

planned course of legal instruction is greater than ever before; while competition with the higher grade of educated lawyers renders a proper legal training imperative.

It is a common but erroneous idea that education at Harvard is too expensive for a student of ordinary means. This is proved false by our own graduates, who have come here in the face of difficulties and found it possible not only to support themselves well, but to take with limited time a grade second to none.

The natural advantages of Harvard University need no remark from me. Its close proximity to intellectual Boston, the wealth and resources of the Institution itself, its splendid buildings and libraries, the renown of its professors and its advanced methods of instruction place it easily foremost among American Universities.

And this brings me nearer to the subject of these remarks. Comparisons, it is said, are odious, but they are often salutary. Legal education at the present day has two distinct schools of instruction. Both believe in a study of principles to be obtained from the original sources of the law, (the cases themselves) from class lectures, or from approved text-books. Different schools arrange these elements in different order and proportion, as they ascribe more or less importance to any one of the constituents. The German system of oral instruction by lectures alone is scarcely practicable for English law in this country. Many schools give the place of honor to the text books paying little or at least secondary attention to the cases. Harvard has within the last quarter of the century adopted a new and original method. This is commonly known as the "case system," but this name at best inadequately describes it and is in many ways misleading. It is true that the basis of instruction rests on the original cases themselves,—the real source of the common law;—but the method is never such as to develop the "case lawyer," a man hide-bound to his cases, and unable to apply the principles if he has been fortunate enough to extract any. The mode of instruction is by no means a stereotyped one; each professor has his own style and method of teaching, and no system of study opens a wider field for originality in both teacher and scholar. What then is the Harvard system? The original sources of the common law are the decisions of the Judges handed down to us in reported cases. The best text-books must naturally be derivative and are at most compilations and criticisms of legal principles. Thus they have