

as much in favour of progress as President Eliot, but I go on in a different, I believe a better way. I adopt the new, I retain what is good in the old. I am disappointed, I am grieved when I find another course pursued which allows, which encourages, which tempts young men in their caprice to choose easy subjects, and which are not fitted to enlarge or refine the mind, to produce scholars, or to send forth the great body of the students as educated gentlemen.

Freedom is the catch-word of this new departure. It is a precious and an attractive word. But O Liberty! what crimes and cruelties have been perpetrated in thy name! It is a bid for popularity. An entering Freshman will be apt to cheer when he hears it—the prospect is so pleasant. The leader in this departure will have many followers. The student infers from the language that he can study what he pleases. I can tell you what he will possibly or probably choose. Those who are in the secrets of colleges know how skilful certain students are in choosing their subjects. They can choose the branches which will cost them least study, and put themselves under the popular professors who give them the highest grades with the least labour. I once told a student in an advanced stage of his course, "If you had shown as much skill in pursuing your studies as in choosing the easiest subjects you would have been the first man in your class." I am for freedom quite as much as Dr. Eliot is, but it is for freedom regulated by law. I am for liberty but not licentiousness, which always ends in servitude.

I am to follow the President of Harvard in the three roads which he has taken; placing positions of mine face to face with his:

I. FREEDOM IN CHOOSING STUDIES.

II. FREEDOM IN CHOOSING SPECIALTIES.

III. FREEDOM IN GOVERNMENT.

I.

Freedom in Choosing Studies.—I am for freedom, but it must be within carefully defined limits. First, a young man should be free to enter a university or not to enter it. He is to be free to choose his department in that university, say Law or Medicine or the Academic, terminating in the Bachelor's or Master's Degree. But, having made his choice, is he to have all possible freedom ever after? At this point the most liberal advocate of liberty will be obliged to tell the student, "We are now required to lay some restraints upon you," and the youth finds his liberty is at an end. He has to take certain studies and give a certain amount of time to them, say, according to the Harvard model, to select four topics. He goes in for Medicine: he may make his quartette Physical Geography, which tells what climate is; and Art, which teaches us to paint the human frame; and Music, which improves the voice; and Lectures on the Drama, which show us how to assume noble attitudes. These seem more agreeable to him than Anatomy and Physiology, than Surgery and Materia Medica, which present corpses and unpleasant odours. I tell you that, though this youth should get a diploma written on parchment, I would not, however ill, call him in to prescribe to me, as I might not be quite sure whether his medicines would kill or cure me. Or the intention of the youth is Engineering in order to make or drive a steam-engine, and he does not take Mathematics, or Mechanics, or Graphics, or Geodesy; but as unlimited choice is given him, he prefers drawing and field work—when the weather is fine, and two departments of gymnastics—now so