

Some significant observations may be made upon this table. Of the 451 undergraduates attending during the year 1921-22, 60 had failed in at least one subject required for matriculation, while of the 929 regular undergraduates attending during the present session, 1930-31, none were below the total required for matriculation. The total number of regular students, therefore, in 1921-22 was 391 and in 1930, 929. It may also be noted that the type of student classified as partial students has greatly changed during this period. In 1921-22 a very large percentage of the 118 partial students had failed badly in their entrance examinations. In the year 1924-25, however, the practice of admitting as partial students candidates who had failed in their matriculation examinations was wholly discontinued, and there are, therefore, only very few students of this class in the Faculty at present. The 108 partial students registered in 1930-31 are almost exclusively from the affiliated Theological Colleges, the School for Social Workers, the Conservatorium of Music and the McGill School of Physical Education, and are all, therefore, doing full-time work in the University. We have really no partial students of the old type in the Faculty at present. We may also add that these figures take no account of students registered in the Graduate Faculty attending regular classes in this Faculty and no account of approximately 1000 students taking part-time intra-mural work in the afternoons and evenings. These afternoon and evening lectures are offered by the Committee on Extension Studies in the University, but the lectures are given by the regular members of the teaching staff and these students receive the same care and attention as regular undergraduates. If this report, too, is to give a fair measure of the administrative work of the Faculty it should not overlook the very large attendance at public lectures, debates and dramatic and musical entertainments in the Moyse Hall. Indeed, the facilities of an educational kind offered to part-time students and to the public has become a very distinct feature of the work of this Faculty during the last five or six years, and we need scarcely add that this work has added heavily to the teaching