

**THE HOBART COLLEGE SERIES. NO. 1; THE
AIMS AND DEFECTS OF COLLEGE
EDUCATION.
COMMENTS AND SUGGESTIONS BY
PROMINENT AMERICANS, AN ORIGINAL
INVESTIGATION; PP.1-77**

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FOSTER PARTRIDGE BOSWELL

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The Aims and Defects
of
College Education

Comments and Suggestions by Prominent
Americans
An Original Investigation

By

Foster Partridge Boswell, Ph.D.

Professor of Psychology and Education in Hobart College

With an Introduction by

George Eastman

President of the Eastman Kodak Company

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INTRODUCTION

PROFESSOR BOSWELL has asked me to write a foreword for his *Aims and Defects of College Education*. My point of view is only that of a business man who, having missed the benefits of such an education, has observed with perhaps added interest its effects upon others. There is no doubt in my mind about the desirability of such an education provided the material is suitable; nor doubt that the effects which should be produced are increased steadiness of character and clearness of mind. But then there is the second question which involves, it seems to me, the use of these qualities: how soon a man can bring them to bear when he leaves college. Does not this depend

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largely upon what he has been taught and how he has been taught? Admitting, if you like, that vocational training has been sometimes carried along too narrow paths, is it not possible that a liberal education may be made needlessly indefinite? Is there really any reason why a young man who is contemplating entering business when he leaves college should not while he is there learn something definite about, for instance, dealing with employees; about how to avoid contracts that are capable of more than one interpretation; about cost accounting; and the evils of slipshod letter writing? These are some of the most fundamental of the things which a business man has to deal with and are those which will confront the college graduate when he tries to transact business. They are also those in which his competitor has been accumulating experience while the student has

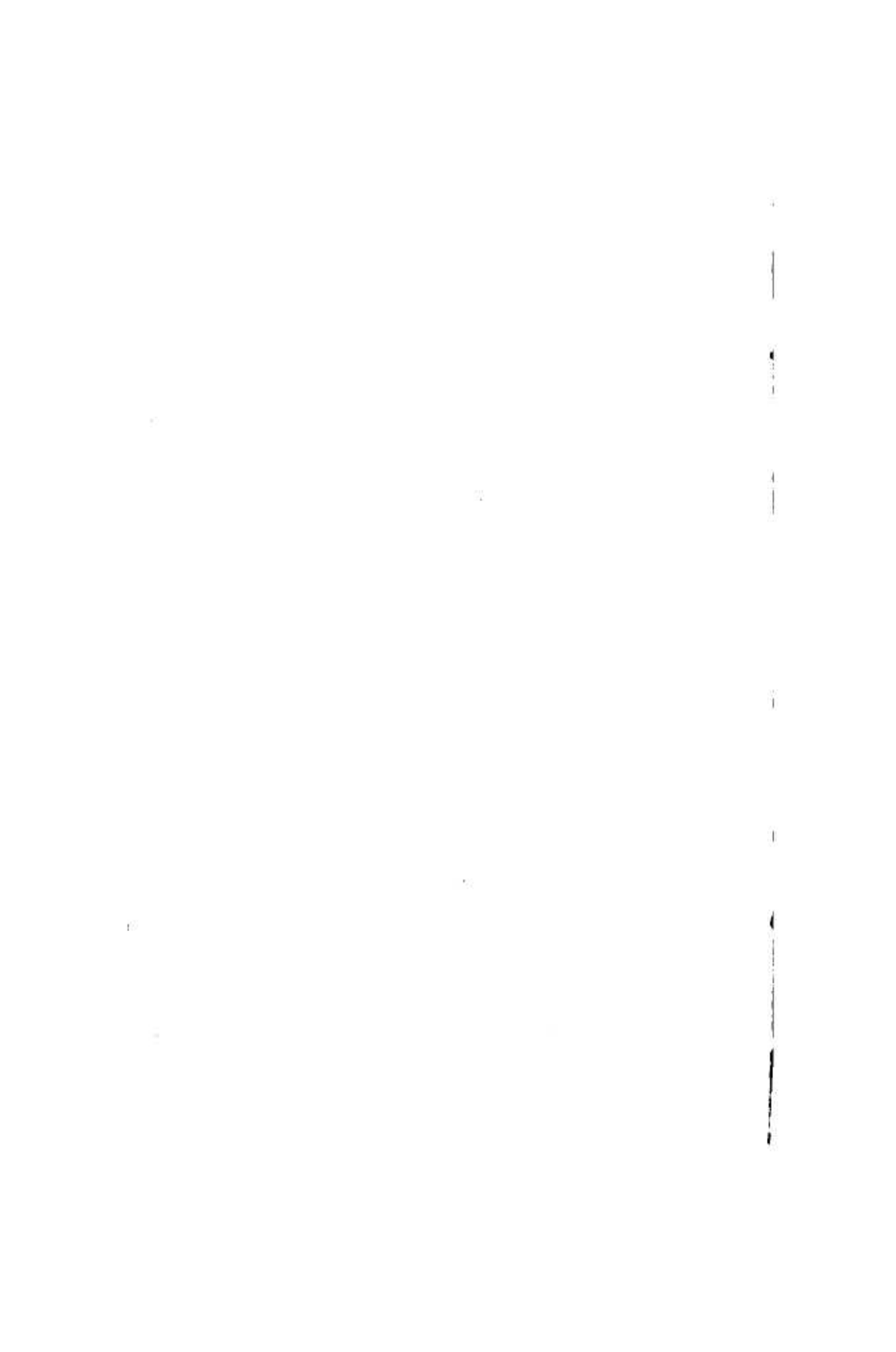
been in college. Is there any doubt that many college graduates are a little raw in respect to such matters, or that their mistakes are all the more conspicuous because they are college graduates? Would some instruction on such definite subjects lessen the breadth of say the regular liberal arts course? To put it in another way, if a young man's mind is the ax with which he proposes to hew his way through life, should he while in college confine all his efforts to sharpening the ax or should he at the same time learn a little about how to swing it?

The questions raised by Professor Boswell are most important and a discussion of them such as is had in the following pages cannot in my opinion fail to be of value.

GEORGE EASTMAN.

ROCHESTER, N. Y.,

March 15, 1915.



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