

Harvard, moving in the line of the settled policy of President Eliot, has finally determined to give a fair trial to what may be designated the new system of education. Last June, at the meeting of the Board of Overseers, after a most earnest discussion, it was resolved to extend the elective system to the Freshman year. Thus, at present, as soon as he enters the University, the choice of his entire college work is largely left to the discretion of the student. It is true there are some restrictions placed upon his freedom of choice; he is required, in the Freshman year, to take a short course of lectures in Chemistry and Physics, and in the remaining three years to do a gradually diminishing amount of work in the department of English Composition. Aside from these limitations, the young man's choice is practically untrammelled, being limited only by the fact that in courses which follow one another in natural sequence those which come first in order must be first taken.

The real purpose of carrying the elective system into the Freshman year may be seen when it is stated that, by this means, a student may pass through Harvard without ever looking inside a Greek book during his college course. This extension, then, of the elective system by the Overseers places Harvard in the foremost ranks of those opposing the study of Greek in our colleges. Thus President Eliot and the champions of the anti-Greek cause have scored a signal triumph.

How far the new scheme will prove a success remains to be seen. By the action of the Overseers Greek is not by any means eliminated from the college course,—Harvard has too many eminent Greek scholars to permit that—but the probabilities are that year by year the number of those electing Greek will diminish until but comparatively few will be found perusing this subject. Throwing aside, however, the question of the comparative value of Greek as a disciplinary study, it strikes us that the new scheme is open

to serious objection.

The elective system renders it possible for a student to devote himself to a limited field of study. By the innovation just made this possibility is vastly increased. That a great many young men will avail themselves of the opportunity offered for giving the whole four years to some one or two subjects, may be reasonably inferred from the course hitherto pursued by students in electing subjects. Now, it appears to us that the great end of a man's college course is defeated where his work covers only a narrow field. Parents send their children to college for the purpose of securing for them that culture and that degree of mental development which shall best fit them for those requirements which inevitably must be made of them when they enter upon their final life work. Now, unquestionably, the man best adapted to meet the demands of life's labor is he who is possessed of the most highly developed mind, whose faculties, and whose powers are in the highest possible state of maturity. It ought to be equally plain that he whose whole mental make-up has been so wrought upon as to produce as nearly as possible an equal degree of maturity in his faculties, is relatively far stronger than the man whose mind has been trained in such a way that one or two special powers have received attention to the exclusion of all others. It goes without saying that the discipline derived from the study of Mathematics is of quite a different stamp from that given by Greek or Latin; while the effect of the Natural Sciences upon the student is of a character diverse altogether from that produced by either of the foregoing. The contrary of this no one who has ever had any experience in the practical workings of the old and new systems, could for a moment seriously maintain. To obtain the best possible results, it is necessary that the moulding influences of all those studies which are ordinarily laid down in a college curriculum should operate upon the mind of the student. To narrow the present range of