isolated specialist in these fields ventured a glance into the future, he would experience unsurmountable difficulties, limited as he would be to his own subject-matter and possibly uninformed about the other social and cultural trends.

It is true that the last few years have witnessed increasing efforts to break down, in research and teaching, the barriers of overspecialization and supercompartmentalization which have been the product of our system of division of labor carried to the extreme. A growing number of scholars and educators feel the need for integration of the various branches of knowledge on a higher level than that achieved in the so-called survey courses. In this respect, Columbia University and the University of Chicago have done valuable pioneer work with their courses in Contemporary Civilization. Probably even more promising is the attempt to synthesize the most significant achievements of the past and present in comprehensive cultural heritage and integration courses such as are being introduced at Southwestern College, Scripps College, the University of Redlands, Linfield College, and Bates College. These projects intend to "emphasize those thought centers in which some pattern comes to a culmination point or finds final expression, and those which initiate new developments".

IV

Though most of these plans are in an experimental stage, none of them seems to include a course on the future of our civilization. If we fail, however, to make the future an essential part of the integration of the past, our interpretation of human culture will be neither complete nor meaningful. Any synopsis neglecting the impact of the days to come upon the days gone by would prove fragmentary or scholastic at best. At worst, it would serve as an escape from the perplexing situation of today and tomorrow. An extensive and thorough discussion, on the other hand, of the great problems of the next decades would open up new horizons and prepare the student for the world in which he cannot help but live the greater part of his life. Such a study would enable him to develop, according to the Bates College Postwar Curriculum Committee, "an attitude and willingness to accept and initiate evaluated change". Even more important than physical chemistry or Old English grammar to the present-day student, whose life span may well stretch into the twenty-first century, should be a knowledge of what is in store for him. He may, after all, be the one to suffer unemployment, to endure neuroses, to fight future wars, or to be thrown into a concentration camp. Even if a study of the future should lead him to the conclusion that there is little prospect of avoiding these calamities within the next decades, he has a right to know what to expect, what will be the causes of his trou-