

The result of the older method had too often been merely to stock a man's brain, until he forgot them, with ready-made answers to set questions. The value of this result was not the less questionable in that the lawyer in practise rarely relies on memory, but surrounds himself with texts. What we want to develop is the ability to use texts, plus a flexibility and tenacity of mind that will help the student when he becomes a lawyer to deal efficiently with ever new problems. Further, we should like to inculcate some comprehension of law, not as a collection of arbitrary rules, but as the essential framework of social life, which must evolve to meet new needs, and we can only do that if we cure the student's habit of excluding from his purview all but the cramming of a catechism.

The Faculty is committed to the new policy, and courses have already been considerably altered to conform with it. Lectures have been reduced in number in order not merely to leave the student time for independent reading, but to wean him from the idea that the lecture and the examination are the be-all and end-all of a law course, and to train him in the habit of assembling his own material. More discussion is going on in the class-room, and a great deal more personal consultation outside class-hours between student and lecturer. We are doing everything to encourage