

pend first on himself; afterwards his conclusions are subject to modification and guidance by his instructors.

The case system, so called, sketches in the chronological arrangement of the cases, the History and development of the law. It makes the student familiar with the older methods of pleading, with the peculiar social and economic systems of the time, with those fundamental principles which have ever formed an integral part of the common law, and with the modes of thought and characters of the long series of noted judges who have adorned both bench and bar. Indeed it is most important that there should be a vivid and real back-ground to the dry legal principle embodied in the text-book. Each case coming up, as it does, on its own statement of facts, is clothed with the peculiar interest that a lawyer should feel in an actual case for an actual client. A. and B. may become very interesting persons, on even such short acquaintance. Short glimpses of their private life are given, which to say the least are usually spicy and may often be intensely dramatic. These glances around the veil of dry legal facts are necessarily brief and interrupted, but they show that the apparently unemotional character of plaintiff and defendant may frequently prove a deep and tender study of human interests and passions. The law is thus, in itself a whole school for knowledge of the world, for intimacy with all kinds and conditions of men, in every walk in life. Were it for no other reason than this, the study of law by cases, should have a far greater attraction and charm for the ordinary mind, than mere dry principles, unconnected with human agencies. The advice of the old man in "Nance Oldfield" to his love-stricken son that he should henceforth look for amusement in the law, need not be the jest the audience imagines it. There may well be entertainment in the law, as in the theatre or novel, if one may thus pass for the time out of his own life, and view the tragedies and comedies or even farces in the lives of others. But these are only secondary thoughts; practical however, if they aid one to do the greatest amount of work with the least mental weariness and disgust.

In brief then, these are the advantages which the Harvard system seems to possess over other methods of instruction. It is more scientific in so much as it applies the inductive system to the obtaining of results. The student is thrown first of all on his own responsibilities. If he has only memorized before, he now begins to think. He is taught to reason rather than to repeat. His conclusions are of necessity reason-