

than a mere organizer of examinations. If the legal profession is to keep abreast of other learned professions and of the community, instruction in law is a necessity, and under existing circumstances all attempts at securing such instruction from other sources than the Law Society have been abandoned.

One cannot help remarking that, so far as can be learned from the curriculum, no changes have been made in the requirements for entrance into the Society. We have before now strongly urged the great need of a higher standard of literary qualification for admission as a student-at-law or articled clerk. The legal profession admits students of lower scholastic attainments than any other learned profession in this Province. We sincerely hope that along with the general revision of the curriculum which has come with the inauguration of the Law School we shall have a complete revision of the qualifications for entrance on the study of law, and that knowledge and training worthy of the profession will hereafter be required.

The new curriculum is, as regards the books to be read and the subjects to be studied, a decided improvement on its predecessor. Among the works added to the course are Kerr's Student's Blackstone, 4 vols., Deane's Principles of Conveyancing, Leake on Contracts, Bigelow on Torts, H. A. Smith's Principles of Equity, Powell on Evidence, Bourinot's Manual of the Constitutional History of Canada, Lewin on Trusts, Pollock on Torts, Smith on Negligence, Chalmers on Bills, Westlake's Private International Law, and Hardcastle's Construction and Effect of Statutory Law. Those who, like ourselves, think that some attention should be given to the science of jurisprudence, the foundation and development of law, Roman law, and comparative jurisprudence, will be disappointed. One would think that those engaged in a calling which lays claim to the dignity of a learned profession should know something of the scientific aspect of the various subjects within the field of that profession.

Every Canadian, and *a fortiori* every Canadian lawyer, should be versed in the constitutional history of his country. We are glad that a manual on the subject has been placed in the curriculum, and that its teachings are to be supplemented by lectures and by the study of the B.N.A. Act and the cases under it. If the primary examination included a thorough knowledge of Canadian history generally, there would be a much better prospect of thoroughness in constitutional history and law.

One of the objections heretofore strongly urged against any scheme under which the universities would do most, if not all, of the teaching in the principles of law and leave the Law Society to furnish practical training, was that under such a division of the work, so much of the student's time would be taken up in making theoretical acquisitions that it would be impossible for him to become even fairly familiar with the practice of the profession. It seems to us that the curriculum of the Law School may be open to the same objection. The time of every student will be taken up during the term with the lectures, discussions, questions, etc., of the school for two hours daily, and these hours are so arranged as to interfere seriously with any office work that a student might feel disposed to do. The time of attendance, *i.e.*, from the fourth Monday in September until