

work which makes it impossible for the majority to spend any considerable time in offices outside the vacations, and by holding lectures at times designed to keep our men about the University during working hours.

The Faculty's interest in the above change was that it offered means of intensifying study. In the report drawn up and adopted by the Faculty in 1925, following on the new legislation, the principle was laid down that the chief responsibility for obtaining his information should rest with the student himself, the lecturer directing reading and discussing problems, as far as possible, instead of dictating treatises in lecture form. The report was based on the conviction, held by the majority of the Faculty, that the strict lecture-method had been a failure in the essential task of training minds in the habit of legal thinking. It had addressed itself largely to the memory, and the student had made it his chief object to memorise what he had been told in order to be able to disgorge it again for examination purposes. The policy of guidance and discussion, rather than dictation, would, it was felt, stimulate interest and develop the ability to deal with situations as they present themselves.