting of several different degrees by the college, some allowing more specialization than others.

As educators, we must also face the problem of those courses involving manual skills, which do not require a high degree of intellectual effort but which may be of great economic benefit to the student in his later life. In many cases this work is handled in vocational schools, where emphasis on cultural matters is distinctly secondary; yet there is an increasing demand for a program which will give the student both the manual and the intellectual training. Here the danger to the college is definite, arising from the fact that many applicants for the manual training will not have the intellectual ability or interest to do the work of the traditional college curriculum, in which case the general quality of instruction will inevitably gravitate toward their level. The college will find its aims and purposes changed in spite of itself, and a narrow careerism substituted for its former concept of a well-rounded education.

While vocational training will occupy a place of importance in the educational system, we feel that it should not be extensively adopted by the liberal arts college. The college may allow credit toward a liberal arts degree for a limited number of professional courses which require a high level of mental effort. Insofar as any manual arts courses are allowed