

no better foundation or authority than the cases they present. For the same reason that scientific education has discarded to-day its old methods, and places its students concurrently in the work-shop or laboratory and the school-room, the student of law should no longer make the unscientific attempt to absorb the predigested food of the text-books, but should under competent direction work out the results for himself, from accessible sources, as he would in his mathematics or his physics or chemistry. In a word, law is a science and the inductive system of study should meet with the same success here that it has received in other departments. There is certainly no lack of material and one of the richest fields for original research is at the disposal of every student.

But no student is thrown bodily into the maze of any labyrinth of cases, and left unaided to find the thread of legal principles by which he may hope to come forth into a knowledge of the law. This necessarily must be done for him. Accordingly a book of selected cases, covering a given subject, chronologically arranged under appropriate heads, is placed in his hands. Each of these cases contains a concise but accurate statement of facts, the conclusion reached by the court and the reasons given for the decision. A number of these, varying according to the principle discussed are prepared for daily recitation. In class, when called upon, the student gives briefly his own abstracts of the case, the facts at issue, the conclusion of law and the principle involved. The professor then presents the question in all its lights and phases, while the student draws on his own originality to uphold or cast discredit on the point at issue. The result is simply the trite fact that a man who has worked out a problem for himself will retain it longer and apply it more readily to other situations. He relies no longer primarily on the work of other persons, but on himself, his work is his own. It does not follow at all from this that books are not useful. undoubtedly they are, but their use should be auxiliary to the cases. When once the student has extracted his legal principle, then it may be a proper time to compare it with some approved text book and stand or fall by which ever seems the more consonant with reason and authority.

The ability to properly analyze a case is one which every successful lawyer must have.

The Harvard system trains the student to do this from the moment he has entered the school. He is forced to de-