

tially a secondary classical schools. Boys entered its freshman class at thirteen years of age or even younger, and were Bachelors of Arts in four years. As new demands were made upon this college and as its curriculum was augmented and enriched, entrance became more difficult and was postponed until a later period. This process has gone on until now the average age of the members of the freshman class at Columbia is about seventeen and one-half years. At Harvard it has reached the extravagant age of nineteen years. The effect of this development in postponing beyond all reasonable limits the entrance of the professionally educated man upon the work of life has been to call attention in a most emphatic way to the necessity of revising our whole scheme of secondary and superior education. This revision is now going on, and it is bringing to light the composite character of the average American college. It is coming to be seen that the senior year of the college course, and not infrequently the junior year as well, is in reality a period of university and not collegiate instruction. The operation of the elective system and the introduction of original research and comparative methods of study, have transformed the latter half of the course in all of our larger colleges. But the work of the freshman and sophomore years is as a rule (qualifying phrases are necessary to all statements regarding our colleges, so diverse and even contradictory are their practices) the same as it has always been. Not only the old studies but the old disciplinary methods of teaching remain in these lower years. And, it is to be noted, these studies and these methods of teaching are substantially the same as those of the secondary school. It is here that the college not only gives evidence of its origin, but furnishes a hint as to what direction its future

development is to take. Somewhere and somehow the four years' course of study in the larger colleges is to be cut in two; the division may be made at the close of the junior or perhaps even at the close of the sophomore year. The upper portion of the course which remains will be recognized as belonging to the university and by uniting with the studies which the Germans group together in their philosophical faculty, university instruction in law, medicine, and, in some cases, theology, the real American university will arrive and the problem of an earlier entrance upon professional life adequately prepared, will be solved. In illustration of this process of differentiation there might be cited in detail certain steps which have been taken within a few years at Harvard, at Princeton, at Columbia and Cornell. When this division is made the present freshman and sophomore years will be frankly recognized as belonging to the period of secondary instruction. Some universities may prefer to do away with them entirely. Doubtless the majority will retain them as a sort of preparatory course, not indeed without its value, for the peculiar work of the university itself. In the smaller and less centrally situated colleges the present organization will probably remain substantially as it is and afford an excellent conclusion to the secondary education of those who do not look forward to university or professional studies. The baccalaureate degree, really and historically a university privilege, can probably never be reclaimed by its original proprietor. In that case some new basis on which to grant it must be arrived at, in order to sustain the reputation of this degree and put an end to the anomalous condition in which it now finds itself. It will readily be seen that it is the writer's belief that we shall approximate in this country, between our secondary