

surveying, the spirit of the times has asserted itself. They all strive to keep pace with the advancing intelligence of the people due to the increasing efficiency of our public and high schools, and the more general spread of material prosperity, with its consequent leisure and opportunities. All these move onward abreast of the age.

It affords grave reason for shame-faced regret that the legal profession is the only one which has not directly availed itself of the benefits of the advances made in all things educational in the last ten years. It could not possibly avoid indirect gains therefrom, but it has received nothing but the ripe fruit that has fallen into its mouth, and has not put out a hand to shake the tree of knowledge. Its requirements for entrance for students-at-law are scarcely higher now than ten years ago, and the knowledge necessary to pass the primary examination was then, as now, in all conscience meagre enough. Every high school-master with experience in the preparation of candidates for the various examinations, will tell you that there is scarcely an examination with which he has to do, for which candidates can be "coached" with so little work and so great ease as the primary examination of the Law Society. A third-class teacher, without any knowledge of classics, wishing to study law, attends a collegiate institute or high school for a few months—three or four in most instances suffice. He "crams" his Latin, using translations, and attempts nothing beyond the rudiments of grammar or prose. His previous knowledge of the other subjects, with a very little brushing up amply suffices, and if he be not hopelessly stupid he passes. This is no fancy picture. Such instances are quite common; and the third-class teacher who passes in this way will compare favourably with the average of successful primary candidates. His knowledge of Latin is as good as that of his fellows, and his attainments in most other subjects are decidedly superior. Such is the open door into a *learned* profession!

But the evil ceases not here. Raw and immature in mind—for he has had little mental discipline and no culture—devoid of habits, and without experience of methods of study, with meagre general information and scant intelligence, without skill in the use of his mother language as an instrument of expression, and pitiably ignorant of its literature, he vegetates in a law office for five years, now and then swallowing some stray crumb of legal learning lying in his way. No marvel that five years of such experience scarcely suffices to give him even a moderate degree of proficiency in the practice of his profession. The marvel would be if it were otherwise. The process is wholly unscientific. The practice presupposes the principles. How can one apply that which he does not know? The best possible preparation for acquiring skill in the practice of law, after the widening influences of liberal culture, is familiarity with the law itself; that having been gained, the practice can be, and has been, acquired in a relatively short time. From the educationalist's point of view, the process now in vogue is as unscientific as to attempt to teach rhetoric before grammar, or astronomy before algebra.

True, there are those engaged in the study, as well as in the practice, of law who have availed themselves of every facility which our institutions afford for