

A Four-year Law Course in Ontario

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It may occasion some surprise to those who are accustomed to obtain their information on legal education in Ontario from sources not entirely in sympathy with the scheme presently being followed at the Osgoode Hall Law School that more than seventy-five years have passed since the Law Society of Upper Canada, the governing body of the legal profession in Ontario, abandoned the apprenticeship system as the sole method of training young men and women to practise law. In the year 1872 the society was authorized by statute to make rules for the improvement of legal education, to appoint readers and lecturers, to require the attendance of clerks at readings and lectures and the passing of examinations as a pre-requisite to their call to the bar or admission to practise as a solicitor. A law school was accordingly established at Osgoode Hall, Toronto, in 1873 and, although temporarily suspended in 1878, it was re-established in 1881. In 1889 the law school was re-organized on a permanent basis with a principal, assisted by a full-time and part-time teaching staff.

Although the establishment of a law school filled a great need for formal academic instruction in the science of law, the development did not, nor was it intended to, supplant the practical experience which was acquired under the system of articles of clerkship in law offices. This was a marked departure from the development in the United States where the responsibility for legal education was assumed by the universities, which resulted in divorcing it from the profession and the creation of a serious gap between the law school and practice. As a result, basic professional skills are learned sometimes at the expense of clients or of the firm where the novice poses as a qualified practitioner. And, unhappily, time did not

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serve to ameliorate, but rather has accentuated, this unsatisfactory situation. Since the end of World War II a rising tide of criticism from the profession and the public at large has called for a re-examination of the whole programme of legal education in the American law schools.

In Ontario, at that time, the course at the law school consisted of three years of concurrent academic and practical training, with students attending two lectures at the school each day and serving under articles in an office for the remainder of the day and during the summer months. Students entering the law school with matriculant standing only were required to spend an additional two years full time under articles before commencing the course at the law school.

In Ontario, in the period after World War II, the system of legal education was also the subject of criticism. It was alleged that the system of office training, aggravated by the heavy burdens which were placed upon the educational facilities by the very large increase in the number of students in the post-war years, had broken down and there was a growing vocal demand by the adherents of the American system of the so-called "full-time law schools" for adoption of a similar system in Ontario.

A special committee of the Benchers of the Law Society of Upper Canada was appointed in 1946 to review and consider the whole subject of legal education in Ontario. It made an intensive study of the systems of legal education in vogue in the other provinces of Canada and in the United Kingdom and the United States. It had the benefit of the experience and opinions of leading figures in the field of legal education, including Horace E. Read, O.B.E., Q.C., S.J.D., D.C.L., then Professor of Law at the University of Minnesota, and Mr. John Willis, a graduate of Oxford University, a former member of the staff of Dalhousie University, and then on the staff of the Osgoode Hall Law School, which were most helpful. The chief criticism by Mr. Willis of the three-year system of concurrent office and law school training, as a method of legal education, was that it placed too heavy a burden upon the student, owing to the demands of both his principal and his law teachers upon his time. He was of opinion that a minimum of two years should be devoted to full-time academic training on specified subjects. Mr. Willis was also concerned with the necessity for, and absence of, adequate practical training and indicated that an attempt was being made in some full-time law schools to bridge the gap between academic training and actual practice. He said that

there was a unique opportunity at the law school for a new arrangement and that a different situation existed there than at either the Dalhousie Law School or Harvard University. He pointed out that there is a tradition in Ontario that the law school belongs to the profession. Dean Read stated that from his experience a law school course of at least four years is required which would integrate academic work and practical training at the school, and that a year's training in an office before starting practice is desirable.

During its whole inquiry and study from 1946 to 1949 the special committee consulted fully with, and had the co-operation of, the county and district law associations within the province. As a result, after some false starts, the present four-year course was adopted to apply to students entering upon their law course in September 1949.

It is not supposed that the present system contains within its provisions a panacea for all the ills that beset legal education, but it is a serious and well-founded attempt to bridge the gap between law study and law practice, and to ensure, in the limited time available, that those persons who are held out to the public as being qualified to practise law as a profession have, in fact, acquired the type and standard of training to warrant that certification.

Further changes have been made and are being made, from time to time, as the result of experience gained in the operation of the new course. Possibly the one of most interest was the abolition last year of the matriculant class of students. A degree from a recognized university in an approved course is now a pre-requisite for admission to the law school.

The present course covers four years. In the first two years the student is required to give full time attendance at the law school. In the third year the student must spend his or her full time under articles of clerkship in a law office at any place in Ontario and, in the fourth year, to attend lectures at the law school and concurrently serve under articles of clerkship in a law office in Toronto. If the student has spent his third year outside Toronto, then in his fourth year his articles of clerkship are assigned to the solicitor in Toronto with whom he serves.

At the convocation held in June 1953 a group of 150 students, representing the first to graduate under the new four-year course, was called to the bar and awarded certificates of fitness to practise as solicitors in Ontario. It is, therefore, an appropriate time to try and assess the result of the changes made in the law school course.

As already indicated, an essential feature of the new four-year

course is that only graduates of recognized universities in approved courses are admitted to it. In the academic year 1952-1953 graduates of nineteen universities were represented in the total student body of 850 members. Of this number, 550 were graduates of the University of Toronto. Most of the remaining 300 were graduates of other universities and colleges in Canada, extending from Acadia University in the east to the University of British Columbia in the west. Also included were five graduates from the United Kingdom, the United States and continental Europe.¹

The problem of pre-legal education is one on which there is a healthy and wide divergence of opinion, but the increasing complexity of our modern economic and social order justifies, at least, an insistence upon a proper intellectual and cultural university background as a condition precedent to the entry upon the study of law itself. The future lies in the proper integration of the humanities, the social sciences and the natural sciences with law. A beginning has already been made in the fusion of legal and non-legal materials in the subjects on the law school curriculum.

The student then enters the law school with the background of that university training which he has selected as best suited to fit him for his training in law and his practice on graduation. When he enters the law school at Toronto the student finds that it is housed in Osgoode Hall, home and centre of his profession, and the seat of the highest courts of Ontario. He is at once brought into daily contact with other members of his profession and with the courts. He has available the Great Library and the Phillips Stewart Memorial Library, together containing over 100,000 volumes, and, with the exception of the library of the Supreme Court of Canada in Ottawa, the best equipped law library in Canada.

The staff at the law school includes full-time lecturers, part-time lecturers and practice instructors and demonstrators. In addition leaders of the bench and bar in Canada give lectures on special subjects. There is, of course, at present a marked shortage of qualified law teachers in Canada. As they become available, further additions to the staff are being made. Consideration is also being given to expanding the class room and other accommodation for the students and staff.²

It must not be supposed that undue emphasis has been placed

¹ Appendix A at the end of this paper is a breakdown of the enrollment at the law school showing the university background of each student in the academic year 1952-1953.

² Appendix B to this paper is a list of the staff and honorary visiting lecturers at the law school.

on practical training under the new plan at the expense of academic instruction. Considered on a quantitative basis, the total number of hours devoted to formal lectures and class-room work at the law school compares favourably with that given to similar work in other institutions of legal education. The law school curriculum provides for 450 hours each academic year in the first and second years of the course and 300 hours in the fourth and final year. In the final year, the number of lectures each day is reduced to two in order to permit the students to spend the balance of the day in office training. The loss in hours to practical training in the final year is, however, more apparent than real, since the additional hours in other institutions are normally allotted to advanced jurisprudence, comparative common and civil law, and public international law. All these may properly be regarded as more fitting subjects for post-graduate work or, at least, as not absolutely essential for the proper training of practising lawyers. It is simply and fundamentally a question of making the best use of the necessarily limited time that is available. After due consideration the deliberate choice in Ontario has been made in favour of practical training.

The students spend their first two years in full-time attendance at the law school. The course of instruction in this period leads the student progressively through legal history, elementary jurisprudence and the basic subjects of the law, such as property, contracts, torts and equity, to the more advanced and specialized subjects in the fourth year. It is perhaps redundant to add that the instruction in this period is designed to give the student a thorough grasp of the basic concepts and principles in the various branches of the law and at the same time to subject him to an educational exercise as well as a vocational training.³

These academic pursuits in the first and second years are supplemented by seminars in practice and procedure on certain designated subjects which are covered by the formal lectures. These subjects include Orientation, Litigation, Conveyancing, Company Law, Commercial Law, Surrogate Court Practice and Administration of Estates. Each class is divided into groups of from fifteen to eighteen students who are supervised in their work by practising lawyers. An attempt is made to deal with problems of research, legal draftsmanship and "know how" as a prelude to the actual office training, when the articled clerk will be called upon to deal with flesh

³ Appendix C is a synopsis of the curriculum of the Osgoode Hall Law School.

and blood clients and real cases. This seminar work is regarded as a separate subject of the curriculum in which the student is required to attain satisfactory standing, both in the class work and upon a written examination, before proceeding to the next year of the course.

In addition, the formal lectures on civil practice and judicial remedies are concentrated within the first two years in order that the student may be adequately prepared, when entering upon his period of office training, to derive the most benefit from it. Practice before appellate tribunals is reserved for the fourth year. In the first two years also, students are given the opportunity and encouraged to participate in moot courts, impromptu and formal debates, mock parliaments, student government and student legal publications.

The third year is spent serving under articles full time in a solicitor's office at any place in Ontario. At the time the student enters his service both the student and the solicitor are advised of what should be covered and accomplished during the year and the solicitor has pointed out to him his responsibility to see that the students are given practical training and experience in all general branches of law and practice.

The fourth and final year of the law course is one of concurrent attendance at lectures given at the law school and service under articles in a solicitor's office in Toronto. With respect to the academic work in this year, some opportunity is given to elect among the courses offered. The compulsory subjects are Conflict of Laws, Wills and Administration of Estates, Taxation, Practice III (with special reference to trial practice and appeals) and Bookkeeping and Accounting. A choice of five from the following nine subjects is given: Bankruptcy, Legislation and Administrative Law, Municipal Law, Labour Law, Patents, Trade Marks and Copyright, Partnerships, Insurance Law, Admiralty Law and Mechanics' Liens. The lecture periods are confined to one hour at nine in the morning and a second hour at four-twenty in the afternoon to avoid conflict with the time schedule of the courts and public offices and to ensure that the student is available in the solicitor's office when the day's work is being planned. During this year special lectures are given by judges and leaders of the bar.⁴

In April of the graduating year the students are required to sit

⁴ The five syllabi for the practice groups are headed Orientation, Litigation, Real Estate, Surrogate Court Practice and Commercial and Company Law. Copies of the complete syllabi are available from the Osgoode Hall Law School on request.

for an oral examination on the work of their complete service under articles. The examination is conducted by a board of practising lawyers and is designed to cover all branches of the law, with particular emphasis on litigation, conveyancing, company law, surrogate court practice and administration of estates. No student is admitted to the bar or enrolled as a solicitor until a satisfactory standing is obtained on this examination. Those who fail to obtain the necessary standing on the regular oral examinations are required to continue service under articles and to submit themselves for further examination at the regular supplemental examination period.

It is in the emphasis placed on adequate office training that the law school's four-year plan differs materially and fundamentally from the system in vogue in other jurisdictions. The difference is not merely in the duration of this training but, more importantly, in the period when it is given. On completion of the law school term in June of his second year the student is required to article to a practising solicitor and to spend the next twenty-four months serving under articles. This means that a period of sixteen months is spent in full-time service under articles, since the student does not attend law school for any part of the third year.

It is during this year and the additional time during the fourth year of concurrent articles and law school work that the practical skills of the profession are attained. Indeed, it is in this atmosphere of daily professional life in the courts, in the public offices and in the solicitors' offices where professional character is moulded and professional ethics inculcated. The advantages derived from service under articles during the third year, not being confined to Toronto offices, are considerable. The student's practical training may be obtained in the locality, and very frequently in the same office, where he intends to take up practice upon graduation. The benefits accruing from a thorough knowledge of the local situation cannot be overemphasized. It has been said, and with justification, that the opportunities of dealing directly with the client are more frequent in offices located in the county towns than in the larger, more impersonal and more specialized offices in Toronto. There is, also, the element of the principal's personal interest in the local boy and a keen awareness of the responsibility to see that he is properly trained. The present system permits students who do not reside in Toronto to return to their home counties and serve under articles while living at home, with an appreciable saving in the overall expenditure on legal education, and it reduces the number of

students who must be placed in Toronto offices. Moreover, the increased cost resulting from the addition of a fourth year to the law school course is further met to some degree by permitting students to obtain outside employment during the summer months between the lectures of the first and second years and by the award of an increasing number of student bursaries.

So successful has the present system of serving under articles been that there is a long list of unfilled requests by solicitors for students and students are able, to a greater extent than formerly, to select the offices in which they are to serve under articles and to obtain adequate remuneration. The overwhelming consensus of the profession generally, the law school staff and the students is that the students are now better trained than under the former three-year course of combined service under articles and attendance at lectures. There has been a marked improvement in the enthusiasm of the students towards the law school in general. Never has the *esprit de corps* at the school been so high and a keen interest has been shown by the students in the work of the third year.

Of interest are the recent, and as yet unpublished, results of two surveys made of legal education in Ontario. The first survey was based on a questionnaire sent out to students at the law school who were to graduate in June 1951, which was the last full class to graduate under the former three-year plan. The second survey was based on an identical questionnaire sent out to students at the law school who were to graduate in June 1953, the first class to graduate under the new four-year plan. The questionnaires covered identical periods in the student's career. It would appear to be a fair statement to say that a comparison of the two surveys made in Ontario in 1951 and 1953 shows a marked improvement in practical training in Ontario. The experience acquired in real estate practice is almost the same; the experience in wills and estates, commercial law and business and litigation (solicitor's work) had each improved over fifty per cent; and the experience in litigation (counsel work) had improved over one hundred per cent. There appeared to be a direct co-relation between the interest shown by the principal and the experience the student acquired. From the results of the survey it further appeared that students serving under articles outside Toronto acquired slightly better practical experience than students serving in Toronto.

In the final analysis the success or failure of the present plan of training for the legal profession in Ontario must depend to a large degree upon the extent to which the individual solicitor re-

cognizes his responsibility to see that his student is adequately trained and fulfils that responsibility. The increasing degree to which this is now being done augurs well for the future of the new course. Of almost equal importance is the work of those members of the practising bar who as part-time lecturers and demonstrators at the law school play such an important part in the training of law students. Their ability and devotion in Ontario cannot be too highly praised.

The controversy over legal education in Ontario has been welcome. It has served forcibly to bring home to the members of the legal profession their responsibility in the scheme of training. Any effort to improve legal education and the service rendered by lawyers to the public is a step in the right direction. We may not all agree on method or the path to be followed, but I am sure we do all agree that the course of legal training requires constant study and revision and the co-operation of the profession, the law school staff and the students, if the law school is to fulfil its proper function.

The Benchers of the Law Society of Upper Canada and its Legal Education Committee, of which I have the honour to be the vice-chairman, believe that progress has been made in the recent changes at the law school and have under consideration further ones for the improvement of the school. In the last analysis it is the responsibility of the benchers to certify that persons called to the bar and admitted as solicitors are qualified to practise law and serve the public. That must, and will, never be lost sight of in Ontario.

The Function of a Law School

Here, however, we are discussing society's standard for a law school graduate, which requires that he be able to practice law competently. Also, here we are not talking about college professors, but about lawyer-professors teaching law, a professional matter, where the requirements of society and of the profession override any professorial attributes of the lawyer-professor. To make myself clear, I should point out, though it seems to me redundant, that I am not expecting a recent law graduate to have all the skills and the knowledge of a practitioner of twenty years at the Bar. I do believe that every newly admitted lawyer should be competent to handle skillfully the ordinary affairs, at the least, of the general run of people, the kind of things that a young lawyer has a chance to do in his first year or two. While I am concerned about the young lawyers who are absorbed into firms, I am more deeply concerned about those young men and women who start out by themselves, who need to know well the skills and techniques of office practice and of litigation if they are to serve their clients. (Arch M. Cantrall, *Law Schools and the Layman: Is Legal Education Doing Its Job?* (1952), 38 A.B.A.J. 907)

APPENDIX A

Osgoode Hall Law School
Classification of Student Body

Academic Year 1952-53

UNIVERSITY	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTALS
Toronto	131	129	165‡	125	550
Western	42	30	15	15	102
McMaster	13	14	18	13	58
Queen's.....	15	8	12	13	48
Carleton	7	8	1	4	20
McGill	8	2	5	4	19
Ottawa	8	5	2	4	19
St. Patrick's	6	2	1	1	10
Manitoba	2	1	3	2	8
Laval	2	1	1	..	4
Bishop's	1	..	..	1	2
London	1	1	..	..	2
Acadia	1	..	..	..	1
British Columbia .....	..	..	1	..	1
Harvard .....	..	..	..	1	1
Loyola .....	..	..	..	1	1
Mount Allison .....	..	..	1	..	1
R.M.C.	1	..	..	..	1
St. Francis Xavier.....	1	..	..	..	1
Matriculants*	5†	4†	2	2	13
<i>Total</i>	245	205	228	185	863

‡Includes 20 LL.B. students from the University of Toronto who receive a two-year credit, taking only the final two years of the course.

*Matriculants are no longer admitted as of 1953.

†Includes one from the University of Budapest admitted on the same basis as matriculants.

APPENDIX B

*Osgoode Hall Law School**Teaching Staff**Full-time Members*

- CHARLES ERNEST SMALLEY-BAKER, Q.C., B.A. (Acadia), LL.B. (Harvard), M.A. (Oxford), LL.M. (Birmingham), of the Inner Temple, of Osgoode Hall, and of the Bar of New Brunswick, Barrister-at-Law, Dean of the Law School.
- JOHN DELATRE FALCONERIDGE, Q.C., M.A., LL.B. (Toronto), docteur en droit (Montreal), LL.D. (Toronto), of Osgoode Hall, Barrister-at-Law.
- HERBERT ALLAN BORDEN LEAL, B.A. (McMaster), of Osgoode Hall, Barrister-at-Law.
- DONALD BURGESS SPENCE, M.A. (Toronto), LL.M. (London), of Osgoode Hall, Barrister-at-Law.
- JOHN DESMOND MORTON, B.A., LL.B. (Trinity College, Dublin), of King's Inn, Dublin, Barrister-at-Law.
- IAN F. G. BAXTER, M.A., LL.B. (Aberdeen), formerly a Solicitor of the Supreme Court in Scotland, and of Lincoln's Inn, Barrister-at-Law.

Part-time Members

- WALTER BARRY COUTTS, B.A. (Toronto), C.A., of Clarkson, Gordon & Company.
- GEORGE EDWARD EDMONDS, Q.C., B.A. (Toronto), of Osgoode Hall, Barrister-at-Law.
- FRANCIS GERITY, LL.B. (Dalhousie), of the Bar of Nova Scotia and of Osgoode Hall, Barrister-at-Law.
- WILLIAM GOLDWIN CARRINGTON HOWLAND, B.A., LL.B. (Toronto), of Osgoode Hall, Barrister-at-Law.
- JOHN JOHNSTON, B.A. (Toronto), of Osgoode Hall, Barrister-at-Law.
- GOLDWIN ARTHUR MARTIN, Q.C., B.A. (Toronto), of Osgoode Hall, Barrister-at-Law.
- NORMAN LEE MATHEWS, Q.C., of Osgoode Hall, Barrister-at-Law.
- BERT JAMES MACKINNON, B.A. (McMaster), M.A., B.C.L. (Oxford), of Osgoode Hall, Barrister-at-Law.
- BRENDAN O'BRIEN, Q.C., B.A. (Toronto), of Osgoode Hall, Barrister-at-Law.
- ROBERT FRANKLIN REID, B.A. (Western), of Osgoode Hall, Barrister-at-Law.
- RICHARD JAMES ROBERTS, of Osgoode Hall, Barrister-at-Law.
- SYDNEY LEWIS ROBINS, B.A., LL.B. (Toronto), LL.M. (Harvard), of Osgoode Hall, Barrister-at-Law.

STUART DOUGLAS THOM, B.A. (Toronto), LL.B. (Saskatchewan), of the Bar of Saskatchewan and of Osgoode Hall, Barrister-at-Law.

HAROLD WATSON TIMMINS, Q.C., B.A. (Toronto), of Osgoode Hall, Barrister-at-Law.

WALTER BERNARD WILLISTON, B.A. (Toronto), of Osgoode Hall, Barrister-at-Law.

Honorary Lecturer

HAROLD GEORGE FOX, Q.C., M.A., LL.B., B.C.L., Ph.D., Litt.D., of Osgoode Hall, Barrister-at-Law.

Honorary Visiting Lecturers

THE HONOURABLE JOHN WELLINGTON PICKUP, Chief Justice of Ontario.

THE HONOURABLE JAMES CHALMERS MCRUER, Chief Justice of the High Court of Justice for Ontario.

THE HONOURABLE ROY LINDSAY KELLOCK, a Judge of the Supreme Court of Canada.

THE HONOURABLE JOHN ROBERT CARTWRIGHT, a Judge of the Supreme Court of Canada.

THE HONOURABLE ROBERT EVERETT LAIDLAW, a Justice of Appeal of the Supreme Court of Ontario.

THE HONOURABLE WILFRED DANIEL ROACH, a Justice of Appeal of the Supreme Court of Ontario.

THE HONOURABLE FREDERICK HOLMES BARLOW, a Judge of the Supreme Court of Ontario.

THE HONOURABLE WALTER FREDERICK SCHROEDER, a Judge of the Supreme Court of Ontario.

THE HONOURABLE GEORGE ALEXANDER GALE, a Judge of the Supreme Court of Ontario.

WILBUR ROY JACKETT, Q.C., B.A., LL.B. (Saskatchewan), M.A., B.C.L. (Oxford), of the Bar of Saskatchewan and of Osgoode Hall, Barrister-at-Law, Assistant Deputy Minister of Justice of Canada.

WILFRED SARSFIELD MARTIN, Q.C., of Osgoode Hall, Barrister-at-Law.

KENNETH GEORGE GRAY, Q.C., M.D., of Osgoode Hall, Barrister-at-Law, a member of the Council of the Medico-Legal Society of Toronto.

WILLIAM BELMONT COMMON, Q.C., of Osgoode Hall, Barrister-at-Law, Director of Public Prosecutions.

JAMES DOUGLAS CONOVER, of Osgoode Hall, Barrister-at-Law, Sheriff for the County of York.

- WESLEY MARSH MAGWOOD, Q.C., of Osgoode Hall, Barrister-at-Law, Master of Titles.
- ALFRED STANLEY MARRIOTT, Q.C., of Osgoode Hall, Barrister-at-Law, Senior Master.
- MISS HELEN BEATRICE PALEN, Q.C., of Osgoode Hall, Barrister-at-Law, Deputy Registrar, Supreme Court of Ontario.
- CHARLES WALTER SMYTH, Q.C., of Osgoode Hall, Barrister-at-Law, Registrar of the Supreme Court of Ontario.

APPENDIX C

Osgoode Hall Law School

Courses of Instruction

First Year

Lectures.—The Jurisprudence and History of the English Legal System; Contracts; Torts; Agency; Land Law; Personal Property; Criminal Law and Procedure; Practice I.

Group Instruction in Practice and Procedure.—Class instruction in practice and procedure is conducted in small groups, attendance at which is compulsory. This work is regarded as a *separate* subject of the curriculum, and at the conclusion of the work in the Easter term students are required to sit for a written examination on the work of that term. They must obtain a rating before being allowed to proceed to the Second Year.

Special Lectures.—The course of special lectures will include: The Legal Education Committee and the Student-at-Law—The Chairman of the Legal Education Committee, Mr. W. J. Beaton, Q.C.; The Law School and the Student—The Dean, Mr. C. E. Smalley-Baker, Q.C.; The Library and the Law Student—The Chief Librarian, Mr. G. A. Johnston, Q.C.; The Law Reports—The Editor of the Law Reports, Mr. A. B. Harvey, Q.C.; The Supreme Court of Ontario—The Registrar, Mr. C. W. Smyth, Q.C.

Second Year

Lectures.—Sale of Goods; Banking and Bills of Exchange; Equity including Trusts; Family Law; Company Law; Practice II; Conveyancing and Mortgages; Constitutional Law; Evidence.

Group Instruction in Practice and Procedure.—Class instruction in practice and procedure is conducted in small groups, attendance at which is compulsory. This work is regarded as a *separate* subject of the curriculum, and at the conclusion of the work in each term students are required to sit for a written examination on the work of that term and must obtain a rating before being allowed to proceed to the Third Year.

Special Lectures.—The course of special lectures for the Second Year will include: The Jurisdiction of the Master and the Organization of the Master's Office of the Supreme Court—Mr. A. S. Marriott, Q.C.; The Functions of the Director of Public Prosecutions—Mr. W. B. Common, Q.C.; The Jurisdiction and Procedure of the Weekly Court—Miss H. B. Palen, Q.C.; The System of Registration of Land Titles—Mr. W. M. Magwood, Q.C.; The Sheriff's Office—Mr. J. D. Conover; The Work of the City Registry Office—Mr. George Dodd.

Third Year

This Third Year is spent out of the Law School under articles in the office of a practising solicitor.

Fourth Year

Ten of the following courses must be taken, as chosen by the student subject to the approval of the Dean in each case. All students must also attend the Special Lectures. The subjects in the curriculum for the Fourth Year may be changed in 1954-55.

Lectures.—Conflict of Laws; Wills and Administration of Estates; Bankruptcy; Taxation; Bookkeeping and Accounting; Legislation and Administrative Law; Municipal Law; Labour Law; Patents, Trade Marks and Copyright; The Law of Partnerships and Other Unincorporated Associations; Insurance Law; Admiralty Law and Practice; Mechanics' Liens; Practice III.

Practical Training.—In addition to the examinations in the Law School courses, students are required to obtain pass standing in an oral examination on practical training before they can be called to the bar or given a certificate of fitness to practise as a solicitor.

Special Lectures.—The course of special lectures for the Fourth Year will include: How the Court of Appeal Functions—The Hon. Chief Justice J. W. Pickup, Chief Justice of Ontario; Legal Ethics and Conduct—The Hon. Chief Justice J. C. McRuer, Chief Justice of the High Court of Ontario; Obiter Dicta—The Hon. Mr. Justice R. L. Kellock; Advocacy in the Court of Appeal—The Hon. Mr. Justice J. R. Cartwright; An Outline of Railway Law—The Hon. Mr. Justice R. E. Laidlaw; To be announced—The Hon. Mr. Justice W. D. Roach; Some Aspects of the Law of Divorce—The Hon. Mr. Justice G. A. Gale; The Organization of the Department of Justice and Proceedings against the Crown in Tort—Mr. W. R. Jackett, Q.C., Assistant Deputy Minister of Justice; The Relation of the Profession to the Law Society—Mr. C. F. H. Carson, Q.C.; Legal Aid—Mr. W. Earl Smith, Q.C.; Some Medico-Legal Problems of the Present Day—Dr. K. G. Gray, Q.C.