

ated to reflect back into the lower grades as much as possible of college ideal and method, thus solidifying and elevating the intellectual possessions of the public which never sees the college doors. There has been university extension by unconscious permeation, by indirect radiation. On the other hand, by practically compelling the college to adjust itself to the conditions of its preparatory constituency, it has served to break down the monastic and scholastic survivals in education, and to so modify the college aims and means as to bring them into much closer contact with everyday life. There are those who regret this as a departure from the self-included literary aims and spirit of the college, but to them I do not address myself. It is not necessary to be a spiritual recluse in order to escape being a Philistine.

First, as to the effect upon the university. As long as the academy existed primarily as a mere preparatory school for the college, its influence upon the college was of necessity slight. Action and reaction did not appear to be equal. But given a high school having other aims than those supplied by the college, another constituency to which it is responsible, and the college faces a serious problem. It must adjust itself more or less to the conditions thus created; it must meet the competition of this other environment of the high school, and so modify its courses and methods as to offer equal or superior attractions. It is led out into the struggle for existence and must exhibit its fitness to survive.

The fact is that certain changes in the policy, curriculum and methods of the college were initiated more promptly in the West than in the East, and were carried out with less discussion, almost from necessity, and with little consciousness of their radical nature. In the East these

changes came, if at all, only as the results of long discussion, and often of the strong will of some educational reformer. The difference is due, I think, more than to anything else, to this fact; in the West the college was dependent upon a high school to whose independent volition it had to adjust itself; while the eastern college was in relation to a preparatory school which had to follow, almost blindly, the lead of the college.

As the outcome, the logic of the situation brought on certain changes in the West as a matter of practical wisdom, as a matter, it might be said, of obvious business prudence. These changes grew out of the educational soil. In the East, these changes had to be tenderly matured and skilfully grafted by some university gardener. The main changes in the college curriculum of the West during the last twenty-five years, changes in which the West preceded the East, were precisely those required by the status and needs of the high school. I refer to such matters as the co-education of the sexes, which in the West corresponded to the mixed high school, just as the separate colleges of the East were the logical complements of the boys' preparatory school and the young ladies' seminary; to the diversification of courses; the introduction of Latin, modern language and science courses into the curriculum upon the same level with the Greek course, instead of in side schools, or as temporary concessions to the weakness of the human mind. That this diversification is not yet ended is evident from the fact that the university, within whose walls we are gathered, made provision, in its original statement, for a course in commercial and political science. When this precedent is generally followed, it may be said that the action of the high school upon the college, in the way of securing a complete