

may now appear to be the only ones of any practical benefit to him in after-life.

It is not at all a difficult matter to perceive how this system finds so much favor with our educators at the present day. In this sordid and lucre-loving age when every hand is stretched out to clutch at money, the youthful student thinks he has no time to wait to cultivate his mind. The "almighty dollar" is for the man who's there to grasp it first, hence no one thinks he can afford to lose any time over "useless trash." Perhaps, too, the student is incapable of receiving a liberal education, or altogether too slothful to take the means to acquire it. Evident it is that men of this latter stamp can never reflect any credit on an institution which claims that it can and does turn out educated men, therefore no curriculum should be fashioned either to keep such students in attendance much less to induce them to enter. Yet every day do we see the course of studies in our Universities "regulated" to suit all comers.

In itself, however, the principle is not one which will eventually tend to gain the object which these seats of learning have in view; and certainly this should be sufficient to cause its overthrow. The elective system leaves the student—if I may use the expression—practically at his own mercy; he may choose a liberal education or he may not. In most cases, in fact in all, he will study those subjects only which he considers will be necessary or profitable in his chosen profession. Thus his mind becomes abnormally developed. "Talents for *speculation* and *original inquiry* he has none, nor has he formed the invaluable *habit of pushing things up to their first principles*, or of collecting dry and uninteresting facts as materials for reasoning. All the solid and masculine parts of his *understanding* are left wholly without *cultivation*; he hates the pain of thinking, and suspects every man whose boldness and originality call upon him to defend his opinions and prove his assertions." True enough as Dr. Coppleston says, the one art itself to whose study the student may wish to confine himself, "is advanced by this concentration of mind in its service, yet the individual who is confined to it goes back." Society however, requires more from the individual than the mere duties of his profession, and those who pretend to be educated men must in fact