

through a mill in order for them to obtain a superficial title to favored employment. The well-educated man or woman, whether fortunate or unfortunate in the occupation he or she follows, is never without intellectual and spiritual resource; and a good test of the quality of the education we are giving will be found in the reaction of our pupils to adversity. On this test, a considerable portion of higher education in recent years is a lamentable failure. We note that many who draw books from public libraries and who have suffered in the depression, have been turning to Philosophy in their choice of readings. Those who had charge of higher education would have served the needs of all such persons better if, when laying out the program of their studies, they had given them more opportunity to acquire Philosophy. We also observe that compilations of the great books of the world, such as are placed before the educated public from time to time by critics, scholars and men of affairs, invariably contain a quite large percentage of works on Philosophy. The ratio of Philosophy to other subjects in these listings is approximately the inverse of the ratio of Philosophy to related subjects in the curricula of the Southwest. We believe this indicates a false direction on the part of our educational program and a need of prompt and vigorous corrective measures.

The Southwestern Philosophical Conference is prepared to supply information and counsel to institutions that may desire (1) to introduce courses in Philosophy where none exist; (2) to reconsider the position of Philosophy in relation to other subjects in the curriculum; (3) to strengthen existing Philosophy programs, either through reconsideration of their content or by giving assistance in finding the best available personnel for conducting instruction in Philosophy.