

After a year's study I doubt very much whether a student has had sufficient experience to know along what line he would like to concentrate his studies. Moreover, he cannot take an Honour course and comply with the new regulations regarding teaching diplomas. This would mean that no student who takes an Honour course could ever take up the profession of teaching in this Province, and that would be a very serious matter from more points of view than one. In my opinion every student in Arts should put himself in line for teaching for one never knows what he might have to do later on.

(5) Promotion Regulations.

Another point of difference between McGill and the old country universities is in the way in which students are permitted to proceed towards a degree. In McGill he must pass a certain number of subjects every year, otherwise he will not be allowed to go on to the next year. In Oxford and Cambridge he has to pass three examinations and there is no account taken of time. In Edinburgh and Glasgow it is ~~more~~ a matter of passing subjects and getting credit for them than of doing a certain amount of work each year. To the latter plan there some objections in that a student may get a degree after a very piece-meal kind of course. One who passes in only a subject or two each year cannot be as good a student as one who can manage four or five at a time. There is something, I think, to be said in favour of the Scotch system (which is followed in Queen's University) but probably some limit should be set to the time in which a student will be allowed to count subjects towards a degree. There is a regulation that the first degree cannot be taken in less than three years; it would be well, one would think, that an outside time should also be stipulated. Our system however of compelling a student to hold back a year because he may have failed in two subjects of the previous year is one that often works a hardship. Of course it may be that such a student would have to take an extra year to get his degree, but he would be doing it more systematically and with more benefit to himself by taking a full year's work each session, at any rate while he can.

As for turning a student out at any time for poor scholarship that is not known in the Scotch universities, nor, I presume, anywhere else. If that does happen, it is exceptionally rare. Up to the present, for a number of years, the practice in McGill has been to turn a student out at the end of the first term if he failed in a certain number of subjects. He was sent home to waste his time, for that is about all he could do until next session. Things are better in this respect now, but I maintain that no student can be considered as having had a fair trial until the end of the session.

Selection of Students.

So far as I have been able to learn the British universities have not been obliged to limit their students, consequently there is no need of machinery for selection. As this is to be a regular thing with us, especially in Arts and Medicine, some defensible system should be established. Of course, the first statement that should be made in this connection is that the best students will be taken. This has been