

Hitherto I have been dealing with the new policy in its bearing upon the relations between teacher and student. But it involves other duties and opportunities. The task of the professor was formerly accomplished when he delivered his prepared lectures, set and marked his examination papers. Lectures tended to remain unaltered from year to year. To teach as we are now trying to do requires constant research and constant modification of courses by the professor. There is no other way of keeping any subject alive. Therefore the principles adopted in the report of 1925 require that we should have here a strong nucleus of teachers who are doing active research in law. Anything which strengthens that nucleus will improve the scientific tone of the Faculty and increase its efficiency in turning out lawyers with the appetite and ability for sound legal work. Naturally personnel must be chosen with a view not merely to scholarship but to teaching ability. You can have scholarship without much teaching ability, but you cannot teach soundly without scholarship. In all but the severely practical subjects such as procedure, company law, bankruptcy, the combination of research and capacity to instruct is more apt to be found in the full-time teacher. Few lawyers will deny that the conditions of practice now obtaining in Montreal do not encourage research. Research is the life-blood of legal teaching, and therefore this Faculty, if it is to grow in its scientific significance and to increase its influence upon the bar and bench of the province, must increase its