

(2) These courses are not determined wholly by their educational value, but are also intended to meet different tastes and preferences, or prepare for special pursuits. To this extent they become professional schools, and depart from the fundamental conception of that liberal education which was formerly represented by the degree of Bachelor of Arts.

2. It agrees with the fixed curriculum system in holding to the year system, with all that is involved in it.

3. Its strong points:

(1) The class *esprit de corps* is retained, though perhaps somewhat weakened.

(2) It makes provision for constitutional differences, and so avoids the hardships sometimes involved in the fixed curriculum. Moreover, the student may fairly be expected to do better work in the studies which are most congenial to him.

4. Its weak points:

(1) It has the three weaknesses of the year system already mentioned.

(2) It sacrifices the greatest advantage of the fixed curriculum in departing from the true conception of a liberal education. I would like to refer the reader to an excellent article on this point, by Professor Forbes, of Rochester, in the Baptist Quarterly for July, 1888.

### III. *The Southern Elective System.*

1. Its main features are as follows:

(1) It differs radically from the two systems already noticed in its *abandonment of the year system*.

(2) The subjects of study are arranged in schools, such as the School of Latin, the School of Mathematics, etc. The work of a school may be covered in one or two years.

(3) There may or may not be optional studies. In the University of Virginia a generous amount of options is provided, but the whole system of options is held strictly subordinate to the thought of furnishing a true liberal education. The B.A. represents in all cases a general rather than a special course. Out of eight units demanded for B.A., one must be in each of the six great divisions—Classics, Moderns, History and English Literature, Mathematical Sciences, Natural Sciences,