

## LEGAL EDUCATION.

But Mr. Dwight fails to see that the attorney or solicitor would begin practice at even greater disadvantages were he to rely exclusively on two years study in a law school. On this continent the practical union of the two professions necessitates a training which will give the advantages to be derived both from law schools and the routine of office work. These might be obtained either by a portion of time spent in office as a clerk and another portion as a student, or, as our practice has hitherto been, by attending lectures and examinations while under articles, and requiring a longer term of study than New York rules provide for. The question is one on which it is impossible to lay down any rules universally applicable, so much depending not only on the mode of admission, but on the ability of examiners and the uniform character of their attainments and fitness. We quite agree with Mr. Dwight that nothing could be worse than an examining committee chosen haphazard from among the Bar.

Whatever our faults may be, our method of teaching, examination, admission to, and most of all, retention in practice, both as solicitors and barristers, are worthy of study by our New York neighbours. We have our own faults; with the best intentions the round men are sometimes put into the square holes through friendship or accident. We are fortunately free from the greater evils which impair the uniform training of the profession in New York. Much may yet be done to raise the teaching of our law school, but it would be hardly fair to increase the assessment of the profession for this purpose. The Law Society must regulate the studies, not of the Toronto students only, but of those of the province at large. Anything more than this ought to be done by the Government.

No one who has attended lectures at the law school can fail to see the value of

the remarks of Mr. Dwight with which we close :

"A question has been asked in some quarters whether the professional force in Columbia College Law School is adequate to the work to be performed. It is manifest that in such an institution either one of two theories may be adopted. One is, to have a small number of competent men who will devote their entire time to their duties; and the other, to have a larger number, who give only a portion of their time to the law school, and devote the rest of it to their profession. The choice between these methods may depend upon the question whether the institution prefers to educate its students by formal lectures, or by true teaching, including catechetical instruction, informal and oral exposition, and free and ample right on the student's part to ask questions, both in the class-room and in private. We have deliberately chosen the latter course. We believe that it is of the highest importance to inspire the student with love for his subject, and to beget in him a true and lively enthusiasm. This can best be done by a teacher on fire with his subject, who has no distracting thoughts, who has a deep interest in and affection for his students, with sufficient personal magnetism to cause his interest to be reciprocated. Moreover, he must be perfectly familiar with his subject from every aspect, so that his students will have entire confidence in his opinions, and must have his resources entirely at command, so as not to be entrapped by an ensnaring inquiry, which young men full of mischief delight to put to an easily embarrassed professor. He must be master of the art of teaching, which experienced persons know to be not within the reach of every one. He must have personal dignity, so as to inspire respect, and a serenity of temper not easily ruffled, and must hold his class bound to him with an unyielding cord, and yet all its strands must be made up of confidence, respect and affection. If these qualities are possessed in large measure, one man can do the work of a score of professors who are languid and dull of spirit, and whose idea of official duty is to drive with dispatch to the lecture-room, deliver a formal lecture, and conclude it with a hasty bow and a speedy exit, to devote themselves to other and more congenial duties."