

We are glad to publish Mr. Darling's article. The writer is no novice nor unacquainted with the system of legal education in vogue in the Province of Ontario, which Province produces the largest crop of lawyers of any in our Dominion, and has as its Principal one so eminently qualified for the position—N. W. Hoyles, K.C., LL.D.

Our contributor, Mr. Darling, is a Canadian who graduated in Arts at the University of Toronto and in that city commenced his legal education. He completed his education at Harvard where he became familiar with, and apparently enamored of the Langdell system. He has done well, and is entitled to our thanks, for thus bringing forward for discussion a matter of so much importance both to teachers and learners of the law.

Whilst the system advocated in the above article undoubtedly possesses many great advantages it is not one which could, we think, be adopted here, at least in the present condition of things. In the first place the attendant expense would seem to be a bar, as it requires the publication of numerous books of "case law" for the use of students as necessary school books—books for which there would be no sale outside of the student class. This would also be in addition to the standard treatises which could not be dispensed with.

This brings us to another point, and that is, that excellent as the system is, it is said, by those who perhaps are best able to give an unbiased opinion of value, that the complete mastery of a subject cannot be acquired by the study of the underlying principles of law as set forth in recognized case text-books.

The *Law Quarterly Review*, edited by that great master of the law, Sir Frederick Pollock, has some observations on the subject in a recent issue, which will be read with interest in this connection. In a review of Prof. Lorenzen's "Cases on the conflict of laws selected from decisions of English and American courts," the reviewer writes as follows: "There are branches of law—and the so-called conflict of laws is certainly one—the complete mastery of which cannot be acquired by the study of cases alone. The Harvard system of catechetical instruction is almost beyond