

was for many years simply a college and even a small college. It had its times of struggle and depression, when public indifference left it with insufficient support; and there were also periods when it encountered much opposition, both open and concealed. For many years it was forced to maintain a preparatory department, because of the lack of secondary schools. The system of accrediting was adopted in 1877, but in 1880 there were only four public high schools and three private academies on the accredited list. By July, 1901, the list had grown to 144 schools (practically all of them public high schools) located in Wisconsin alone. In 1880 the university had an attendance of 400. It now has an enrollment of 3000.

In the same period of about twenty years the range and character of the instruction given have been greatly modified. The first marked change was in the development of scientific instruction, which was greatly promoted by the establishment of the college of agriculture in connection with the university. Later, hardly more than fifteen years ago, came the first impulse to graduate study, the special theme of the present paper.

It will be recalled that graduate study in America practically took its rise at Johns Hopkins, opened in the later seventies. Before that we were content to send, each year, a few men to Germany to prepare to fill the more important chairs in our leading institutions. Thereafter, for a number of years, such places were commonly filled from Hopkins, as a glance at the lists of professors in the various universities will show. The spirit, however, which brought Hopkins into existence and made it a great graduate school, was also working at Harvard and elsewhere, so that we have from 1860 forward, a great—indeed a wonderful—development of graduate study in American universities. Endowed institutions of sufficient means expanded their curricula and added graduate studies, and state supported universities began now that process of evolution which has in many cases caused the term university, so long a misnomer, to have at last a genuine appropriateness.

In Wisconsin, for several reasons, the process was more rapid than in most of the other state universities. First, on ac-