

of the natural sciences, of classics, even of mathematics. It is undoubtedly true of philosophy. Lighter literature need be no exception; standard novels can be best read in the light of the lectures on literature.

Reading pursued in this manner may be varied, interesting and useful. Instead of interfering with the course, it will strengthen and supplement it. By the time a young man is graduated, he will not only be sufficiently well read, but he will also have had the opportunity of judging what kind of reading is in accordance with his natural taste and abilities. Then, Emerson's rule, "Read but what you like" can be advantageously followed. Whereas the student who, during his college days, indulges in indiscriminate reading, can be, at best, but a superficial scholar, the formation of whose taste must depend largely upon chance.

BACCALAUREATE REFORM IN FRANCE.

The Minister of Public Instruction for France has recently announced some important changes in the programme of the State University. The two baccalaureates Arts and Science, are replaced by one, bearing the name of Arts; and the system of special courses of study so much in vogue in England and America, is introduced also into France. Two examinations lead to the new Baccalaureate of Arts. The matter of the first is the same for all candidates, viz., the ancient and modern languages. What knowledge of these is required cannot be learned from the bare outline of the official programme, which merely states that the candidates must pass a written examination in Latin, and orals in Greek, Latin, French, and German or English. After passing the first examination, the student has to choose from three courses of study the one which

he wishes to be the subject of his second and final examination. These three courses are Philosophy, Mathematics and Natural Science, and are arranged similarly to the Honor Classes in the same subjects in our universities. The students of Philosophy must also be examined in Physics and Chemistry; the students of Mathematics and Physics are required to know something of Philosophy. And the successful candidate will receive his diploma as Bachelor of Arts in the course of Philosophy, in the course of Mathematics, or in the course of Natural Science.

Such is the programme of reform announced by M. Bourgeois. Its chief significance is that it curtails in some measure the attention given in past years to the study of the natural sciences, which were allowed to usurp the place formerly occupied by classics and philosophy. This curtailment is a half acknowledgment from the French educationists that an exclusively scientific training has not produced the good results expected. And therefore they have once more adopted the old programme, but with some modifications. These modifications are of importance, and their wisdom is already the subject of discussion. The special courses, or honor courses, which prepare for the second examination, contain no provision for classics, which must, therefore, be discontinued after the first examination, that is after the second or third year of the university course. Herein France's new educational programme is inferior to the programmes followed in this country, in which an honor course of classics almost always finds place. And the failure to provide such a course affords the strongest possible argument to those who desire to see classical studies entirely done away with. For, they will say, the study of the classics is useless unless pursued to the point where the student becomes familiar with classical literature; but this he can never become in a few