

Greek, and very little knowledge of Latin. The new courses extended through four years, and culminated in the degree of Bachelor of Science. There was also provision made for those who desired Latin, but had an antipathy to Greek. German and French were given the place held in the old curriculum by the Hellenic tongue, while the full quota of Latin continued to be required. This course led ordinarily to the degree of Bachelor of Philosophy. Finally, a fourth course was added, designed to substitute for advanced studies in the mathematics and in the natural sciences, studies in history and modern literature. Some two years in the preparatory schools, and about the same length of time in the university, were devoted to the modern languages, after which the time of the remaining two years was given to studies in literature and cognate branches. This course also led to a degree—that of Bachelor of Letters.

This method of solving the problems of higher education was adopted by a few of the older and by nearly all of the newer institutions. From 1850 to 1870 it was what might be called the predominant method. Though the older schools clung with a strong conservatism to the methods of the fathers, the newer colleges and universities in the middle of the country and in the West almost without exception adopted what may be called the System of Parallel Courses.

While the success of this system was perhaps such as to satisfy its friends, it was not enough to convert its enemies. The older institutions, like Harvard and Yale, and the other colleges of New England, practically assumed that the system of parallel courses was a surrender to Philistinism in which they could take no part. A few of them have maintained this position to the present day. All of the more prominent universities,

however, have felt themselves obliged to seek the same ends by other means. Harvard University has been the leader of this third movement, and the means by which its ends have been accomplished is known as the "Elective System."

Until about 1870 the courses of study prescribed for the degree of Bachelor of Arts gave to the students very little latitude for choice. In the fourth year the candidate had placed before him a number of subjects from which he was at liberty to select enough to make up the requisite amount of instruction. But the field of choice was limited, and the variety of studies was correspondingly meagre. This characteristic carried with it, of course, the impossibility of anything but very elementary work. A little Latin, a little Greek, about the same amount of the mathematics, a trifle of history, taught in a very dull way, for the most part from a very dull textbook, the elements of half-a-dozen of the sciences, including psychology and logic—such was the pabulum on which the college student in one of the older colleges was mainly obliged to be fed. It can hardly be considered very surprising that the relative number of students in college was steadily declining. But about seventeen years ago Mr. Eliot entered upon his administration as President of Harvard. It was understood that he was chosen to his position as the representative of a new and vigorous policy that had already, in some measure, been entered upon by his predecessor. That policy involved a multiplication of the courses of instruction given, and the offering of a substantially free choice of courses during the later years of the curriculum. Gradually this freedom was extended down nearly to the beginning of the course. Indeed, it has now come to include almost the