

"himself to meet with and wrestle with the problems of learning. Lectures should be co-ordinated with other study, instead of study being a more or less unimportant adjunct to lectures."

The soundness of these views appears to your committee to be beyond question and it believes that the elimination of concurrent office attendance makes their application to this Faculty not only possible but essential. It therefore recommends that:

The responsibility for acquiring information and for forming his own opinions be placed on the student; the function of the teacher not being ~~so much~~ the furnishing of information and ready-made opinions concerning law ~~as~~ arousing interest, directing reading, assisting in the solution of difficulties, and training the mind in legal thinking, and in consequence the timetable should be arranged in such a way as best to secure adequate preparation for discussion in class and at the same time adequate discussion in class of the problems raised by private study.

The adoption of this general conception of education will place much more work on the student, more particularly owing to the lack of convenient text-books in practically all subjects. In the opinion of your committee this very lack is by no means an entirely regrettable circumstance. The student, not being able to replace the unintelligent memorizing of cram books, will have to turn to the sources of our law and will study for himself the processes of

$4 \frac{1}{4} = \frac{17}{4}$
~~merely but that~~

$\frac{17}{4}$

$6 \frac{7}{8} = \frac{55}{8}$