

him in touch with the thinking discipline *par excellence*; wrong with the student or with the curriculum or with the instruction in Philosophy. (Our data show that of the students enrolled in Economics, History, Political Science, Philosophy, Psychology and Sociology, in 25 Southwestern colleges and universities during the 1940-1941 session, about twice as many are in Sociology as are in Philosophy, three times as many in Psychology and nearly four times as many in each of Economics, History and Political Science.)

To the complaint that the curriculum is now so crowded that room is not available for more Philosophy, or perhaps for any at all, we respectfully answer, and urge, that the importance of those studies which Philosophy comprises is so great that a well conceived liberal arts curriculum cannot afford to omit them, nor can it afford to relegate them to a minor place. Some of the typical curriculum is undoubtedly padding: subject matter so light that it could profitably be condensed to a fraction of its present extent; duplicated matter, both within a field and in fields apart; matter of doubtful worth and fitness for the curriculum of qualified college students. If this slack in the curriculum were taken up, no longer would Philosophy have to be left out, or be subordinated, as now, for want of room.

Our inquiries brought replies from presidents, deans, department heads and professors expressing deep indebtedness to Philosophy in their own education, and serious concern as to its present status in the curriculum. Even so, many of these educators are either excluding Philosophy from their own students or restricting it to a very few. State and local superintendents of education, to whom we also addressed inquiries, were unanimous in the opinion that Philosophy is a valuable asset to any high school teacher and that the lack of it among the teachers at present is deplorable. Yet we know that very few, if any, of our teachers' colleges give training in the subject, and that teachers' colleges elsewhere, when they do teach Philosophy, seldom engage persons having proper philosophic preparation to teach it.

We think it appropriate to observe, finally, at a time when education is more criticized than perhaps ever before, that the educator's task is not merely, nor even primarily, to train for a trade. Even less is it his proper task to put youths indifferently