

or perhaps more accurately members of the Bar working under University auspices, organised series of lectures to systematize and complete the knowledge acquired in practice. The term of indenture for students attending these courses was then reduced. The courses were rarely given, the lecturers meeting their students when convenient to themselves which apparently was not often. To meet this situation the Bar decreed that to obtain the benefit of the reduced indenture period the law course must consist of a specified number of lectures on different subjects and these lectures must in fact be delivered and attended. These lectures were, and for many years remained, a mere adjunct to office training. Gradually changing conditions in the offices led to a shift in the relative importance of office and university work. The old idea, however, of merely conveying information (probably justified when a student merely gave his spare time to his academic work) has remained. It is only at McGill that it is not accepted. Coupled with this is the fact that French-Canadian education emphasizes ex cathedra teaching and its uncritical acceptance by students to a far greater degree than is consonant with European ideas. This is not surprising when it is remembered how recently and how incompletely our own university has taken effective steps to eliminate the spoon-feeding of students, to encourage initiative and independent thinking, to consider lectures merely