

whole of the studies of the freshman year. Meantime it has been practicable to multiply the opportunities afforded the individual student. When everybody was taught as much as anybody it was impossible to do very much of any one thing. But as soon as freedom of choice was offered, it was found that students demanded advanced courses, and consequently advanced courses were provided. The courses in every branch of knowledge were so multiplied that in less than a score of years the aggregate number was three or four times as great as it had been when the reform was begun. The Harvard catalogue now shows an array of courses in history, in political economy, in the various sciences, as well as in the languages of Europe and Asia, that quite reminds one of the wealth of learning offered by one of the larger universities of Germany. It is thus made quite possible for the student to concentrate his work in such a way as not only to learn a little of many things, but also to learn much of the particular subject of his choice. The drift has been toward the German rather than toward the English methods; and in the freedom of choice now afforded the German limit has very nearly been reached.

While this change has been going

on at Harvard under President Eliot's inspiration and direction, a similar tendency has shown itself in those institutions which at first tried to meet the requirements of the age by establishing "parallel courses." It was found, not unnaturally, that the decision early in life to pursue a certain course of study was sometimes a premature decision, and consequently that room ought to be provided for subsequent change of purpose. The system of parallel courses, like the old classical courses, afforded no room for change of studies when once a course had been entered upon. It was everywhere found necessary, therefore, to give something of the same flexibility to the new courses that Harvard was giving to the old. At the University of Michigan and at Cornell University, the two most conspicuous and prosperous examples of the parallel course system, the first two years are for the most part prescribed, while the last two are for the most part elective. Thus the student is afforded a two-fold privilege of choice. He may decide upon one of the parallel courses when he begins his preparatory studies; then, after he has been two years in the university, he may choose with almost absolute freedom from the hundred courses that are offered.—*Contemporary Review*.

(To be continued.)

JAPAN.—A writer from Otzu says that the finest building there, as in many neighbouring places, is the school-house. The building is lighted from one side, and ventilated in all quarters. The pupils sit at desks of the proper height—two at each desk. The programme of studies in the common-schools embraced the three "R's," history geography, natural science, and, quite lately, gymnastic exercises. Singing is also a part

of the course. A six years' course is obligatory. In the next grade of school German and English are taught. The University at Tokio, and the medical school at Kioto, which has a hospital connected with it, both furnish the highest grade of instruction. Many of the professors at the university are German, and some of the chairs are filled by other foreigners. The medical school was started by a German, but is now carried on by the Japanese themselves.