

to at some future time when the matter comes up for further discussion.

One word in conclusion. We quite realize that there is need for something broader and more scientific in the education of lawyers than we have at present—more training of the mind and more insight into jurisprudence as a science and the historical development of the law. This has, heretofore, been neglected—pushed aside by the necessities of a young country, but it must come if we are to hold our own in social, economic and political movements such as are now being worked out in every nation whether at war or not. May it not be that the solution for us should be the combination of the two systems, retaining our own for the practical necessities of the profession, but adding at its conclusion a post-graduate course giving our students the advantages which it is claimed the Harvard system possesses.

The report of the Committee on Legal Education speaks for itself, and is as follows:—

“At last year's meeting of the Ontario Bar Association a Committee was appointed with a view to considering legal education in the Province of Ontario, and various suggestions as to improving the same. It was felt that the Law School has done good work in improving legal education in this Province, but that marked improvements could still be made. The committee was asked to suggest what methods would be the best in its opinion to effect that purpose. Fortunately, during the past year the famous Harvard Law School published a history of that School from 1817 to 1917, and the facts stated in it have been of great assistance to the Committee.

“It is felt that the system of having *one* instructor only, namely, the principal, who devotes his full time to the Law School, is unsatisfactory. There should be at least *two* who would give their whole time to the Law School. In the words of Langdell, a former celebrated head of the Harvard Law School, ‘A teacher of law should know expertly not so much the contents of the law as the method of studying it.’ What qualifies a person, therefore, to teach law is not experience in the work of a lawyer's office, not experience in dealing with men, not experience in the trial or