

In many ways college students of the last two decades of the nineteenth century were inextricably involved in the processes of change.

The North American institutions they attended were undergoing profound transformation.

It was not just that more students were being admitted.

These were different students-some were women.

in Ontario, Canada, Queen's University was the first to admit women into degree programs, and the University of Toronto followed suit eight years later in 1884.

Moreover, as colleges ceased to cater more narrowly to candidates for the religious ministry and the professions and came to be seen as a logical continuation of secondary school, younger students began to predominate.

Many of those who now enrolled were experiencing transition not only from a small town or rural area to an urban environment, but also from adolescence to young adulthood.

Universities had to adjust to the needs of students who were less mature and less settled in their interests.

As the student body changed, so did the curriculum.

Scientific, professional, and graduate training became much more sophisticated, but the traditional arts program was altered as well.

Rigid courses of study full of Greek and Latin prerequisites were being replaced at many schools by elective systems that featured new subjects, such as English literature, political science, economics, sociology and psychology.

Old subjects, like biology and philosophy, were rocked by new ideas so that they too seemed very different.