

the first Monday in May in each of the last three years of the time spent under articles, is to be counted as service under articles, and it is further declared in the curriculum that "during his attendance in the school the student is recommended and encouraged to devote the time not occupied in attendance upon lectures, recitations, discussions or moot courts, in the reading and study of the books and subjects prescribed for or dealt with in the course upon which he is in attendance. As far as practicable students will be provided with room and the use of books for this purpose." Some provision is made, however, to remove the difficulty. Moot courts are to be held. In the first year of the course two hours on every alternate Friday, and in each of the following years two hours every Friday, are to be spent in this way. As far as one can judge from the somewhat meagre information supplied by the curriculum, the moot court will be a weekly argument on a case to be stated by the Principal or Lecturer, who is to preside, and it will be upon upon the lectures then in progress. Two students on each side of the case will be appointed by the Principal or Lecturer to argue it. This exercise seems to be about the same in character and value as a legal debating club in which the subjects are assigned by the chairman, and it is compulsory to take one's turn. A graduate's only other chance of gaining a knowledge of the practice, if he is in Toronto, is from May to October in each year under articles, and this time is broken in upon by the long vacation. He will, for all practical purposes, have spent rather less than nine months in an office, excluding long vacations, and will have taken part in arguments with a frequency varying inversely as the numbers in attendance. The five-year man will have the somewhat questionable advantage over his more scholarly fellow-student of having spent two years in an office before acquiring any law. Much may be done by the Principal and Lecturers to remedy what, if the school were carelessly conducted, would be a serious evil. Cases may be stated in which the student may be required to issue writs, draw pleadings, suggest amendments, and a score of other things all tending to give practical skill. We point out the danger, not because we are sure that it is inevitable, but because, ardently desiring the success of the school, we wish the evil to be guarded against. The enthusiasm, judgment and skill of the Principal and Lecturers will, we doubt not, be exercised to avert it.

Another phase of the same matter is the effect of the school, as organized, on the office routine of the legal practitioner. Here, we think, the result will be some inconvenience, with much permanent good. Many lawyers in active practice have encouraged young men to study law, rather than discouraged them, the object being to secure help in doing the routine work of the office. The absence of the law student for nearly eight months of the year, during the last two or three years of his indentures, must detract materially from his value as an office assistant, and young lawyers and paid clerks will probably find themselves in greater demand. Salaried students will also cease to be. There will be some increase in the student's outlay in all cases, and in many instances a material increase. There will probably be a diminution of the number entering the profession. Possibly some of the evils of over-crowding may be removed. The effect