

# UNIVERSITY GAZETTE

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## University Gazette.

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All communications may be addressed to the Editors, P. O. Box 1290.

We do not hold ourselves responsible for the opinions expressed by correspondents.

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### Editorials.

#### THE LAW LECTURES.

We promised our readers, some time ago, to examine the course of lectures delivered in this faculty, with a view to their improvement. Up to the present we have been unable to fulfil our promise.

The criticisms of the GAZETTE have not, in the past, been received with unmixed satisfaction. That is a good sign. We are informed that when we hinted at a possibility of improvement in the lectures,

one of the learned professors acknowledged his own shortcomings, but pointed his hearers to the absurdity of anyone pretending that the Dean's course was not all that could be desired. We have a passionate fondness for modesty and self-abasement, but this suits us too well. The learned doctor's course of lectures is quite as good as that of the dean, and both are very far from perfection.

Again, some of the students threatened woe and many sorrows if we attempted such a thing. We have had time to take in the whole situation, and protesting our devotion for the school, duty compels us to persevere in our intention.

If McGill University is being attacked to-day, and with a show of reason, it is because her authorities have neglected their duty. They have allowed a faculty to exist for years in name only. They have used neither their influence nor their money to assist the law faculty. They seem to have regarded it as a necessary encumbrance, and now that they are being struck through it, the weak member of the University, they call upon all men to commiserate their sufferings and rally to their support. Not a bit of it; make law as strong as medicine, and you will fill this Province with such a number of devoted graduates that the halls of legislation and the courts of justice would immediately frown upon any attempt to curb your liberties.

And now, forsooth, we are told we must not criticise the work of the lecturers, because they do their work for no recompense. To this we answer—it is shameful that no serious effort has been made in the past to properly pay these men for their services; but apart from this, we have heard it said—what is worth doing at all, is worth doing well; and since these men have held themselves out to the world as having done the work, we have a right to enquire how they have done it.

How can a teacher do his work without having given a thought to the subject matter which is to engage his attention at each particular lesson? He can't do it. If his time is limited for preparation, he should, at least, have well-arranged notes from which to speak, otherwise he will express his thoughts as the moment inspires, and pour out upon the devoted heads of his pupils a huge mass of information ill-arranged and confusing in the extreme.