

prosperous. Whenever they were established in connection with one of the older universities, the students never seemed to feel quite at home in the companionship of the members of the older college. Whenever they were given an absolutely independent existence it was often found that the expense of establishing and keeping up libraries, museums and the other necessary appliances was much greater than the financial condition of the school would warrant. The result was that although there were a few very signal examples of success, the experiment, as a whole, could not be regarded as having changed the general drift.

Another series of efforts was made by establishing parallel courses of study in several of the colleges and universities already existing. One of the first to advocate such a change was President Wayland, of Brown University. He presented with great cogency the arguments which at a later period became very familiar to those engaged in educational affairs. The necessity of change in methods presented itself in two forms. In the first place, it was irrational that every student up to the close of his collegiate course should be required, on pain of forfeiting all chance for a degree, to take precisely the same course as that marked out for every one of his fellows. The method in vogue, it was urged, not only required every candidate for a degree to take a prescribed amount of Greek, Latin and mathematics, but it also gave him almost absolutely no opportunity of taking any more than the amount prescribed. The old curriculum was a hard-and-fast requirement that gave no possible play for different abilities and tastes. Such a method could never develop to the highest pitch of scholarship more than a very small number of persons in any class. Students are spurred on to their best

efforts only when their enthusiasms are moved; and a prescribed course, however excellent in itself, can never stir the enthusiasm of more than a limited number of those who are required to take it. The consequence is that we are brought at once to the second reason for a change—namely, the inability of the old method to draw within its influence any considerable number of those who, under a better system, would be glad to avail themselves of a course of university study. The very fact that the classes in college were everywhere growing less and less showed that the education given was not the education that was desired. The defect in the existing system, it was said, was open to the view of any one who would observe. There were large numbers of people who do not admit the superior efficacy of training in the ancient languages and in the mathematics, and who assert that large numbers must either go through life without the advantage of a liberal education, or the requirements must be so changed as to furnish the opportunities desired.

The agitation that ensued resulted in the establishment of parallel courses of study in several of the universities of the country. In some of the institutions favouring this method of meeting the new demand, what was known as a "Scientific Course" was provided for. Greek and Latin were either omitted altogether, or were required of the students in only very moderate amount. French and German were given a prominent place in the new requirements, and there was a generous introduction of history and the various natural sciences. In short, the effort was essentially the same as that which in Germany had resulted in the Real Schools, and the consequent admission to the university of students who had no knowledge of